

Houston Independent School District

162 Gregg Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Every student will be proficient or above in reading and mathematics by the end of second grade.

Vision

We exist to help students learn to love learning. We exist to be a safe place for students in the community.

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Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024. 20

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our demographic composition is: Hispanic 78%; African-American 19%; Anglo .9%, and less than 1% among the other races. Other student populations include Economically Disadvantaged 95%; Mobility Rate 13%; English Limited Language 51%; Special Education 10%; and Gift and Talented 5.9%. Our campus houses specialized PALS and SLL classes. We also provide resource support for students being serviced in the general education classroom or in a pull out model as determined by need. In the 2020-21 school year, the attendance rate was 93%. Enrollment has declined from 553 in the 2018 - 2019 school year, 463 in the 2019 - 2020 school, and now 382 in the 2021 - 2022 school year to date.

Instructional staff breakdown is as follows: PK-4; K-2; 1st-2; 2nd-3; 4th-3; 5th-2; Ancillary-2. Class sizes range from 20 students in Prekindergarten to 25 in 5th Grade. At each grade level, staff are either Bilingual certified or ESL certified to meet the needs of the student population. There is a small percentage of staff who hold content specific certifications only. This year we have 3 new teachers on campus. Two of the teachers are enrolled in the Teach for America certification program. This year, a Teacher Specialist was added to the staff for the purpose of coaching and developing teachers. By the end of the school year, we will add a Counselor and a Math/Reading Interventionist.

The campus is located in a neighborhood of homes. There are several apartment complexes within a 2 mile radius that feed into the campus zone. The 77087 zip code is home to 37,886 people. The largest racial/ethnic groups are Hispanic (81.4%) followed by Black (13.6%) and White (3.8%). The median household income is \$39,800.00. The median age range of residents is 30 years old. Of the residents, 24% are living below the poverty line. Additionally, households have an average size of 3 persons. With regards to education, 58% of the residents hold a High School degree. Additionally, 9% hold a Bachelor's degree.

Demographics Strengths

Gregg ES provides opportunities for native Spanish speaking students to have increased access to English instruction via our Dual Language program. The current model of instruction for the program is a 50/50 one-way program - servicing native Spanish speaking students only). Students loop together with the cohort they began the program with. Students receiving services in our English only classes regularly score comparable to the district average on HISD created formative assessments. During the 2020 - 2021 school year, only 2 students across the population were suspended outside of the campus. Also, during the 2020 - 2021 school year, only 16% of ELs taking the TELPAS assessment received a composite rating of Beginner.

For the 2021 - 2022 school year, the campus has added 1 new teacher in Grade 3rd - 5th. In PK - 2nd, we have added 5 new teachers. Three of the new teachers are being hired in our Prekindergarten classroom due to an increase in enrollment. We have also collaborated to create a partnership with Head Start for the 2021 - 2022 school year (collaborative model). The prior year, Head Start was a stand alone day care on the

campus. This year, we have also added a Teacher Specialist position, Interventionist (pending hire), and Counselor (pending hire).

We have worked to re-engage the Gregg community through use of Class Dojo as our school-wide parent engagement platform. Post are communicated in English and Spanish. All staff with access to the school feed provide responses to parent questions within 24 hours. Pictures of the school day are posted so families feel connected to the learning that occurs.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Enrollment has decreased from 553 in 2018 - 2019 to 382 in 2021 - 2022 (down 171 students). **Root Cause:** Based on surveys conducted with staff and the community, parents have chose other nearby schools due to: programming, extra-curricular opportunities, and perceived customer service concerns.

Problem of Practice 2 (Prioritized): Spanish testers historically perform lower than their English counterparts on the STAAR assessment. **Root Cause:** Inconsistencies in language of instruction versus language of assessment.

Student Learning

Student Learning Summary

2021 TELPAS Summary by Campus

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Data downloaded from OnTrack on August 3, 2021 using 2020-2021 Current Roster.

Campus	Campus #	Grade	Composite			Listening														
			Beginning #	%		Intermediate #	%		Advanced #	%		Advanced High #	%		Tested #	Beginning #	%		Intermediate #	%
Gregg Elementary	162	All Grades	31	16.94%		77	42.08%		60	32.79%		15	8.20%		183	30	16.30%		53	28.80%
Gregg Elementary	162	Grade 1	13	36.11%		14	38.89%		9	25.00%		0	0.00%		36	6	16.67%		11	30.56%
Gregg Elementary	162	Grade 2	4	18.18%		12	54.55%		6	27.27%		0	0.00%		22	2	8.70%		8	34.78%
Gregg Elementary	162	Grade 3	3	8.11%		15	40.54%		15	40.54%		4	10.81%		37	3	8.11%		5	13.51%
Gregg Elementary	162	Grade 4	6	20.69%		11	37.93%		11	37.93%		1	3.45%		29	8	27.59%		11	37.93%
Gregg Elementary	162	Grade 5	1	2.78%		11	30.56%		16	44.44%		8	22.22%		36	5	13.89%		8	22.22%
Gregg Elementary	162	Kindergarten	4	17.39%		14	60.87%		3	13.04%		2	8.70%		23	6	26.09%		10	43.48%

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Student Assessment Department - Data Quality Team.

Campus	2020-2021															
	BOY										MOY					
	SchName	SchNbr	SSOLP	Area	Subject	TstdGrd	Language	#Tested	Yes	No	Proficient Pct	Proficient Cnt	Yes	No	Proficient Pct	Proficient Cnt
Gregg Elementary	162	Diego Calderon-Duran	South	LanguageArts	Grade 1	35	Dual Language	37%	13	22	63%	22	18		82%	4
Gregg Elementary	162	Diego Calderon-Duran	South	LanguageArts	Grade 1	26	English	35%	9	17	65%	18	3		17%	15

Gregg Elementary	162	Diego Calderon-Duran	South	Language/Arts	Grade 1	Spanish	20	9	45%	11	55%	10	7	70%	3
Gregg Elementary	162	Diego Calderon-Duran	South	Language/Arts	Grade 2	Dual Language	22	18	82%	4	18%	4	2	50%	2
Gregg Elementary	162	Diego Calderon-Duran	South	Language/Arts	Grade 2	English	29	14	48%	15	52%	12	4	33%	8
Gregg Elementary	162	Diego Calderon-Duran	South	Language/Arts	Grade 2	Spanish									

Circle Proficiency Res

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Student Assessment - Data Quality Team (SADQT).															
Campus															
2020-2021															
BOY															
SchName	SchNbr	SSO/LP	Area	Grd	Tstd	Subject	Language	Nbr	Tstd	Nbr	Proficient	Pct	Proficient	Nbr	Tstd
Gregg ES162		Diego Calderon-Duran	South	Pre-Kindergarten	Literacy	English	22	6	27%	26	18	69%	23	20	87%
Gregg ES162		Diego Calderon-Duran	South	Pre-Kindergarten	Literacy	Spanish	19	14	74%	19	16	84%	17	15	88%
Gregg ES162		Diego Calderon-Duran	South	Pre-Kindergarten	Math	English	22	15	68%	26	23	88%	23	22	96%
Gregg ES162		Diego Calderon-Duran	South	Pre-Kindergarten	Math	Spanish	18	12	67%	18	16	89%	17	15	88%

3 Year Renaissance 360 Benchmarks' Report - Campus. Report Run Date: Jun 10, 2021

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Student Assessment Department - Data Quality Team (SADQT).

Benchmark Legend:

AAB = At/Above Benchmark OW = On Watch I = Intervention UI = Urgent Intervention

SchYr 20-21

Term (Window)

Benchmark BOY

SchName	Sch#	SSOLP	Area	Grade	Tstd	Version	Nbr	Tstd	AAB	OW	I	UI	Tstd	Std	Cnt	Pct	Tstd
Gregg ES	162	Diego Calderon-Duran	South	Kindergarten	Eng	Early Lit	52	32	62%	4	8%	9	17%	7	13%		

Gregg ES 162	Diego Calderon-Duran	South	Kindergarten	Early Lit Span	25	21	84%	3	12%	1	4%
Gregg ES 162	Diego Calderon-Duran	South	Grade 1	Early Lit Eng	62	22	35%	7	11%	13	21%
Gregg ES 162	Diego Calderon-Duran	South	Grade 1	Early Lit Span	36	23	64%	4	11%	1	3%
Gregg ES 162	Diego Calderon-Duran	South	Grade 1	Math Eng	62	43	69%	10	16%	6	10%
Gregg ES 162	Diego Calderon-Duran	South	Grade 1	Math Span	35	29	83%	3	9%	3	9%
Gregg ES 162	Diego Calderon-Duran	South	Grade 1	Read Eng							
Gregg ES 162	Diego Calderon-Duran	South	Grade 1	Read Span							
Gregg ES 162	Diego Calderon-Duran	South	Grade 2	Early Lit Eng							
Gregg ES 162	Diego Calderon-Duran	South	Grade 2	Early Lit Span							
Gregg ES 162	Diego Calderon-Duran	South	Grade 2	Math Eng	48	19	40%	8	17%	14	29%
Gregg ES 162	Diego Calderon-Duran	South	Grade 2	Math Span	21	10	48%	2	10%	7	33%
Gregg ES 162	Diego Calderon-Duran	South	Grade 2	Read Eng	49	19	39%	4	8%	5	10%
Gregg ES 162	Diego Calderon-Duran	South	Grade 2	Read Span	21	12	57%	3	14%	4	19%
Gregg ES 162	Diego Calderon-Duran	South	Grade 3	Early Lit Eng							
Gregg ES 162	Diego Calderon-Duran	South	Grade 3	Math Eng	67	35	52%	8	12%	7	10%
Gregg ES 162	Diego Calderon-Duran	South	Grade 3	Math Span	35	20	57%	7	20%	1	3%
Gregg ES 162	Diego Calderon-Duran	South	Grade 3	Read Eng	68	20	29%	6	9%	14	21%
Gregg ES 162	Diego Calderon-Duran	South	Grade 3	Read Span	35	27	77%	5	14%	2	6%
Gregg ES 162	Diego Calderon-Duran	South	Grade 4	Math Eng	54	26	48%	8	15%	8	15%
Gregg ES 162	Diego Calderon-Duran	South	Grade 4	Math Span	29	18	62%	5	17%	3	10%
Gregg ES 162	Diego Calderon-Duran	South	Grade 4	Read Eng	56	8	14%	8	14%	10	18%

Gregg ES 162	Diego Calderon-Duran	South	Grade 4	Read Span 29	20	69%	4	14%	3	10%	2	7%	3
Gregg ES 162	Diego Calderon-Duran	South	Grade 5	Math Eng 45	18	40%	6	13%	8	18%	13	29%	48
Gregg ES 162	Diego Calderon-Duran	South	Grade 5	Math Span									23
Gregg ES 162	Diego Calderon-Duran	South	Grade 5	Read Eng 48	9	19%	2	4%	11	23%	26	54%	47
All Subjects Percent of Tests At Approaches GL Standard or Above At Meets GL Standard or Above At Masters GL Standard Number of Tests At Approaches GL Standard or Above At Meets GL Standard or Above At Masters GL Standard Total Tests Participation % participation 2018-19 % participation 2020-21 ELA/Reading Percent of Tests At Approaches GL Standard or Above At Meets GL Standard or Above At Masters GL Standard Number of Tests At Approaches GL Standard or Above													
	58%	54%	59%	0%	-	-	-	58%	53%	54%	54%	33%	59%
	28%	29%	27%	0%	-	-	-	27%	20%	22%	51%	0%	27%
	10%	17%	8%	0%	-	-	-	10%	5%	7%	14%	0%	10%
	158	28	127	0	-	-	-	152	91	97	19	2	147
	75	15	59	0	-	-	-	70	34	39	18	0	69
	27	9	18	0	-	-	-	26	8	12	5	0	25
	272	52	215	2	-	-	-	263	172	178	35	6	251
	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100
	70%	66%	72%	50%	-	0%	-	71%	79%	80%	66%	100%	70%
	63%	60%	64%	0%	-	-	-	63%	63%	64%	58%	33%	64%
	34%	35%	35%	0%	-	-	-	33%	28%	30%	50%	0%	34%
	14%	20%	13%	0%	-	-	-	14%	9%	12%	0%	0%	15%
	67	12	54	0	-	-	-	65	42	44	7	1	63

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Co En
At Meets GL Standard or Above	36	7	29	0	-	-	-	-	34	19	21	6	0	34
At Masters GL Standard	15	4	11	0	-	-	-	-	14	6	8	0	0	15
Total Tests	106	20	84	1	-	-	-	-	103	67	69	12	3	99
Participation														
% participation 2018-19	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100
% participation 2020-21	83%	69%	87%	50%	-	-	0%	-	84%	100%	100%	80%	100%	83%
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	61%	60%	61%	0%	-	-	-	-	61%	53%	54%	58%	33%	61%
At Meets GL Standard or Above	31%	35%	30%	0%	-	-	-	-	30%	21%	24%	58%	0%	32%
At Masters GL Standard	10%	20%	7%	0%	-	-	-	-	10%	3%	6%	25%	0%	9%
Number of Tests														
At Approaches GL Standard or Above	64	12	51	0	-	-	-	-	62	35	37	7	1	60
At Meets GL Standard or Above	33	7	25	0	-	-	-	-	31	14	16	7	0	31
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Con ous Enr
At Masters GL Standard	10	4	6	0	-	-	-	-	10	2	4	3	0	9
Total Tests	105	20	83	1	-	-	-	-	102	66	68	12	3	98
Participation														
% participation 2018-19	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100
% participation 2020-21	64%	69%	64%	50%	-	-	0%	-	65%	69%	69%	56%	100%	65%
Writing														
Percent of Tests														
At Approaches GL Standard or Above	39%	13%	47%	-	-	-	-	-	36%	36%	40%	33%	-	42%
At Meets GL Standard or Above	11%	0%	16%	-	-	-	-	-	8%	7%	13%	33%	-	8%
At Masters GL Standard	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	-	0%
Number of Tests														
At Approaches GL Standard or Above	11	1	9	-	-	-	-	-	9	5	6	2	-	10
At Meets GL Standard or Above	3	0	3	-	-	-	-	-	2	1	2	2	-	2

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Co En
At Masters GL Standard	0	0	0	-	-	-	-	-	0	0	0	-	-	0
Total Tests	28	8	19	-	-	-	-	-	25	14	15	6	-	24
Participation														
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	-	100
% participation 2020-21	52%	53%	50%	-	-	-	-	-	50%	48%	50%	75%	-	50%
Science														
Percent of Tests														
At Approaches GL Standard or Above	48%	75%	45%	-	-	-	-	-	48%	36%	38%	60%	-	47%
At Meets GL Standard or Above	9%	25%	7%	-	-	-	-	-	9%	0%	0%	60%	-	7%
At Masters GL Standard	6%	25%	3%	-	-	-	-	-	6%	0%	0%	40%	-	3%
Number of Tests														
At Approaches GL Standard or Above	16	3	13	-	-	-	-	-	16	9	10	3	-	14
At Meets GL Standard or Above	3	1	2	-	-	-	-	-	3	0	0	3	-	2
At Masters GL Standard	2	1	1	-	-	-	-	-	2	0	0	2	-	1
Total Tests	33	4	29	-	-	-	-	-	33	25	26	5	-	30
Participation														
% participation 2018-19	99%	95%	100%	100%	100%	-	-	-	99%	100%	100%	100%	100%	98%
% participation 2020-21	68%	67%	70%	-	-	-	0%	-	69%	75%	76%	50%	-	67%
Social Studies														
Percent of Tests														
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Student Learning Strengths

TELPAS: More than 65% of students taking the TELPAS assessment in Grades 4 and 5 scored at the approaches level on the English DLA. In the area of Math, 75% of the students taking the TELPAS assessment scored at the approaches level on the English DLA. With regards to the Spanish DLA, 3rd Grade students scored at 57% approaches. On the Spanish Math DLA, Grade 3 scored 63% and Grade 4 scored 74% at the approaches level. When examining the number of students making gains from 2019 - 2020 in the Advanced High criteria, 85% of our Grade 1 students showed progress.

HFWE: Grade 2 Dual Language students scored at the 82% proficiency rate on the first round of testing. Grade 1 Dual Language students scored at the 82% proficiency rate on the 2nd round of testing.

Circle: By the end of the 2020 - 2021 school year, more than 85% of the students in PK performed at the proficiency level (English and Spanish data points).

Renaissance 360: Grade 4 had a collective 71% of students at the Advanced High level.

STAAR: On the 2020 - 2021 STAAR test, 67% of the collective Reading scores were at the Approaches level. In the area of Math, 64% of the collective Math test were at the approaches.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: 42% of the 3rd - 5th Grade students participated in state assessments in the 2020 - 2021 school year. **Root Cause:** Approximately 100 - 130 students attended school in person over the course of the year due to COVID fear.

Problem of Practice 2: Staff participation in professional development connected to high leverage instructional best practices has been significantly limited over the past 5 years at minimum. **Root Cause:** The campus found success in use of state test prep materials. This has been the core resource used across the campus.

School Processes & Programs

School Processes & Programs Summary

Personnel: As a new principal on the campus, I worked to retain all staff who wanted the opportunity to continue at Gregg for the 2021 - 2022 school year. When seeking new staff to fill vacancies, I collaborated with fellow HISD colleagues to recruit teachers who were known to have the will for teaching during a pandemic. I also worked with Teach for America to screen and secure candidates that were vetted via their pipeline. When hiring Tier I leaders, I sought out recruits who had strong instructional backgrounds across multiple contents. I also looked for individuals who understood the role of coaching as a foundation for improvement.

Professional Practices: Our priority this year is increasing our capacity around Tier I instructional best practices. We created a master schedule that allowed for increased planning time daily. This year we have incorporated consistent weekly vertical PLC meetings for the purpose of training, reviewing student work products, and analyzing data for the purpose of determine our effectiveness and needed next steps. Training includes a focus on: unpacking student expectations for the purpose of determine aligned and specific teaching points; the gradual release model; high leverage instructional practices based on Hattie effective sizes and Marzano strategies; moving from worksheets to authentic student work products; creating and utilizing effective student assessments. When adding new initiatives to the campus, staff are regularly provided opportunities to engage in the decision making process via surveys in our weekly newsletter. Communication about best practices and decisions also come weekly via our campus newsletter. Discussion around these practices occur during coaching conversations, weekly PLC meetings, and faculty meetings.

Programs: Gregg provides Dual Language, ESL, GT, Resource, SLL, PALS, ART, Library, Technology classes, Dyslexia Interventions, RTI for Tier 2 and Tier 3 students, and Writers in the School (new this school year). We are providing our students the opportunity for structured soccer via a club provided to neighboring HISD schools in the area. We will also provide UIL in the area of Creative Writing and ART History for the first time this year. We are working to start a student run media club that will take ownership of our daily morning announcement. We are in talks to acquire a Theater teacher pending funds from ESSER.

Procedures: The instructional day begins at 7:30 AM and ends at 3:00 PM. While receiving breakfast in the classroom, students are expected to engage with independent instructional task during this time. The campus has adopted a 1 hour school wide intervention block from 8:00 AM - 9:00 AM each day. Teachers receive 60 minutes of planning time daily. We are working to bring on a School Counselor for the purpose of teaching teachers the behavioral skills that students need to engage as productive members of the school and classroom community.

School Processes & Programs Strengths

Students at every level have a in house program designed to meet their specific needs. Our Dual Language program is sought out by the community that is zoned and non-zoned. Our Prekindergarten students have 2 teachers and 1 teacher assistant in every classroom due to our collaboration with the Head Start Program. Alongside the teaching staff, we have 3 additional Head Start staff members who support with student registration and records, team management, and any needs of students and the families. Our close collaboration is a significant factor in the campus meeting our projection this school year. Our ancillary program now has a certified ART teacher servicing students across all grade levels. Our PE teacher now incorporates mind-fullness practices at the start and end of each session (meditation moments). We have opened

our campus library and technology lab for daily use by all students across the campus. Technology lab currently focuses on literacy independent reading practices via myOn. We will soon incorporate Imagine Learning on structured days for intervention supports. Students in Grades Kindergarten - 5th Grade are provided the opportunity to check out books on a weekly basis when visiting the campus library. This year, we will be weeding out dated books and purchasing new titles based on student interest and national award list. We will also be adding updated technology to the school library for use specifically for ebooks and Accelerated Reader. Master schedules on campus have been created by the administrative team to maximize instructional time and provide structured interventions to close gaps related to COVID learning loss.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): The campus Dual Language program has been inconsistently implemented within and across grade levels. **Root Cause:** The campus is running a one-way Dual Language program which does not offer language acquisition opportunities for students seeking Spanish as the L2.

Perceptions

Perceptions Summary

Culture (2020 - 2021 school year): Implications of this consistency as far reaching with staff and the community. All teachers are rated a level 3 or 4 per the TADS rubric. Classroom walkthroughs and coaching forms were limited to the minimum requirements by the district. District instructional initiatives like Literacy by 3, Guided Math, and Sheltered Instruction are not common practice on the campus. Current instructional frameworks like running records, guided reading, problem solving journals, and Patterns of Power are practices that have not taken shape in the classroom. Parent engagement is limited to the communication of information. Due to COVID, parent engagement on campus has been significantly limited.

Perceptions Strengths

Gregg Elementary is perceived as a campus that is doing well academically. The campus also has a perception of stability among staff. When conducting one to one sessions with teachers, they shared that the school feels like a family. Surveys from parents communicated a perception that the physical building met their child's needs.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: There is a decline in student attendance due to the more favorable perception of neighboring HISD and charter schools. **Root Cause:** Lack of parent engagement, limited marketing of what the campus has to offer, and lack of extra-curricular activity options outside of tutorials.

Priority Problems of Practice

Problem of Practice 1: Enrollment has decreased from 553 in 2018 - 2019 to 382 in 2021 - 2022 (down 171 students).

Root Cause 1: Based on surveys conducted with staff and the community, parents have chose other nearby schools due to: programming, extra-curricular opportunities, and perceived customer service concerns.

Problem of Practice 1 Areas: Demographics

Problem of Practice 3: The campus Dual Language program has been inconsistently implemented within and across grade levels.

Root Cause 3: The campus is running a one-way Dual Language program which does not offer language acquisition opportunities for students seeking Spanish as the L2.

Problem of Practice 3 Areas: School Processes & Programs

Problem of Practice 2: Spanish testers historically perform lower than their English counterparts on the STAAR assessment.

Root Cause 2: Inconsistencies in language of instruction versus language of assessment.

Problem of Practice 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR - The percentage of students in grades Kindergarten - 5th grade reading on grade level as measured by a running running will increase by 10 points from 47% in the fall of 2021 to 57% in the spring of 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: During the 2021 - 2022 school year, 100% of teachers in Grades PK-2 will participate in vertical planning PD sessions weekly for 60 minutes every Thursday.

Evaluation Data Sources: Attendance records, PD sign-in sheets, PD agendas, TADS walkthroughs, formative data, summative data.

HB3 Board Goal

Strategy 1 Details		Reviews		
Strategy 1: Targeted training on the identification of Readiness and Supporting standards. Strategy's Expected Result/Impact: Teachers will have a clear understanding of student expectations that all learners must master by the end of the school year. Staff Responsible for Monitoring: Principal, AP, Teacher Specialist, Interventionist Action Steps: 1. The leadership team will work together to determine weekly agenda focus items, PD content, and expected deliverable as a result of new learning. 2. Following PD sessions, the leadership team will monitor and provide feedback on learning from the PLC. 3. Weekly PLC focus items will loop prior learning to continued new learning. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	0% No Progress 100% Accomplished Continue/Modify Discontinue	Nov	Jan	Mar

Measurable Objective 2: During the 2021 - 2022 school year, 100% of teachers in Grades PK-2 will provide 60 minutes daily intervention for Tier 2 and Tier 3 students.

Evaluation Data Sources: Campus walkthrough form, intervention logistics log, Circle/Ren 360, Running Records, HFWE data, and district snapshot data.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Master schedule has embedded 60 minutes of intervention time daily from 8:00 AM - 9:00 AM. Strategy's Expected Result/Impact: Teachers will have targeted time built into their master schedule to address skill based deficits for Tier 2 and Tier 3 students. Staff Responsible for Monitoring: Principal, AP, Teacher Specialist, Interventionist Action Steps: 1. Teachers will utilize the intervention block for the first 4 weeks of school to complete BOY testing in the area of Math and Reading. 2. Following testing, students will be grouped by Tier and skill. 3. Teacher will create a master schedule for intervention based on time and data collected. 4. Teacher will be responsible for providing intervention daily for 60 minutes. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability					
0% No Progress 100% Accomplished Continue/Modify Continue/Modify		Discontinue Discontinue			
		Nov	Jan	Mar	June

Measurable Objective 3: During the 2021 - 2022 school year, 100% of teachers in Grade PK-2 will be trained in balanced literacy instruction.

Evaluation Data Sources: PLC agenda, sign in sheet, Circle Data, TX KEA data, Ren 360 data, Snapshots, TADS feedback.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will be explicitly trained on teacher/student moves across the Interactive Read Aloud, Shared Readings, Direction Instruction, Grammar instruction, and Writing Instruction. Strategy's Expected Result/Impact: Teacher lessons will be targeted and intentional based on the purpose of the instructional task and the standard. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Specialist Action Steps: During the month of October and November, each PLC will focus on a specific portion of the literacy block. Title I Schoolwide Elements: 2.4, 2.5, 2.6					
0% No Progress 100% Accomplished Continue/Modify Continue/Modify		Discontinue Discontinue			
		Nov	Jan	Mar	June

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH The percentage of students in grades Kindergarten - 5th performing at the "At/Or Above" level as measured by Renaissance 360 will increase by 10 points from 29% in the fall of 2021 to 39% in the spring of 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: During the 2021 - 2022 school year, 100% of teachers in Grades PK-2 will participate in vertical planning PD sessions weekly for 60 minutes every Thursday.

Evaluation Data Sources: Attendance records, PD sign-in sheets, PD agendas, TADS walkthroughs, formative data, summative data.

HB3 Board Goal

Strategy 1 Details		Reviews		
Strategy 1: Targeted training on the identification of Readiness and Supporting standards. Strategy's Expected Result/Impact: Teachers will have a clear understanding of student expectations that all learners must master by the end of the school year. Staff Responsible for Monitoring: Principal, AP, Teacher Specialist, Interventionist Action Steps: 1. The leadership team will work together to determine weekly agenda focus items, PD content, and expected deliverable as a result of new learning. 2. Following PD sessions, the leadership team will monitor and provide feedback on learning from the PLC. 3. Weekly PLC focus items will loop prior learning to continued new learning. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	0% No Progress 100% Accomplished Continue/Modify			
		✗ Discontinue		

Measurable Objective 2: During the 2021 - 2022 school year, 100% of teachers in Grades PK-2 will provide 60 minutes daily intervention for Tier 2 and Tier 3 students.

Evaluation Data Sources: Campus walkthrough form, intervention logistics log, Circle/Ren 360, snapshot assessments.

HB3 Board Goal

Strategy 1 Details		Reviews		
Strategy 1: Master schedule has embedded 60 minutes of intervention time daily from 8:00 AM - 9:00 AM. Strategy's Expected Result/Impact: Teachers will have targeted time built into their master schedule to address skill based deficits for Tier 2 and Tier 3 students. Staff Responsible for Monitoring: Principal, AP, Teacher Specialist, Interventionist Action Steps: 1. Teachers will utilize the intervention block for the first 4 weeks of school to complete BOY testing in the area of Math and Reading. 2. Following testing, students will be grouped by Tier and skill. 3. Teacher will create a master schedule for intervention based on time and data collected. 4. Teacher will be responsible for providing intervention daily for 60 minutes. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	0% No Progress 100% Accomplished Continue/Modify	✗ Discontinue		
			Nov	Mar
			Jan	June

Measurable Objective 3: During the 2021 - 2022 school year, 100% of teachers in Grades PK-2 will be trained on Number Talks Whole Number Computation.

Evaluation Data Sources: Circle, TX KEA, Ren 360, Snapshots, TADS feedback.

HB3 Board Goal

Strategy 1 Details		Reviews		
Strategy 1: Teachers will be trained on the following components: what is a number talk, how to prepare for a number talk, developing specific strategies for the classrooms [dot images, five/ten frames, number lines, hundred chart] and student thinking during the number talk. Strategy's Expected Result/Impact: Students will develop concrete understanding of computation strategies that build on basic math ideas. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Specialist Action Steps: Teachers will complete a series of trainings on the strategies during weekly PLC during the month of October. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	0% No Progress 100% Accomplished Continue/Modify	✗ Discontinue		
			Nov	Mar
			Jan	June

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS The percentage of students in grades 4th and 5th who show progress on the Reading and Math STAAR test as indicated in Domain 2 will maintain a 72 scale score for the spring 2022 STAAR administration.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: During the 2021 - 2022 school year, 100% of students who participated in state testing will make 1 years progress.

Evaluation Data Sources: STAAR and TELPAS

HB3 Board Goal

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Jan	Mar
Strategy 1: The campus will target and track the needs and progress of all students who participated in the STAAR test during the 2020 - 2021 school year for the purpose of creating a 2021 - 2022 goal that shows 1 year progress. Strategy's Expected Result/Impact: Close learning loss associated with COVID variables. Staff Responsible for Monitoring: Principal, AP, Teacher Specialist, Interventionist Action Steps: 1. Identify students who participated in testing in the area of Math and Reading (current Grade 4 and 5 students). 2. Work with the district DDI to determine the raw score and percentage needed to make 1 years growth. 3. During student/teacher data conference, students will receive the expected goal and discuss strategies needed to track their progress and receive support when they do not meet master for a needed SE. 4. The campus will track the data of set students in the Green Hallway Learning Lab. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability			

Strategy 2 Details		Reviews		
Strategy 2: During the 2021 - 2022 school year, all teachers will be trained on the development and implementation of language objectives aligned to the daily content learning objectives. Strategy's Expected Result/Impact: Students will intentionally develop language skill in the areas of listening, speaking, reading, and writing. Staff Responsible for Monitoring: Principal, AP, Teacher Specialist, Interventionist Action Steps: 1. Language objectives PD and coaching for all staff. 2. Language objectives are expected on all objective boards. 3. Monitoring of how instruction is being scaffold to accommodate all domains of language needs. 4. Monitor how the communication of learning is being scaffold to accommodate all domains of language need. 5. The campus will participate in all district ELD assessments for the purpose of monitoring student language development progress. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue	Nov	Jan	Mar

Measurable Objective 2: During the 2021 - 2022 school year, 100% of students taking the TELPAS assessment will be expected to grow 1 level.

Evaluation Data Sources: ELD assessment and TELPAS

HB3 Board Goal

Strategy 1 Details		Reviews		
Strategy 1: Teachers will be trained to teach and support language via language objectives focused on increased conversation and opportunities to communicate their thoughts through writing. Strategy's Expected Result/Impact: Teachers will gain an understanding of how to support language when teaching and expecting students to communicate their understandings. Students will receive needed supports based on language levels. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Specialist Action Steps: Training on language objectives Training on the Literacy Routines SI Coach will providing coaching in the classrooms for all staff. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue	Nov	Jan	Mar

Measurable Objective 3: During the 2021 - 2022 school year, 100% of students will grow 3 levels on the Running Record assessment.

Strategy 1 Details		Reviews			
Strategy 1: All teachers will be trained on completing a running record with fidelity. Strategy's Expected Result/Impact: Teachers will know who to identify student progress and need based on listening to their reading of a text at the students instructional level. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Specialist Action Steps: Teachers will be trained to complete a running record. Side by side coaching will be provided for teachers who struggle identifying the independent level. Training will be conducted on how to analyze a record to determine teaching points. Training will be provided on how to use the data to create groups. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy		Nov	Jan	Mar	Summative June
		0% No Progress 100% Accomplished Continue/Modify ➔ ✖ Discontinue			

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS The percentage of students serviced in the special education program in grades 3rd - 5th performing at the approaches and meets level as measured by the STAAR test will increase by 10 points from 54% in 2021 to 64% in May 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: During the 2021 - 2022 school year, the campus will move towards an inclusion model for students being serviced through Resource.

Evaluation Data Sources: Student IEPs

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: 100% of Special Education resource students are currently being pulled outside of the classroom for Resource support. For the 2021 – 2022 school year, we will review each IEP to determine which students can best be served in the classroom via a co-teach model. Strategy's Expected Result/Impact: Students will receive access to on grade level instruction from their classroom teacher with real time scaffold support from the Resource teacher. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Specialist, Interventionist Action Steps: 1. The leadership team is currently reviewing all IEPs and the Resource teacher daily instructional schedule. 2. Instructional schedules will be created based on maximizing time for students based on need. 3. Schedule ARDs to discuss needed changes for a inclusion model of support. 4. Train the campus on inclusion model and how to leverage the Resource teacher in the room for all struggling students. 5. Build the capacity of the Resource teacher around content and instructional practices. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative	
		Nov	Jan	Mar	June
		0% No Progress 100% Accomplished Continue/Modify Discontinue			

Measurable Objective 2: During the 2021 - 2022 school year, the special education teachers will be expected to attend all trainings provided to general education teaching staff.

Evaluation Data Sources: PLC Sign in Sheets

HB3 Board Goal

Strategy 1 Details		Reviews		
Strategy 1: Time will be provided for the special education team to meet with their general education counterparts for continued professional learning and development. Strategy's Expected Result/Impact: The team will continue building their knowledge in instructional best practices. The team will have the opportunity to learn about best practices taking place across the campus. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Specialist Action Steps: Work the master schedule to include planning with general education teachers. Provide opportunities for access to HISD PD assigned to general education teachers. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	0% No Progress	100% Accomplished	Continue/Modify ➡	Discontinue ✖

Measurable Objective 3: During the 2021 - 2022 school year, the special education teacher will be expected to create IEP that are specific to the needs of the student and based on high leverage instructional strategies.

Evaluation Data Sources: Review of IEP

HB3 Board Goal

Strategy 1 Details		Reviews		
Strategy 1: When attending Pre-ARDs and ARDs, the administrative team will work with the special education team to develop plans that are specific to the student based on their results from evaluations. Strategy's Expected Result/Impact: Collaboration will lead to an increase in ideas around plans that are best for students. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Specialist Action Steps: Schedule time to meet with the campus based special education case managers prior to an ARD to review the instructional/behavioral plan. Collaborate on plan based on data and best practices. Seek feedback from the parent around strengths and growth opportunities for the student. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	0% No Progress	100% Accomplished	Continue/Modify ➡	Discontinue ✖

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: During the 2021 - 2022 school year, Gregg will meet the projection of 381 students.

Evaluation Data Sources: Attendance records

HB3 Board Goal

Strategy 1 Details		Reviews				
Strategy 1: Contact all parents of students currently in PK. Work with the families to enroll their students in Grade K at the campus. Strategy's Expected Result/Impact: Through proactive communication with the parents, we are able to work through barriers that may cause the parent to seek another option. Build our enrollment from early childhood on. Staff Responsible for Monitoring: Principal, Assistant Principal, SIR, Secretary, Head Start Team Action Steps: Contact all early childhood parents who attended the campus last year. Register parents for the 2021 – 2022 school work. Work with families who need support around transportation, arrival and dismissal times. Title I Schoolwide Elements: 2.4, 2.5, 2.6 – Targeted Support Strategy	0% No Progress 100% Accomplished Continue/Modify					
				Nov	Jan	Mar
					Discontinue	

Measurable Objective 2: During the 2021 - 2022 school year, Gregg will partner with the Head Start program to increase the enrollment of students age 3.

Evaluation Data Sources: PK enrollment

HB3 Board Goal

Strategy 1 Details		Reviews		
Strategy 1: Meet with the Head of the Gulf Coast Head Start program to coordinate a collaborative model on campus. Strategy's Expected Result/Impact: Increase the teacher student ratio in all PK classes. Staff Responsible for Monitoring: Principal, SIR, Secretary Action Steps: Meet with the Head Start team in June. Provide Head Start team access to all HISD enrolled students. The same goes for Head Start enrolled students. Create classes at a 20:1 ratio. Train the PK team on the new collaborative model. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy				
		Discontinue		

Measurable Objective 3: During the 2021 - 2022 school year, the campus will set weekly and monthly goals to ensure that students are attending school.

Evaluation Data Sources: Attendance data

HB3 Board Goal

Strategy 1 Details		Reviews					
Strategy 1: Work with the SIR to create and communicate monthly attendance goals for the campus. Strategy's Expected Result/Impact: Teachers are aware of the goal and numbers specific for the class and grade level. Staff Responsible for Monitoring: Principal, SIR, Secretary Action Steps: Email staff weekly attendance rate. Work with SIR to communicate attendance rate by grade level/teacher. Contact parents of students not attending school on a daily basis to provide support. Title I Schoolwide Elements: 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			
				Nov	Jan	Mar	Summative June

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of the campus will be trained on practice Social/Emotional development strategies.

Evaluation Data Sources: Training agenda and sign in sheets.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: The campus will be partnering with TEACH to train teachers on practice practices for teaching behavior. Strategy's Expected Result/Impact: Teachers will learn skills needed to teacher replacement behaviors. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Specialist, Counselor Action Steps: Schedule consultation meeting with TEACH. Schedule staff training. Determine campus expectations in common spaces and classrooms. Identify staff who require 1:1 coaching support. Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy		Nov	Jan	Mar	Summative June
		Discontinue			

Measurable Objective 2: The campus will hire a full time counselor.

Evaluation Data Sources: APR

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Work with the SEL department to communicate the needs of the campus in an effort to secure a centrally funded position. Strategy's Expected Result/Impact: Students will have a trained counselor available to provide 1:1 and group support based on targeted needs. Staff Responsible for Monitoring: Principal, Secretary Action Steps: Communicate need to SEL department and area leadership. Secure funds for the position. Post the position on Applitrack. Hire for the position. Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	0% No Progress 100% Accomplished Continue/Modify	✗ Discontinue	Formative		Summative
			Nov	Jan	Mar

Measurable Objective 3: 100% of classes will have a safe space for students.

Evaluation Data Sources: Class visit

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Work with the campus counselor and teachers to provide all students classroom safe spaces for needed cool down. Strategy's Expected Result/Impact: Students will learn self-regulation techniques to help them regulate their own behaviors. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Specialist, Counselor Action Steps: Hire Counselor Purchase safe space items Train staff on safe space Train students on use of safe space Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	0% No Progress 100% Accomplished Continue/Modify	✗ Discontinue	Formative		Summative
			Nov	Jan	Mar

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: During the 2021 - 2022 school year, we will work to decrease the number of bullying cases reported.

Evaluation Data Sources: Campus data

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: 100% of classes will have lessons on bully prevention provided by the counselor. Strategy's Expected Result/Impact: Reduction in bully report. Staff Responsible for Monitoring: Administration, Counselor Action Steps: Create monthly check-in schedule Title 1 Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy		Formative		Summative	
		Nov	Jan	Mar	June
0% No Progress		100% Accomplished		Continue/Modify	
				Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: By the end of the 2021 - 2022, we will increase the percentage of students who meet the approaches level on the STAAR exam.

Evaluation Data Sources: STAAR results

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: 100% of students with IEP will receive small group instruction outside of their resource time at least 1 time per week. Strategy's Expected Result/Impact: Increase academic performance Staff Responsible for Monitoring: Administration and teachers Action Steps: Schedule PLC to review small group schedule Monthly check-in with teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
		0% No Progress 100% Accomplished ➔ Continue/Modify ✖ Discontinue			

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Increase the percentage of ELs who perform at approaches on the STAAR assessment.

Evaluation Data Sources: STAAR

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: 100% of ELS will receive small group instruction at least 1 time per week. Strategy's Expected Result/Impact: Increase academic performance Staff Responsible for Monitoring: Administration and Teachers Action Steps: Schedule PLC to meet with teachers to review intervention blocks Monthly monitoring Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		Summative		
	Nov	Jan	Mar	June	
0% No Progress		100% Accomplished		✖ Discontinue	
		➡ Continue/Modify			

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 100% of parents will sign up for Class Dojo

Evaluation Data Sources: Class Dojo

HB3 Board Goal

Strategy 1 Details		Reviews		
Strategy 1: 100% of teachers will contact their parents by 10/01 for the purpose of getting them signed up in the sytem. Strategy's Expected Result/Impact: Increase parent engagement and also engagement of meeting attendance. Staff Responsible for Monitoring: Administration and teachers Action Steps: Review class list in Class Dojo Reach out to families who are not connected Title 1 Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy		Formative		Summative
		Nov	Jan	Mar
		0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue		

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Cynthia Ramirez

Estimated number of students to be screened: 250

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

HB3 Board Goal

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Cynthia Ramirez

Estimated number of students to be screened: 300

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

HB3 Board Goal

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Cynthia Ramirez

Estimated number of students to be screened: 300

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

HB3 Board Goal

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Cynthia Ramirez

Estimated number of students to be screened: 150

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team - Cynthia Ramirez

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

HB3 Board Goal

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Cynthia Ramirez

Number of AEDs on campus: 2

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of students will participate in 60 minutes of PE a week.

Evaluation Data Sources: Ancillary schedule

Strategy 1 Details		Reviews									
Strategy 1: Schedule 100% of students to participate in PE weekly. Strategy's Expected Result/Impact: Access to physical fitness. Staff Responsible for Monitoring: Administration, PE teacher Action Steps: Review schedules		Formative		Summative							
		Nov	Jan	Mar	June						
				 No Progress		 Accomplished		 Continue/Modify		 Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 162 Gregg Elementary School

Total SCE Funds: \$70,419.20

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Funding will be utilized to purchase intervention materials in the areas of math and reading. Additionally, coaching services to support teacher with the varying tiers of instruction in their classes.

Personnel for 162 Gregg Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Basyouni, Norah	Tchr, Third Grade	1
Vacant	Tchr, Pre-Kindergarten	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the SDMC.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: teacher and parent surveys, teacher 1:1 meetings with the campus principal, feedback provided by the community about perceived campus needs, and a review of prior data and campus practices.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: review of assessment data and student products during PLC, monitoring of intervention via the classroom small group binders, review of classroom data trackers, and review of student data folders.

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations: campus website and Class Dojo.

The SIP was made available to parents by: campus website and Class Dojo.

We provide the SIP to parents in the following languages:

- English

- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies: All Tiers of instruction.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include: Bell to bell instruction, minimize transition time across the day, access to extended learning after school and on weekends.

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: weekly PLC PD, after school PD, half day training opportunities
- Proficient Tier 1 explicit instruction taking place in all content areas: research based instructional tools and programs
- Bi-weekly AT BATs: planned during our weekly PLC's
- Small Group Instruction based on student data needs: occurring daily in all classes

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - SanJuanita Varela

The PFE was distributed

- On the campus website and Class Dojo

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Class Dojo usage across all grade levels
- Monthly classes
- Increased after school activities for students
- Parent/student/teacher conferences

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - 09/29/21
- Meeting #1 Alternate - 09/30/21
- Meeting #2 - 11/04/21
- Meeting #2 Alternate - 11/05/21
- Meeting #3 - 02/21/22
- Meeting #3 Alternate - 02/22/22
- Meeting #4 - 03/10/22
- Meeting #4 Alternate - 03/11/22