

Houston Independent School District
352 Farias Early Childhood Center
2022-2023 Campus Improvement Plan



Mission Statement

Farias ECC will provide a high quality education for all students in a safe and caring environment.

Vision

Farias ECC will develop children who are caring, creative, confident, collaborative and critical thinkers to prepare them for Kindergarten and beyond.

Core Beliefs

Farias ECC believes in developing the whole child academically, socially, emotionally, physically and intellectually through research based activities and developmentally appropriate practices. Farias ECC uses a healthy family model called the School Family to create optimal learning environments that support the continued development of all children and all adults involved.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Armandina Farias Early Childhood Center was established in 2005 and is located at 515 E. Rittenhouse St.; directly adjacent to Durkee Elementary on the North Side of Houston. Our school was named after a former beloved HISD principal Armandina Farias who was considered a legendary educator and leader in the community. The school's current enrollment is 393 students, which surpasses our enrollment projection. Our school's demographics are as follows: 94.51% of the students are Hispanic, 2.31% of our students are White, 2.89% of students are Black, 0.29% of our students are from South Africa. This year we opened our first Early Childhood Special Education classroom with four students with the potential to grow up to 10 students. TEA recognized this campus with an A rating. Farias ECC has 18 classrooms with the following programs: 3 Pre-K 3 Bilingual, 1 Pre-K 3 English, 9 Pre-K 4 Bilingual, 4 Pre-K 4 English and 1 Early Childhood Special Education Class. We are a school-wide Conscious Discipline campus, which is a brain-researched classroom management, anti-bullying program designed to develop self-regulation, self-awareness, social awareness, and relationship building. Our school offers an oral language lab which is a high-quality literacy lab in collaboration with Rice University to foster the development of literacy skills through rich and interactive Read Alouds, storytelling, and story dictation. All academic, social and intellectual learning is aligned with the Texas Prekindergarten Guidelines, and HISD's learning goals in support of literacy and math foundation. Farias supports the student learning through a comprehensive Fine Arts program which includes Art through Literacy, Dramatic Play in the Oral Language Lab, and music classes provided through our collaboration with the Prelude Music Foundation. Parents are an important and valued asset to our School Family. Farias ECC has been identified as a Platinum Friendly School according to the Family and Community Engagement Department, for the last four years. We have set our goal to reach the newly established Diamond status for this school year.

Our community building is crucial to our school growth. We have partnerships with UpWords to guide mothers with infants in developing cognitive, social, emotional and physical skills. Our collaboration with Home Instruction for Parents of Preschool Youngsters (HIPPY) empowers the parents with 2-5 year old's to prepare their children with academic foundation skills. The Children's Museum of Houston provides high-quality family nights with activities for literacy and math foundation. The Prelude Music Foundation seeks grants to help support music learning for our young learners with a minimal cost to our budget. Brighter Bites brings free produce to our families and educates our parents with healthy nutrition guidance. University of Houston Downtown brings volunteers to beautify our campus so that future families are encouraged to enroll their students on our campus. Books Between Kids and the Barbara Bush Literacy Foundation places quality books in the hands of every child on our campus. Farias ECC's newest partner, Depelchin Children's Learning Center will focus on guiding our parents with a series of parenting skills workshops so that our families can foster a healthy connection with their children.

Demographics Strengths

Farias ECC is fortunate to use the following demographic strengths to help reach academic, social, and emotional goals for the students and the staff:

- Since 2017-2018 school year, this campus has experienced little staff turnover rate. On the average, we lose an average of teachers per year who transfer to other districts. Low turnover rate contributes to a positive culture and continuous growth.
 - Parental Involvement is high on our campus. For four consecutive years, Farias has obtained a Platinum Status as identified by HISD's Family and Community Engagement Department. High Parental Involvement contributes to strong parent support and presence in the lives of their children. There is willingness from our families to support the instruction at home as determined by Coffee with the Principal attendance as well as high parent attendance in other parent trainings conducted monthly.
 - High quality professional development based on CIRCLE data contributes to teachers and staff receiving research-based training that fosters a strong understanding of goals and objectives so that lessons are aligned to the Texas Prekindergarten Guidelines and data driven practices.
- Our collaborative partnerships with UpWords, HIPPY, the Children's Museum of Houston, the Prelude Music Foundation, Brighter Bites, University of Houston Downtown, Barbara Bush Literacy Foundation, Books Between Kids, Barbara Bush Literacy Foundation, and Depelchin Children's Learning Center provide resources for our children and

their families to support academic, social, emotional, physical, and cognitive growth.

- Access to a full time Wraparound Resource Specialist and a School Counselor provides assistance to children and families who express challenges in learning due to behaviors, challenges at home, and safety reasons.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: An average of 80% of our families are new to the campus and require for us to develop relationships with them beginning with the enrollment process. At least 60% of our families request assistance with the several step enrollment process and express concern for not having the proper technology for enrolling their children **Root Cause:** The several step enrollment process is sometimes confusing to our families. The solution is to remove all barriers so that our families feel confident that their child will be enrolled in school. Farias provided the time, technology and the patience required to provide the service that our families need which facilitates the several step process for our parents.

Problem of Practice 2: The amount of children arriving to school not potty trained has increased from 5 in the 2021-2022 school year to 20 in the 2022-2023 school year. **Root Cause:** Parents are struggling to potty train children at home. There is no current policy in HISD to guide the schools with this current challenge. Farias ECC has developed a DRAFT policy to support our families in encouraging them to continue to develop potty training at home and policies to provide support to the child with diapers and pull-ups to maintain safety for the children and the staff members.

Problem of Practice 3: Farias ECC's overall attendance for the 2021-2022 school year was at 88% and was significantly below the goal of 98%. **Root Cause:** Farias ECC had the highest level of COVID cases of all 8 HISD's ECC's. Teacher attendance was also challenging with three PK English teachers being out more than 30 days total for the school year.

Student Learning

Student Learning Summary

HISD uses three sub-tests from the EOY CIRCLE Progress Monitoring Tool to measure student progress which are which are the following:

*85% of all students will correctly identify 40 out of 52/54 letter. Farias EOY data showed that 94% of all students identified 52/52 or 54/54 letter names correctly. Our students surpassed the HISD goal and scored higher than HISD in general.

*85% of all students will identify 20 sounds. Farias EOY data showed that 90% of all students correctly identified 20 sounds. Our students surpassed the HISD goal and scored higher than HISD in general.

*85% of all students will count 4 out of 5 math sets in the Counting sub-test. Farias EOY data shows that 96% of our students counted 4 out of 5 sets correctly. Our students surpassed the HISD goal and scored higher than HISD in general.

Student Learning Strengths

Students showed strengths in identifying letter names and letter sounds in the EOY CIRCLE Progress Monitoring Tool. They also showed strengths in counting four out of five sets correctly in the Counting Sets portion of the CIRCLE Progress Monitoring Tool. The academic strengths were supported by the following contributions:

- High-quality learning in the classrooms using best practices and research-based strategies.
- Differentiation of instruction during whole group and small group instruction.
- Data driven instruction from results of the CIRCLE Progress Monitoring Tool (which is administered three times a year), Interim Assessments aligned to CIRCLE (administered in the Fall and the Spring), as well as information obtained from monthly checklists.
- Organized data binders that contain assessment data, monthly checklists, anecdotal records, and information from parent conferences
- Intervention through tutorials after school for Tier III students
- Parents as tutors on the average of two times a week per classroom who worked with Tier II students
- Intervention support by our hourly intervention teacher

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: The English Pre-K 4 overall Phonological Awareness EOY CIRLE results were the following: 70% in Alliteration (with an expectation of 85%), and 78% in Words in a Sentence(with an expectation of 85%.) **Root Cause:** Two root causes contributed to lower scores in Phonological Awareness for the English PreK 4 classrooms. The highest number of student absences were identified in the PreK 4 English Classrooms. The highest number of teacher absences were identified in the PreK 4 English classrooms.

School Processes & Programs

School Processes & Programs Summary

Farias ECC relies on strong systems in place for students, families and staff to help our learners succeed academically, socially, and emotionally.

Curriculum and Instruction:

- All instructional personnel receive a detailed Curriculum Handbook which contains the following:
 - *Farias ECC PreK framework which is aligned to national standards of best practices and the Texas Prekindergarten Guidelines, Checklists for classroom arrangement for the first 30, 60, and 90 days, Curriculum guides developed by Farias ECC's Curriculum Committee, a list of non-negotiables with delivery of instruction and differentiation of instruction, current articles of research-based best practices
- PLC's are held with fidelity every two weeks and are led by Teacher Specialists and the Principal
- Monthly PLCs are conducted after school for 90 minutes to discuss best practices and research-based strategies
- Data conversations are conducted after every Formal and Informal assessment for a total of 5 individual conferences with teachers with the administrators
- High-quality PD is offered at the beginning of the year and through the year, including Saturdays. to develop lessons that supports the alignment of standards
- Coaching is critical to the development and growth of teachers

Professional Development

- High-quality development is based on EOY CIRCLE data, areas of need based on observations and Needs Assessment from Teachers, Parents, and Staff
- Expectations of immediate implementation of ideas obtained from PD is established
- Three Career Pathway Teachers and one SEL Liaison contribute to coaching teachers on a monthly bases (or weekly, depending on the need of the teacher)
- Buddy Teachers and Mentor Teachers are established to provide support for teachers and Teacher Assistants
- Feedback is encouraged after PD sessions with the intention of improving practices

Leadership and Decision Making

My philosophy is that we cannot achieve student success acting alone. It takes a team effort. We have the following Committees in place for teacher, TA, and office input: Safety (Health and Medical, Building Safety, Student Safety, and Emotional Safety for all), Curriculum and Assessment, Student Activities, Attendance, IAT, Schoolwide Fundraising, LPAC. Team Leads, SDMC, and Celebrations. A section is dedicated in the Faculty and Staff Handbook which outlines the duty of each committee with expected outcomes as well as a section of how the responsibilities that each staff member is accountable for.

Decision making is based on consensus from all affected Stakeholders. SDMC meets four times a year to discuss new thoughts, ideas, and procedures that can potentially impact the School Family.

All voices are valued. My office as a principal is welcomed for all who have ideas, concerns, or celebrations. I encourage a growth mindset and a solution oriented philosophy to fixing issues. Together we do achieve greatness but clear communication is essential. Communication builds trust and trust builds commitment.

Leaders meet daily informally each morning during our "hub" connections. Leaders meet formally once a week after school for a 90-120 minute session with an organized agenda that focuses on student achievement and teacher growth and development.

School Processes & Programs Strengths

Farias ECC prides itself in having the following processes and programs strengths in place:

- School Family philosophy--students, parents, stakeholders, teachers, staff, and leadership work together for student success
- High-quality learning aligned to the Texas Prekindergarten Guidelines with an emphasis on the following domains: Social and Emotional, Language and Communication, Emergent Reading, Emergent Writing, Math, Science, Social Studies, Fine Arts, Physical Development and Technology
- Clear systems in place that were developed in collaboration with the teachers and parents
- Data informed instruction
- Teacher Assistants to support the safety and learning of the students
- A strategic and research-based social and emotional program, anti-bullying program that fosters the development of students and adults (You cannot teach skills that you do not possess).
- Partnerships with community based providers that foster learning, social/emotional development, safety, health, literacy in the homes, and parenting skills
- Active PTO and Platinum identified parental involvement

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Student and Staff attendance continues to be a challenge with COVID. **Root Cause:** The five day quarantine period affects student and staff attendance.

Perceptions

Perceptions Summary

- Our energy, focus, strengths, and core beliefs are invested in early childhood readiness in building foundation skills in social, emotional, academic, cognitive and physical development in all of our students in a safe and caring environment. We take pride in having a deep understanding how the young brain develops and works to prepare our young learners for Kindergarten and beyond.
- Farias ECC has low turnover rate for teaching staff. From the start of my leadership in August 2017, there has been an average of two teacher vacancies per year. No teacher has requested a transfer to another HISD school unless they were promoted. Teacher departures have been family related and they have relocated to another school district closer to their home.
- Parent Engagement evaluations and focus groups conducted by the Family and Community Engagement Department show an overall high approval rate of the school culture, leadership, and systems in place. Recommendations for improvement consist of the following: Ensuring that all communication around the building is evident in English and Spanish, Support for back driveway during dismissal since we share street space with Durkee Elementary, Teachers communicate more often with the parents about student achievement, More planning of field trips and student events (which did not take place due to COVID restraints).
- Teacher and Staff EOY surveys were conducted for feedback in the following: **1. Communication** (Overall results was that staff wanted advanced agenda before the scheduled meetings, more frequent updates, and consistency in the school schedule. Positive comments on follow up were communicated), **2. Curriculum and Assessment** (Weekly tool-kits were praised and encouraged, Level of Interim assessments were approved), **3. Campus Culture** (Teachers appreciated leadership opportunities such as Team Leads, Career Pathways, SDMC, and Chairperson duties for committees. Staff appreciated the surprise treats, positive notes, recognition. A request for Little Tiger of the Week was made. Teachers requested more input on Curriculum handbook. Praises received on the birthday celebrations), **4. Professional Development** (Positive comments on the year PD plan but a request was made for additional SEL support). As a result of this survey and feedback meeting, the following changes were made for the 2022-2023 school year: **1. Communication** (Scheduled weekly updates were created. Schoolwide DOJO was created. School Newsletter was improved and taken over by Wraparound Resource Specialist and Counselor. Calendar reflects all PLCs and Committee meetings. Plan for sending agenda at least three days in advance before a scheduled meeting was set as an expectation. **2. Curriculum and Assessment** (The Curriculum Committee was re-established with five teachers from different disciplines and supported by a Teacher Specialist. Five meetings were held over the summer in which the Curriculum Handbook was revamped with recommended changes from the Curriculum Committee. Toolkit was revised.) **3. Campus Culture** (Little Tiger Shout outs by Principal occur a minimum of five times per week. Message board outside of the classroom for personal notes of encouragement. Identification of gifts that can contribute to school positive culture and support were placed outside of the classrooms. Celebrations Committee was established.) **4. Professional Development** (Intentional and purposeful PD was created for BOY August PD for 2022 based on data interpretations, surveys of school needs, and data for SEL support.)

Perceptions Strengths

Our understanding and collective experience of the academic, social, and emotional preparation of young learners gives us confidence on how to grow successful students. Our inclusion of our parents in our decision making in building successful children encourages parents to return to our school with the siblings. Our greatest marketing tool is our student achievement, culture, parental involvement, compassion, and patience with young learners. We have used social media, pamphlets, and school fairs to promote our school but undoubtedly it is the positive word of mouth from parents that has helped us to maintain our enrollment. COVID decreased our enrollment but since 2020, we have increased enrollment with 30-50 students.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Early Childhood Principals are not always brought in for discussion for ECH decisions that impact enrollment, health and medical services, and curriculum which sometimes impacts running our school effectively. Recently, ECH was included in the Superintendent Leadership Collaborative for more input on district decisions. **Root Cause:** Not meeting frequently with Early Childhood colleagues and Early Childhood Department for input on decision making.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR 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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- 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 rates of progress for each student group
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS 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: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: 90% of our students for the 2022-2023 school year will identify 52 out of 52 letters correctly in the EOY CIRCLE Progress Monitoring tool so that students are Ready Readiness prepared for Kindergarten and beyond.





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Pre-K 4 students will identify 40 out of 52 letter names in the EOY CIRCLE Progress Monitoring Tool.

Evaluation Data Sources: BOY, MOY, and EOY CIRCLE Data, Data binders, Monthly Data conversations, Interim Assessments, Lesson Plans, Observations

HB3 Board Goal





Strategy 1 Details	Reviews			
Strategy 1: Weekly lessons with high yielding strategies to intentionally teach alphabet principle through Morning Message, Words Walls, Guided Reading, Small group instruction, and drill practice using data and purposeful workstations. Strategy's Expected Result/Impact: 90% of the PK 4 students will score 85% or above in the Letter Recognition sub-test in the EOY CIRCLE Progress Monitoring Tool as reflected in Data binders, which include checklists of upper case and lower case letters, will reflect the most current data on student progress and knowledge of letter identification. Staff Responsible for Monitoring: Classroom teachers, Teacher Specialists, Team Leads, Administration Action Steps: Lesson plans will be reviewed weekly to ensure that intentional and purposeful lessons and activities have been designed for the daily instruction of alphabet awareness using Morning Message, Word Walls, Guided Reading, Small Group Instruction, and drill practice using data. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: : All teachers will be observed a minimum of twice a week to ensure that fidelity of daily teaching of alphabetic principle is evident

Evaluation Data Sources: Lesson Plans, Daily Schedule, Observation feedback

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Daily hubs between leaders will take place every morning to correlate teacher classroom visits to observe fidelity of required subject matter Strategy's Expected Result/Impact: Quality teaching and feedback. Opportunity for coaching. High-yielding strategies and lessons for alphabetic principle. Staff Responsible for Monitoring: Administrators Action Steps: Morning huddle meetings to designate classroom teacher visits. Daily discussion of teacher observations .Coaching opportunities when needed. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 3: All teachers will be provided a minimum of six PD opportunities per semester to observe best practices in the teaching of alphabetic principle.

Evaluation Data Sources: Sign in Sheets, Agenda, Pictures, Feedback

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: August PD, October 4 PD, January 6 PD will focus on best literacy practices. Strategy's Expected Result/Impact: Teachers will observe and implement quality activities for student engagement of the development of ABC knowledge. Students will participate in a variety of proven activities that	Formative			Summative
	Nov	Jan	Mar	June

<p>will help them develop letter knowledge.</p> <p>Staff Responsible for Monitoring: Principal, Teacher Specialists</p> <p>Action Steps: Designed action plan was created to focus on all literacy concepts that has and will be addressed during the PD sessions.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 2: 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.

Goal 1: 90% of all PreK 4 students will correctly count four out of the five sets in the EOY CIRCLE Progress Monitoring Tool to foster Math Readiness for Kindergarten and beyond.





Strategic Priorities:

Transforming Academic Outreach

Measurable Objective 1: 90% of students will count 4 out of 5 sets correctly in the EOY Progress Monitoring Tool.

Evaluation Data Sources: BOY, MOY and EOY CIRCLE scores, Fall/Spring Interim assessments, Data binders, PLCs., lesson plans. observations





HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Observations during Math block to ensure that intentional lessons and strategies are implemented daily. Strategy's Expected Result/Impact: 90% of our students will be proficient in counting sets to 10. Staff Responsible for Monitoring: 90% of our students will be proficient in counting sets to 10. Action Steps: Observations, Lesson Plans, Data Conversations Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: A minimum of two counting workstations will be designed for Math Workstation block.

Evaluation Data Sources: Workstations, BOY CIRCLE, MOY CIRCLE, EOY CIRCLE, Fall and Spring Interim Assessments, Data Binders





HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Counting activities will be included in all morning session activities before Math block. Strategy's Expected Result/Impact: PK students will successfully count 1-10 objects using one-to-one correspondence, subitizing, and conservation of number Staff Responsible for Monitoring: Classroom Teachers, Teaching Assistants, Administration Action Steps: Daily counting activities reflected in lesson plans, whole group/small group math instruction, and workstations. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Measurable Objective 3: Students will receive a minimum of five counting opportunities throughout the instructional day.

Evaluation Data Sources: Observation of morning routines, Lesson plans

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Use calendar to incorporate daily counting activities during morning routines. Strategy's Expected Result/Impact: Students will be exposed to counting opportunities for practice and reinforcement. Staff Responsible for Monitoring: Classroom Teachers, Administrators, Teaching Assistants Action Steps: Classroom Teachers, Administrators, Teaching Assistants Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: 90% of all PreK 4 students will identify 40 out of 52 letters and 20 sounds in the EOY CIRCLE Progress Monitoring Tool for Math Readiness for Kindergarten and beyond.





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 90% of all PreK 4 students will identify 40 out of 52 letters and 20 sounds in the EOY CIRCLE Progress Monitoring Tool.

Evaluation Data Sources: BOY, MOY and EOY CIRCLE, Fall and Spring Interim Assessments, Data Binders





HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will integrate alphabet awareness activities daily in the Morning Message, Read Alouds and workstations. Strategy's Expected Result/Impact: Students will instantly recognize letter names and letter sounds. Staff Responsible for Monitoring: Classroom Teachers, Tier 2 Specialists, Teaching Assistants, Administration Action Steps: Plan daily alphabet knowledge activities throughout the day. Integrate opportunities for hands-on experiences. Use ECH Planning Guides to facilitate lessons Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: Teachers will be observed a minimum of twice a week formally or informally to ensure fidelity of the teaching of number concepts.

Evaluation Data Sources: Lesson Plans, Lesson Observations, Data Binders





HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Leaders will meet every morning to determine what teachers will be visited so that all teachers will receive a minimum of 2 visits for coaching opportunities Strategy's Expected Result/Impact: Alphabet principle will be taught with fidelity. Students will engage in high yielding strategies for alphabet principle Staff Responsible for Monitoring: Alphabet principle will be taught with fidelity. Students will engage in high yielding strategies for alphabet principle Action Steps: Review Observation list every morning to determine which classroom teachers will be visited daily. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Measurable Objective 3: Teachers will receive a minimum of 6 opportunities per semester to observe model high yielding strategies for alphabetic principle and phonological awareness.

Evaluation Data Sources: Sign in Sheets, Agenda, Attendance, Feedback of PD

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Best practices will be modeled for teachers by teachers during PLCs. Strategy's Expected Result/Impact: Teachers will receive coaching session from fellow teachers and teachers in Career Pathways for high-yielding lessons in alphabetic principle and phonological awareness. Staff Responsible for Monitoring: Team Leads will plan with teams so that all teachers are modeling a quality alphabet principle strategy for BOY August PD and Sept. 17 PD Action Steps: PLC agenda will include time for teacher modeling. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Board Goal 4: 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.

Goal 1: 85% of our Special Education students will identify 40 out of 52 letters in the EOY CIRCLE Progress Monitoring tool.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 85% of our SpED students will identify 40 out of 52 letters in the EOY CIRCLE Progress Monitoring Tool.

Evaluation Data Sources: IEPs, BOY/MOY/EOY CIRCLE Progress Monitoring Tool, Fall/Spring Interim Assessment, Data Binders





HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Classroom Teachers will provide small group instruction using data to support the needs of the SpEd students in alphabetic principle. Strategy's Expected Result/Impact: Students will meet IEP goals and CIRCLE assessment benchmarks to set them up for success. Staff Responsible for Monitoring: SpEd Chairperson, IAT Chairperson, Classroom Teacher, Teaching Assistants, Administration Action Steps: PLCs on best practices for fostering alphabet principle. Small group instruction for intentional data driven mini-lessons Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: SpEd students will receive an additional 20 minutes of intervention and support to meet their goals for literacy.

Evaluation Data Sources: Classroom observations, Data binders, BOY/MOY/EOY CIRCLE, Fall/Spring Interim Assessments





HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use data from checklists, formative and summative assessments to provide specific and intentional interventions to foster alphabet principle. Strategy's Expected Result/Impact: Students will identify at least 40 out of 52 letters by the EOY Staff Responsible for Monitoring: SpEd Chairperson, Classroom Teachers, Teaching Assistants, Administrators Action Steps: Monitor checklists and assessment data to work on the specific letters that the students need to learn Use Read Alouds, Morning Message and workstations to support the fostering of letter knowledge Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: Students will be monitored more frequently through the weekly checklists of alphabet principle to check for growth so that accurate data is used to determine progress

Evaluation Data Sources: Data binders, Anecdotal records, BOY/MOY/EOY CIRCLE, Fall/Spring Interim Assessments, Data conversations

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the additional end of the day intervention block to provide support to SpEd students for additional letter knowledge support Strategy's Expected Result/Impact: Teachers will use the additional end of the day intervention block to provide support to SpEd students for additional letter knowledge support Staff Responsible for Monitoring: SpEd Chairperson, Classroom Teachers, Teaching Assistants, Administration Action Steps: Intentional mini-lessons/activities that foster letter knowledge Activities that include the manipulation of letters Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE





Farias ECC will achieve 97% attendance for the 2022-2023 school year.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Measurable Objective 1: Farias ECC students will increase attendance from 88% to 97% by the end of the school year.

Evaluation Data Sources: Attendance Logs and e-mails, 6-week attendance data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will e-mail Attendance Team with information on the absent child's reason for absence Strategy's Expected Result/Impact: Maintain high student attendance for increased student achievement. Staff Responsible for Monitoring: Attendance Team (Administration, SIR, Nurse, Classroom Teacher, Wraparound Resource Specialist) Action Steps: Teachers will call the family or DOJO them with a message to inquire on child's absence. Email will be sent to all stakeholders for information purposes. Administration will monitor frequent absences not related to health/medical reasons for a parent conference. Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: Wraparound Resource Specialists will conduct home visits to families whose child has attendance concerns not related to health/medical issues

Evaluation Data Sources: WIN reports from Wraparound Resource Specialists, SAF requests from teachers

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Weekly meetings will be held with the Wraparound Resource Specialist, Administration, and the SIR to receive updates on the home visits Strategy's Expected Result/Impact: Students will be encouraged to attend school daily to receive instruction and plan for academic success Staff Responsible for Monitoring: Administration, SIR, Classroom Teachers Action Steps: WRS will share calendar of home visits with administration and keep logs of home visits on WIN reports WRS will communicate the result of the visit verbally immediately with the SIR after the visit and weekly with the Administration Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 3: Weekly communication of the importance of attendance will be conducted through Parent Call out on Sundays and school wide DOJO messages.

Evaluation Data Sources: Weekly communication of the importance of attendance will be conducted through Parent Call out on Sundays.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Principal will create a standard message of the importance of attendance through weekly call outs Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Principal, Administration Team, SIR, Parent Engagement Specialist Action Steps: Establish the weekly calls to be sent out weekly. Develop the weekly schoolwide DOJO messages Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Farias ECC will have 0 office referrals for discipline during the 2022-2023 school year.





Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: There will be 0 referrals for discipline to the school principal for the 2022-2023 school year.

Evaluation Data Sources: Data from referrals, Classroom Observations, PreK Guidelines





HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use proactive strategies from Conscious Discipline to teach students self-regulation behaviors. Strategy's Expected Result/Impact: Connection will occur during the day to foster self-regulation and relationship building. Staff Responsible for Monitoring: Classroom Teachers, Counselor, Administration Action Steps: Use Brain Smart Start strategies that will include activities to unite, connect, disengage the stress and commit with students. I love you rituals will be implemented as healthy models for self-regulation. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Measurable Objective 2: :Students will be taught strategies to help self-regulate when they are upset.

Evaluation Data Sources: Data from referrals to office, Classroom Observations, Self-regulated classrooms





HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Demonstrate, model, and exhibit a minimum of four breathing strategies such as the STAR, BALOON, PRETZEL and FAUCET for students to use during their upset moments Strategy's Expected Result/Impact: Students will self-regulate and manage their emotions. Staff Responsible for Monitoring: Classroom Teachers, Administrators, Counselor Action Steps: Demonstrate, model, and exhibit the breathing icons. Encourage the students to use these breathing strategies to manage their emotions. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: Students will have an area to compose themselves called the Safe Place when upset occurs in the classroom.

Evaluation Data Sources: Physical area titled the Safe Place; Self-regulated classrooms and children.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: A classroom Safe Place will be expected in each classroom so that students have a place to compose themselves if they feel upset. Strategy's Expected Result/Impact: Self-regulated children and classrooms. Teaching children that it is okay to feel upset, angry, disappointed but there is a healthy and safe way to manage these emotions. Staff Responsible for Monitoring: Classroom Teachers, Administrators, Counselors Action Steps: Designate an area in the classroom in which the students can implement their breathing strategies and apply self-soothing behaviors. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Proactive strategies to foster connection and cooperation will be implemented daily and throughout the 2022-2023 school year to discourage acts of unkindness among students during the 2022-2023 school year.





Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The concept of the School Family will be incorporated school wide in which all members of the school: students, staff, parents, and stakeholders, have a voice and feel valued so that 0% violent acts will occur in the 2022-2023 school year by students

Evaluation Data Sources: Referrals, Incident Reports data, Police Reports, Parent/Teacher Conferences





HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Model the language of the School Family and identify the Safe Keepers in the building: Teachers, Administrators, Support Staff</p> <p>Strategy's Expected Result/Impact: Students will feel safe in the building. Students will identify their support system</p> <p>Staff Responsible for Monitoring: Classroom teachers, Administrators, Wraparound Resource Specialist, Counselor</p> <p>Action Steps: Teach and model for children the language of safety and the concept of the School Family and how we are here to help and support their growth, development, and safety.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: The concept of Big Voice will be taught to all children so that they learn to express how they want others to treat them so that by the end of the year, 85% of the students voice to others how they feel by using their words.

Evaluation Data Sources: Classroom Observations, Student referrals data, SEL checklists





HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teach "Big Voice" at the beginning of the year and model the words to use to build an assertive voice in children. Strategy's Expected Result/Impact: Children will be taught to be assertive and not passive or aggressive when expressing to others how they want to be treated. This is an anti-bullying approach. Staff Responsible for Monitoring: Classroom Teachers, Administrators, Wraparound Resource Specialists Action Steps: Use Conscious Discipline literature to highlight "Big Voice" examples. Teachers will model the concept of Big Voice throughout the day Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Measurable Objective 3: Children will be taught breathing strategies to manage their upset so that they can self-regulate during the time of upset. By the end of the 2022-2023 school year, 85% of all students will understand and use a minimum of one breathing strategy to self-regulate and manage their upset

Evaluation Data Sources: Classroom Teachers, Administrators, Wraparound Resource Specialist, Counselor

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: A minimum of four breathing strategies will be modeled and displayed in the classroom to assist students in helping them to manage their upset. Strategy's Expected Result/Impact: Children will self-regulate and now resort to violence to manage their emotions Staff Responsible for Monitoring: Classroom Teachers, Administrators, Wraparound Resource Specialist, Counselor Action Steps: Display and model four breathing strategies in the classroom. Model these strategies so that children self-regulate in their time of upset. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

85% of our Special Education students will achieve an 85% in the Phonological Awareness sub-test of the EOY CIRCLE Progress Monitoring tool.

Strategic Priorities:

Transforming Academic Outreach

Measurable Objective 1: 85% of our Special Education students will achieve 85% or higher in the Phonological Awareness sub-tests for the EOY CIRCLE Progress Monitoring Tool.

Evaluation Data Sources: Display and model four breathing strategies in the classroom. Model these strategies so that children self regulate in their time of upset.





HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Phonological Awareness activities will be implemented in daily morning message. Strategy's Expected Result/Impact: Students will be encouraged to have hands-on opportunities to develop Phonological Awareness skills Staff Responsible for Monitoring: Classroom Teachers, SpEd Chairperson, Administration Action Steps: Design daily lessons for Morning Message to emphasize Phonological Awareness activities. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 2: 85% of SpEd students will identify 40 out of 52 letters at the EOY CIRCLE Progress Monitoring Tool.

Evaluation Data Sources: EOY CIRCLE, Data binders, Fall/Spring Interim Assessments





HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Letter knowledge activities will be implemented during Read Aloud, Word Walls, and Small Group Instruction Strategy's Expected Result/Impact: Students will have increased success in developing letter knowledge. Staff Responsible for Monitoring: Classroom Teachers, SpEd Chairperson, Administrators Action Steps: Develop high yielding strategies for letter knowledge ideas in lessons. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: SpEd students will receive additional intervention time during a 20 minute end of the day block using data for planning.

Evaluation Data Sources: Classroom Observations, Mini-lessons planning, Data Binders

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Use data to determine the interventions needed for students to reach academic goals for end of day intervention block. Strategy's Expected Result/Impact: Students will receive additional support to achieve academic goals Staff Responsible for Monitoring: Classroom Teachers, SpEd Chairperson, Administrators Action Steps: Use CIRCLE data, checklists data and anecdotal records for planning intervention sessions. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

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

At the end of the 2022-2023 school year, 90% of our special populations students will identify 40 out of 52 letters and 20 sounds.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 90% of our Special Populations students will receive an 85% or higher in the Phonological Awareness portion of the EOY CIRCLE Progress Monitoring Tool

Evaluation Data Sources: : EOY CIRCLE, Data binder, Report Cards





HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Phonological Awareness activities will be strategically included in the daily Morning Message Strategy's Expected Result/Impact: Students will receive opportunities for high engaging Phonological Awareness activities that will be embedded into the morning message. Staff Responsible for Monitoring: Classroom Teachers, Tier 2 Specialists, Administrators Action Steps: Purposefully plan Phonological Awareness lessons and activities based on the spectrum from the Prekindergarten Guidelines. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 2: 90% or our Special Populations Students will identify 40 out of 52 letters at the EOY CIRCLE Progress Monitoring Tool

Evaluation Data Sources: EOY CIRCLE, Data Binders, Report Cards





HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Daily alphabetic principle activities will be incorporated through Morning Message, Read Aloud, Word Wall, Guided Reading and/or Small Group Instruction and Workstations Strategy's Expected Result/Impact: Students will increase their knowledge of alphabet awareness. Staff Responsible for Monitoring: Classroom Teachers, Administrators Action Steps: Purposefully embed many opportunities of letter knowledge throughout the day Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Measurable Objective 3: 100% of the Special Populations Students will receive a minimum of 15 minutes additional intervention time at the end of the day to increase their skill development.

Evaluation Data Sources: Daily Schedule, Classroom Observation

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Use data and anecdotal records to determine what skills and strategies need to be used to increase students level of skills set. Strategy's Expected Result/Impact: Students will have more individualized attention to achieve academic success Staff Responsible for Monitoring: Classroom Teachers, Administrators Action Steps: Use CIRCLE data, anecdotal records, formal and informal assessments and checklists to determine the needs of the students during the intervention block Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

By the end of the 2022-2023 school year, 85% of Farias ECC students will be represented by at least one parent in one school activity.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 85% of our students will be represented by at least one family registered in VIPS

Evaluation Data Sources: VIPS data, Sign in sheets, FACE data





HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Promote VIPS information through Parent Handbook, newsletters, DoJo and call outs Strategy's Expected Result/Impact: Stronger parental involvement Staff Responsible for Monitoring: Parent Engagement Specialist, FACE representative, Administration Action Steps: Promote VIPS login information weekly. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Measurable Objective 2: A minimum of two parent activities will take place monthly to encourage parental involvement at Farias ECC.

Evaluation Data Sources: Increased parental involvement.





HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: FACE representative and the Parent Engagement Specialist will plan for a minimum of two parent activities to encourage parent participation Strategy's Expected Result/Impact: Increased parental involvement. Staff Responsible for Monitoring: FACE representative, PTO, Parent Engagement Specialist Action Steps: Plan for two activities a month. Advertise and encourage attendance. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: Farias ECC will receive Diamond recognition for being a Family Friendly School at the end of 2022-2023 school year.

Evaluation Data Sources: FACE recognition based on the required point system.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: FACE representative and the Parent Engagement Specialist will meet monthly to discuss the application of credits to meet the goal for Platinum Status Strategy's Expected Result/Impact: Farias will be recognized for complying with all requirements for high quality parental involvement school year. Staff Responsible for Monitoring: FACE representative, Parent Engagement Specialist, Administration Action Steps: Monitor all requirements on a monthly basis Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 and Hearing Screening.





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, 2022.

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





HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Provide school nurse with a daily block of time so that all of the data entry, and state requirements are complete in a timely manner Strategy's Expected Result/Impact: Information will be complete in a timely manner. Staff Responsible for Monitoring: School Nurse, Health and Medical Services, Administration Action Steps: Use assigned schedule to complete tasks. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: VISION SCREENING will be completed by a certified school nurse or screener on or before December 10, 2022.

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





HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Create a schedule for vision screening for PK students Strategy's Expected Result/Impact: Create a schedule for vision screening for PK students Staff Responsible for Monitoring: 100% of students will receive the required screening test Action Steps: School Nurse, Health and Medical Services, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: : HEARING SCREENING will be completed by a certified school nurse or screener on or before December 10, 2022.

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

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Train members of the Wellness Team to administer medication in the absence of the nurse or to help the nurse throughout the instructional day. Strategy's Expected Result/Impact: School nurse will receive support for the administration of the medication Staff Responsible for Monitoring: School Nurse, Wellness Team, Administration Action Steps: Follow schedule created by nurse so that all students receive the required medication. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Farias ECC will participate in Brighter Bites for the 2021-2022 school year. A minimum of 16 health lessons will be conducted per semester by the classroom teacher to discuss healthy eating habits for children and their families.

Evaluation Data Sources: Lesson Plans, Brighter Bites data

Strategy 1 Details	Reviews			
Strategy 1: Mini-lessons on healthy eating habits will be embedded in 16 lessons per semester as monitored by Brighter Bites. Strategy's Expected Result/Impact: Children will eat healthier and parents will be better educated on how to prepare healthier meals. Staff Responsible for Monitoring: Classroom Teachers, Wraparound Resource Specialist, Brighter Bites Team, Administration Action Steps: Complete monthly produce activities required by Brighter Bites. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 9: 85% of Pre-K 4 students will move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing by the end of the year.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Students will write simple one and two syllable words during journal time using beginning and ending letters.

Evaluation Data Sources: Journals, Activities from writing center

Strategy 1 Details	Reviews			
Strategy 1: Classrooms will have writing tools in at least four workstations to foster writing for students. Strategy's Expected Result/Impact: Students will be encouraged to write words independently. Staff Responsible for Monitoring: Classroom Teachers, Tier 2 Leaders, Principal Action Steps: Provide paper and writing tools in at least 4 workstations. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

State Compensatory

Budget for 352 Farias Early Childhood Center

Total SCE Funds: \$116,432.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

--

Personnel for 352 Farias Early Childhood Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Belinda Nava	Teacher Specialist	1
Sergio Lira	Classroom Teacher	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) at this campus was developed by SDMC, Administration, Wraparound Specialists, Teachers and Staff.

Literacy: Prekindergarten 2021-2022 CIRCLE Progress Monitoring Tool EOY Results for PK 4 Spanish: 94% Letter Names in English, 94% Letter names in Spanish, 90% Letter names in English, 90% Letter names in Spanish

Literacy Needs: EOY CIRCLE for Spanish Rapid Vocabulary is 87%. Goal is to increase to 90% with more exposure to quality vocabulary for all students during Read Alouds and Literacy Lessons.

Prekindergarten 2020-2021: EOY CIRCLE Progress Monitoring Tool: Counting Sets in English is 93% and Counting Sets in Spanish is 98%.

Math Needs is Operations for both English and Spanish with an average of 84%. Although this score is higher than the average for overall HISD scores, our students can improve by hearing more relevant number stories.

We will make necessary adjustments if the data from CLI's Literacy and Math Assessments. Administration and Lead Teachers will: organize and oversee the CNA process, lead staff in developing the campus improvement plan, and conduct or oversee the evaluation of student learning.

Members include, but are not limited to: the principal other campus administrators; teachers other professional staff, SDMC committee parents review our vision for the campus in terms of student success, and the difference between that vision and the campus in its current state. This discussion helps identify the strengths and challenges Farias must address to achieve meaningful change, improve student achievement, and attain the collective vision.

We will focus on classroom observations and walk-throughs using the T-TESS and tools such as Get Better Faster Coaching Guide and Get Better Faster Sequence pamphlet. Team to team visits to help identify the different instructional strategies that are impactful according to data. Taking the opportunity to capitalize on observing and learning from one another, increases the focus on student achievement. Calibrating observations with leadership team will take place weekly.

During grade level PLC's we will continue to look at data and determine areas in which we can improve in the skill before we assess during MOY and EOY. Data Digs are a common monthly practice.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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:

Reviewing data

Reviewing teaching strategies Reviewing budget

Weekly over the course of the school year, teachers meet with their PLC groups that suggest updates and changes, as necessary. Action steps are reviewed to ensure that each PLC is on track to complete and reach the goals for the year. Administration meets weekly to view observations and data over the school year.

2.2: Regular monitoring and revision

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:

PLC's Review of BOY, MOY, EOY CIRCLE Progress Monitoring Tool and Fall and Spring Interim Assessments

Walk-Throughs Observations Data binders

Anecdotal Notes

Our SIP has a focus on academic progress of students in the core content areas of math, reading, and science as well as SEL. PLC's were created for the required elements with staff being a part of the research of each element. PLC's give us data for the CNA, action steps. We use their data collection to show growth and progress towards the goal of that PLC based on the CNA conducted prior to this school year. This model allows for staff members to be focused on one area of growth and empowers staff to make decisions for the campus, implement the plan, gather data, and measure success of their plan.

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

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

Hard copies on demand

Monthly Parent Meetings

Family Literacy and Math Nights School Messenger Notifications Parent Conferences

Monthly Calendars SDMC Minutes

School Events and Festivals

We provide the SIP to parents in the following languages: English and Spanish

2.4: Opportunities for all children to meet State standards

2.4 : Opportunities for all children to meet State standards

Opportunities for all students to meet the PreK Guidelines include these schoolwide reform strategies:

Variance – Presenting the same information in different ways for visual, aural and verbal learners Use a variety of media Provide supplemental materials to the lesson plan

Technology accessible for all students

Varied activities: whole group, paired or individual work, small group learning, workstations Hold every student to high expectations Diversified curriculum that exposes students to a spectrum of multicultural and female experts, writers and artists.

Focus on the skills and language of learning Administration of BOY, MOY and EOY Tiered instruction and differentiated instruction in small groups and workstations

Prekindergarten Guidelines HISD Curriculum documents, HISD EOY Expectations

Teachers are the drivers for making decisions regarding assessments and the action plans for supporting students. PLC Teams analyze data and review objectives for the coming weeks. Action plans that are centered around specific learning standards. The action plans include what students need extra support, when the support will be provided, and who will provide the support. This process is repeated each six weeks. Teachers will also participate in student intervention team meetings where our instructional specialist and campus admin review the data teachers have collected and based on the data and teachers recommendations we determine if students need additional tier support and instruction.

2.5: Increased learning time and well-rounded education

2.5 : Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include exposure to: Fine arts Music STEM learning

Monthly Thematic Learning with differentiated workstations

Hands-on learning during core subjects of science, social sciences, literacy, and math experiences

Interventions are conducted in small groups or one on one sessions based on students learning needs and tied to specific learning standards. Students are identified through the data we gather from district and campus common assessments. Students involved in interventions are progress monitored to ensure growth is occurring.

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

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: math and literacy Proficient Tier 1 explicit instruction taking place in all content areas (whole group instruction) Weekly Small Group Instruction based on student data

Data driven instruction for tiered learning Workstations aligned to objectives

We conduct data analysis and instructional planning in PLCs using the district protocol based on the results of common assessments. Every student will have a data information that they use to track their progress in reading and math while setting personal goals. Administration holds conferences with individual teachers about their assessment results and they discuss growth, effort, and then set plans for the next six weeks.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

We evaluate our EOY data in June. We aligned summer and Pre-Service training with the needs of our students and teachers. Evaluating our schoolwide plan includes:

Comprehensive Needs Assessment

On-going monitoring of our Schoolwide Plan We review:

The needs based on the data from EOY CIRCLE

What specific grade levels and content areas were identified as priority (Prekindergarten Literacy-English) Achievement gaps identified (English and Spanish literacy)

Title I funds used to address priorities outlined in the needs assessment (Literacy with specific concentration on vocabulary and Guided Reading) Determining what is working

Adjusting strategies and interventions Monitoring SMART goals in PLC's

4. Parent and Family Engagement (PFE)

4.1: 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: Parents: Reviewing data and supporting budget items tied to Board Goals.

The PFE was distributed on the campus website hard copies distributed to individual families and Title I bins. The languages in which the PFE was distributed include English and Spanish.

Four strategies to increase Parent and Family Engagement include:

Family Nights Title I Meetings Parent conferences

FACE Parent Meetings

Parent and family engagement policy is reviewed each year through in our fall Parent Meeting. Parents, teachers, and community members review and discuss changes or additions to the the engagement policy. All parents are invited to come to a family orientation where the engagement policy is explained and distributed to each family.

4.2: Offer flexible number of parent involvement meetings

The campus provides monthly Title I Parent Meetings and each meeting has an alternate time/date to accommodate parents' schedules. The meeting dates are listed below with events occurring in Am and PM:

Meeting #1 - September 2, 2022

Meeting #1 Alternate - September 5, 2022 PM

Meeting #2 - October 7, 2022

Meeting #2 Alternate - October 11, 2022 PM

Meeting #3 - November 4, 2022

Meeting #3 Alternate - November 8, 2022 PM

Meeting #4 - January 13, 2023

Meeting #4 Alternate - January 17, 2023 PM

Meeting #5: February 3, 2023

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Farias ECC students are assessed at the BOY, MOY and EOY to evaluate growth throughout the school year. Teachers use CLI reading and math assessments. Teachers tracking students' growth monthly and discuss best practices and next steps based on the need of students.

Teachers meet another during PLC's to discuss essential content and student engagement to ensure student growth. PLC's are designed to be vertically aligned to make sure instruction is purposeful and learning is scaffolded. All content must be TEK aligned and meet district literacy and math expectations for our students.

Student needs and specific services are monitored and evaluated through the RTI process. The RTI process is systematic and supports teachers in identifying students the kind of tiered small group intervention as well as instructional enhancement for GT services provided by teachers.

PLC's, progress is discussed, and goals are adjusted to support continuous growth. In addition to our PLCs, IAT, 504 and ARD meetings are held to set individualized goals for students who receive 504 and Special Education support.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alfredo Arenas	PK Teacher Assistant	Title I	1
Cynthia Zamarripa	Parent Engagement Specialist	Title I	1
Erika Miranda	PK Teacher Assistant	Title I	1
Maria Gonzalez Figueroa	PK Teacher Assistant	Title I	1
Norma Velasquez	Teacher Specialist	Title I	.15

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>

SIP APPROVAL 2022-2023

School Name and Campus #: Armandina Farias Early Childhood Center #352

Principal Name: Maria Solis

School Office: ESO3

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 9/27/22 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.


Principal

9/28/22
Date

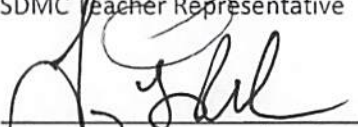
Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative


09/28/2022
Date


SDMC Teacher Representative

9/28/2022
Date


School Support Officer/Lead Principal

9/28/22
Date


School Office Assistant Superintendent

9/30/22
Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date