

Houston Independent School District
047 Fonville Middle School
2021-2022 Campus Improvement Plan



Mission Statement

Provide a safe, structured environment where everyone has the Opportunity to Learn, use Relevant Assessments embedded in daily instruction, expose more in-Depth Content, use instructional strategies that build understanding at various cognitive levels.

Vision

Our goal is to create a caring and collaborative environment where positive relationships are built with each student. We will maintain high expectations and are accountable for the success and college readiness of each individual student at Fonville Middle School.

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Comprehensive Needs Assessment

Revised/Approved: September 30, 2021

Demographics

Demographics Summary

Fonville Middle School is a campus located on the Northside of the Houston Independent School District. Our campus was recognized during the 2018-19 school year with Academic Achievement in Mathematics. Our campus continues to serve a community of students who are beginning their education for the first time students in the United States to multi-generation students at Fonville. The level of parental involvement continues to grow as we work as a campus to recruit a large number of parent volunteers.

Our campus has met the projected enrollment and we are currently at 752 scholars: 6th (264), 7th (259), and 8th (229).

Fonville's student population is divided up into 3 main ethnicities: Hispanic- 91%, African American- 6%, White - 2%, and other ethnicities - 1%. Our special populations are comprised of: 14% Special Education, 62% At Risk, 89% Economically Disadvantaged, 56% English Language Learners, 5% Dyslexia, 5% Gifted and Talented, 3% Immigrant, and 5% Magnet. Our mobility rate is 22%.

Demographics Strengths

Fonville Middle School campus strengths:

- TELPAS 11% percent increase in Speaking
- Selected as Cohort 8 VILS (Verizon Innovative Learning School), providing 1:1 device and data plan for each student, and 1:1 devices, data plan, and professional development for teachers
- AVID (Advancement Via Individual Determination) program is available for students in all grade levels, with a focus on first-time future college graduates
- Piloting Texas Education Agency's CRIMSI (COVID Recovery Instructional Materials Support Initiative) initiative
- Thinking Maps campus

Fonville Middle School staff strengths:

Fonville Middle School's staff continues to provide a sense of family that supports one another. Each new staff member is assigned a buddy or mentor (if a first-year teacher) to assist them throughout the year. The majority of staff members with 10 or more years of teaching experience. All staff actively applies and utilizes resources and strategies from Lead4Ward to effectively support and foster student growth in all grade levels. Scheduled PLCs (grade level or content-specific), Vertical Team meetings, Moving Mountain Mondays, Tech Tuesdays, and learning walks are utilized to significantly increase the opportunities for all staff to engage in collaboration to effectively meet the needs of each student.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Data from 2021 Reading STAAR, DLA, Snapshot, Renaissance 360, and Imagine indicates campus special populations including economically disadvantaged and not continuously enrolled lack language development, including vocabulary, reading comprehension, and communication. **Root Cause:** Teachers need professional development in the area of Sheltered Instruction and literacy strategies.

Problem of Practice 2: Data from 2021 Math STAAR, DLA, Snapshot, Renaissance 360, and Imagine data indicates campus special populations including economically disadvantaged and not continuously enrolled lack numeracy skills and the ability to conceptualize number/operation sense and computation. **Root Cause:** Teachers need professional development in differentiated instruction including the development of small group activities centered on multiple problem-solving pathways.

Student Learning

Student Learning Summary

Our goal at Fonville Middle School is to personalize learning for all scholars in all content areas, allowing for students to have access to content at their appropriate level while pushing them to maximize their learning. Scholars are encouraged to self-advocate as they are provided access to their data to track their learning and growth throughout the school year.

All learners are tracked throughout the year on their progress, with special attention focused on EL, GT, and Special Education students, ensuring scholars' needs are met in the mainstream classroom setting.

To best support the EL Newcomers, we focus on Sheltered instruction techniques.

Based on the 2020-2021 school year, there was growth in Reading STAAR, 6th Grade by +1%.

The 2019-2020 STAAR was not used for comparison due to COVID-19 cancellation.

Student Learning Strengths

Fonville Middle School teachers are committed to providing rigorous, differentiated instruction to meet the needs of all students.

The campus is proud of the student academic achievements from 2018-2019 and looks forward to continued growth during the 2021-2022 school year.

Scholars demonstrated the following strengths:

- The increase in 6th Grade Reading Masters score
- The increases in TELPAS scores with double-digit growth in Speaking

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Data from 2021 Reading STAAR, DLA, Snapshot, Renaissance 360, and Imagine indicates campus special populations including economically disadvantaged and not continuously enrolled lack language development, including vocabulary, reading comprehension, and communication. **Root Cause:** Teachers need professional development in the area of Sheltered Instruction and literacy strategies.

Problem of Practice 2: Data from 2021 Math STAAR, DLA, Snapshot, Renaissance 360, and Imagine data indicates campus special populations including economically disadvantaged and not continuously enrolled lack numeracy skills and the ability to conceptualize number/operation sense and computation. **Root Cause:** Teachers need professional development in differentiated instruction including the development of small group activities centered on multiple problem-solving pathways.

Problem of Practice 3: Without frequent reminders, department leadership fails to consistently plan outside of the PLC to allow for additional dedicated time to plan for targeted instruction. **Root Cause:** Department leadership needs to be consistent in following up with teacher leadership to capture next steps and follow up on planning, data analysis, and progress monitoring.

Problem of Practice 4: The campus has a history of not providing data-driven instruction. **Root Cause:** Student apathy contributes to high turnover which results in teacher retraining and capacity building.

School Processes & Programs

School Processes & Programs Summary

Fonville Middle School makes decisions based on demographics and the needs of our population. We involve staff, community, district, as well as students in our decision-making process. This process is done continually throughout the school year as new needs surface. Through the SDMC committee, the campus needs assessment committee, campus emergency plan, the student leadership committee, PLCs, faculty meetings, professional development, and an open-door policy, needs are presented and addressed in regards to processes and programs.

Fonville Middle School provides learners with a rigorous 21st-century learning experience and leads our work in Language and Literacy by taking a hands-on learning approach. Imagine Learning promotes a rigorous and equitable development of language that accelerates learning across all subjects, transforming students into stronger and more confident learners.

Fonville Middle School faculty and staff are preparing students to be successful in the real world by implementing purposeful initiatives which support the instructional program where students apply their learning to real-world contexts within the framework of Project/Problem-Based Learning (PBL) experience. Project-Based Learning is a common practice across all contents and has proven to have a positive effect on student content knowledge and the development of skills such as collaboration, critical thinking, and problem-solving. Writing across all contents can be seen on a daily basis through quick writes, journal writing, note-taking, research projects, and real-world writing.

To close gaps for our students, our campus utilizes the Response to Intervention (RtI) framework, with intervention teachers reviewing student data and determining best practices to improve student learning.

Our SPED and LEP populations have had a positive increase in tested subjects.

We continue to build momentum in the right direction with targeted campus initiatives to boost student performance, including:

- adding an APEX lab to target overage students
- partnering with Texas Education Agency to pilot the CRIMSI initiative
- partnering with AVID
- partnering with Verizon as a cohort 8 VILS campus, and
- continuing our partnership with Thinking Maps

School Processes & Programs Strengths

Fonville Middle School provides aligned interventions for all students in need of assistance through:

- data-driven instruction collected from classroom assessments, Ren360, Snapshots, DLA and STAAR history reports
- RtI research-based activities and strategies

- weekly progress monitoring
- study of the master courses to ensure lesson and activity alignment

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Without frequent reminders, department leadership fails to consistently plan outside of the PLC to allow for additional dedicated time to plan for targeted instruction. **Root Cause:** Department leadership needs to be consistent in following up with teacher leadership to capture next steps and follow up on planning, data analysis, and progress monitoring.

Problem of Practice 2: Low attendance at parent engagement activities that support improving student achievement. **Root Cause:** Due to COVID-19 concerns and website accessibility, parents engagement suffered.

Perceptions

Perceptions Summary

At Fonville Middle School, our core business is students.

We provide a safe, structured environment where everyone has the opportunity to learn, use relevant assessments embedded in daily instruction, expose more in-depth content, use instructional strategies that build understanding at various cognitive levels.

Our goal is to create a caring and collaborative environment where positive relationships are built with each student. We will maintain high expectations and are accountable for the success and college readiness of each individual student at Fonville Middle School.

Perceptions Strengths

Fonville is a safe and positive learning environment for all students, teachers, and staff.

All stakeholders have an opportunity to be involved in campus-level decision-making.

Fonville Middle School is committed to increasing parental communications and strengthening our parental involvement.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Low attendance at parent engagement activities that support improving student achievement. **Root Cause:** Due to COVID-19 concerns and website accessibility, parents engagement suffered.

Problem of Practice 2: The campus has a history of not providing data-driven instruction. **Root Cause:** Student apathy contributes to high turnover which results in teacher retraining and capacity building.

Priority Problems of Practice

Problem of Practice 1: Data from 2021 Reading STAAR, DLA, Snapshot, Renaissance 360, and Imagine indicates campus special populations including economically disadvantaged and not continuously enrolled lack language development, including vocabulary, reading comprehension, and communication.

Root Cause 1: Teachers need professional development in the area of Sheltered Instruction and literacy strategies.

Problem of Practice 1 Areas: Demographics - Student Learning

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.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- 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
- 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
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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
- 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: By May 2022, Fonville Middle School will increase student achievement in Reading for Approaches from 41% to 70%, Meets from 16% to 55%, and Masters from 5% to 20% on 2022 STAAR.

Strategic Priorities: Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent





Measurable Objective 1: By November 2021, 85% of campus teachers will participate in effective weekly PLCs with a focus on content and language objectives, planning of activities, including I Do, You Do, We Do, literacy, and Sheltered Instruction strategies, Do Now, and Exit Ticket.

Evaluation Data Sources: PLC attendance, weekly lesson plans, Monday Morning room checklist data, walkthrough and observation data, BOY, Ren360, HB4545, Imagine Language & Literacy, Snapshot, DLA, and STAAR 2022

Strategy 1 Details	Reviews			
Strategy 1: The campus leadership team has clear roles and responsibilities for facilitating weekly PLC planning with core content teachers. Strategy's Expected Result/Impact: Weekly lesson plans will include materials and learning experiences that are accessible by all learners and lead to mastery of the skill. Staff Responsible for Monitoring: Principal, Assistant Principals, Teacher Specialists, VILS Coach, Teachers Action Steps: Send a weekly invitation to all teachers for PLC meeting Development of weekly PLC agenda and activities Plan at-bat and modeling for PLC meeting Synchronization of measurable target goals for the PLC meeting Meet with teachers during weekly PLC Review each grade level lesson plan Provide feedback Weekly walkthrough calibrations TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: Teacher Planning - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$25,000, Teacher Planning - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - \$25,000	Formative			Summative
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Measurable Objective 2: By November 2021, 85% of campus teachers will participate in weekly modeling and coaching by ELAR Teacher Specialist and VILS Campus Coach to incorporate Google, Microsoft, OneNote, and PearDeck in daily instructional lessons and activities to increase student engagement, collaboration, and achievement in reading comprehension.

Evaluation Data Sources: New teacher Monday meetings, PLC attendance, lesson plans, coaching data, BOY, Ren360, HB4545, Imagine Language & Literacy, Snapshot, DLA, and STAAR 2022

Strategy 1 Details	Reviews			
Strategy 1: The teacher specialists and the VILS coach meet weekly (Moving Mountains Mondays) with new teachers to provide coaching and modeling. Strategy's Expected Result/Impact: Coaching and modeling will result in opportunities for at-bat and practice for improving first-time instruction that will lead to student mastery of the skill. Staff Responsible for Monitoring: Teacher Specialists, VILS coach, New Teachers Action Steps: Send a weekly invitation to all new teachers for MMM meeting Development of weekly MMM agenda and activities Meet with new teachers weekly Model best practices Provide feedback TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: Supplies for modeling and at bats - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
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Measurable Objective 3: By November 2021, 85% of campus teachers will align instructional practice to literacy routines and best practice instructional strategies to close the academic gaps.

Evaluation Data Sources: Snapshot, DLA, Benchmarks and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Sheltered instruction coach, SI Coach walk, Multilingual Mgr. support, and timely walk and feedback. Teacher Specialist will model small group. Strategy's Expected Result/Impact: Teachers will see the positive impact of small groups through improved data. Staff Responsible for Monitoring: Principal, Assistant Principals, Teacher Specialists Action Steps: All students received a writing journal All teachers are trained by the Reading Specialist (Glasper) and ELAR Administrator (Aubrey) and Sheltered Instructional Coach (Rosamaria Balderas) in writing strategies The Reading Specialist, ELAR Administrator, and SI Coach will participate in calibrated classroom walks and provide necessary coaching 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, Improve low-performing schools - Targeted Support Strategy Funding Sources: Supplies for Interactive Notebooks - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$10,000	Formative			Summative
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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.

Goal 1: By May 2022, Fonville Middle School will increase student achievement in Mathematics for approaches from 25% to 65%, Meets from 6% to 30%, and Masters from 1% to 15% on 2022 STAAR.

Strategic Priorities: Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: By November 2021, 85% of campus teachers will participate in effective weekly PLCs with a focus on content and language objectives, planning of activities, including I Do, You Do, We Do, literacy and Sheltered Instruction strategies, Do Now, and Exit Ticket.

Evaluation Data Sources: PLC attendance, weekly lesson plans, Monday Morning room checklist data, walkthrough and observation data, BOY, Ren360, HB4545, Imagine Math, Snapshot, DLA, and STAAR 2022

Strategy 1 Details	Reviews			
Strategy 1: The campus leadership team has clear roles and responsibilities for facilitating weekly PLC planning with core content teachers. Strategy's Expected Result/Impact: Lesson plans will include materials and learning experiences that are accessible by all learners and lead to mastery of skill. Staff Responsible for Monitoring: Principal, Assistant Principals, Teacher Specialists, VILS Coach, Teachers Action Steps: Send a weekly invitation to all teachers for PLC meeting Development of weekly PLC agenda and activities Plan at-bat and modeling for PLC meeting Synchronization of measurable target goals for the PLC meeting Meet with teachers during weekly PLC Review each grade level lesson plan Provide feedback Weekly walkthrough calibrations Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: Teacher Planning - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - \$25,000, Teacher Planning - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$25,000	Formative			Summative
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Measurable Objective 2: By November 2021, 85% of campus teachers will participate in effective weekly modeling and coaching by Math Teacher Specialist and VILS Campus Coach to incorporate Google, Microsoft, OneNote, and PearDeck in daily instructional lessons and activities to increase student





engagement, collaboration, and achievement in reading comprehension.

Evaluation Data Sources: New teacher Monday meetings, PLC attendance, lesson plans, coaching data, BOY, Ren360, HB4545, Imagine Math, Snapshot, DLA, and STAAR 2022

Strategy 1 Details	Reviews			
Strategy 1: The teacher specialists and the VILS coach meet weekly (Moving Mountains Mondays) with new teachers to provide coaching and modeling. Strategy's Expected Result/Impact: Coaching and modeling will result in opportunities for at-bat and practice for improving first-time instruction that will lead to student mastery of the skill. Staff Responsible for Monitoring: Teacher Specialists, VILS Coach, New Teachers Action Steps: Send a weekly invitation to all new teachers for MMM meeting Development of weekly MMM agenda and activities Meet with new teachers weekly Model best practices Provide feedback Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: Supplies for New Teacher Meetings - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$10,000	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 3: By May 2022, 80% of CRIMSI teachers will provide task and activities that are aligned to grade level standards utilizing high quality materials from CRIMSI.

Evaluation Data Sources: Meeting attendance, CRIMSI program, Mathia, Carnegie Learning Assessments, CRIMSI Instructional Walkthrough Tool

Strategy 1 Details		Reviews			
Strategy 1: The teacher specialist will provide on time feedback, weekly PLC, Pacing calendar, lesson plan modeling, and instructional support. Strategy's Expected Result/Impact: The impact is increase in meets and master, closing the gaps between our students, support for our teachers for strong instruction. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Specialist Action Steps: Send a weekly invitation to all teachers for PLC meeting Development of weekly activities Plan at-bat and modeling for PLC meeting Synchronization of measurable target goals for the PLC meeting Meet with teachers during weekly PLC Review each grade level lesson plan Provide feedback Weekly walkthrough calibrations Collaborative environment in OneNote Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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: By May 2022, the number of overage students at risk of dropping out will decrease from 2 (overage by 2 years: 6th grade) to 0 and from 23 (overage by 1 year: 6th(7), 7th(10), 8th(6) to 12.

Strategic Priorities: Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Summative Evaluation: Some progress made toward meeting Goal





Measurable Objective 1: Throughout summer 2022, campus staff will reengage students at risk of dropping out through weekly summer check-ins with student and parent(s), personal calls to invite parent and student to registration, 1:1 conference to create relationships with student and parent and provide family resources.

Evaluation Data Sources: Call logs and list of summer check-ins, meeting note from 1:1 meetings, lists of resources provided to student and parent(s).

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Summer staff will demonstrate positive interactions and an understanding of the challenges faced by at-risk students in an effort to re-engage potential dropout students.</p> <p>Strategy's Expected Result/Impact: Reduce overage students who are at risk of dropping out -- students overage by 1 year from 2 to 0, and students overage by 2 years from 23 to 12.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Office, SIR</p> <p>Action Steps: Run report from A4E to identify overage students Run report from CONNECT to identify dropout students Schedule at-home visits of overage students Schedule weekly phone contacts of overage students Schedule to re-engage overage students and potential dropouts</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p> <p>Funding Sources: Extra duty pay for support staff - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$3,000</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Measurable Objective 2: By October 2021, a campus APEX lab will be designed to identify skill gaps and learning pathways that focus on specific prerequisite skills, monitor weekly progress.

Evaluation Data Sources: APEX pretests, learning pathways, progress reports, student trackers, 1:1 counselor conference logs.

Strategy 1 Details	Reviews			
Strategy 1: The campus counselor and APEX lab coach will design an APEX lab rotation schedule for students who are overage and at risk of dropping out. Strategy's Expected Result/Impact: Overage students will be promoted to their cohort class. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, APEX Lab Coach Action Steps: Establish APEX lab Run report of overage students Create lab rotation schedule Run three-week progress reports Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy Funding Sources: CleverTouch, Printer - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$10,000	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: By January 2022, 100% of 3-year overage scholars and 50% of 2-year and 1-year overage scholars will complete their APEX pathways enabling the scholars to earn a mid-year GPC committee hearing.

Evaluation Data Sources: A4E overage roster for 6th, 7th, 8th grades
APEX pathways reports
GPC invitations
GPC minutes

Strategy 1 Details	Reviews			
Strategy 1: The campus counselor will monitor the APEX pathway completion progress and send GPC invitations to students, parents, administrators, and teachers. Strategy's Expected Result/Impact: By completing their APEX pathway, the overage scholar will convince the GPC committee they have earned the right for mid-year promotion which (depending on how many years overage they are) puts them closer to reaching their cohort grade. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Overage Students, Parents 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, Improve low-performing schools - Targeted Support Strategy Funding Sources: Supplies for APEX classes - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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: By May 2022, Fonville Special Education students will increase STAAR Reading Approaches from 21% to 45%, Meets from 2% to 25%, and Masters from 1% to 10%.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: By November 2021, Special Education in-class support and co-teachers will plan effectively with content level teachers in Reading PLCs for the development of targeted activities and strategies that align with the Individualized Education Plans.

Evaluation Data Sources: Individualized Education Plan, PLC attendance, weekly lesson plans, Monday Morning room checklist data, walkthrough and observation data, BOY, Ren360, HB4545, Imagine Language & Literacy, Snapshot, DLA, and STAAR 2022

Strategy 1 Details	Reviews			
Strategy 1: The Special Education Administrator and Chairperson will facilitate weekly check-ins with in-class support and co-teachers to synchronize the alignment of support students will receive. Strategy's Expected Result/Impact: Students receiving special education services will meet their targeted IEP goals and objectives. Staff Responsible for Monitoring: Principal, Assistant Principals, Teacher Specialists, Special Education Staff Action Steps: The administration and SPED chairperson will pre-plan with special education teachers to review IEPs In-class support and co-teachers will attend Reading PLCs In-class support and co-teachers will develop targeted activities and strategies for SPED teachers In-class support and co-teachers will offer teacher at-bats and feedback In-class support and co-teachers will document IEP progress monitoring Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: PLC Planning Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$5,000	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: By October 2021, Special Education in-class support and co-teachers will disaggregate Renaissance 360 Reading data and plan differentiated activities for 100% of the scholars on their Case Manager list.

Evaluation Data Sources: Renaissance 360 Reading reports

Strategy 1 Details	Reviews			
<p>Strategy 1: SPED case managers will disaggregate the Ren360 Reading data for the scholars on their roster and prepare differentiated activities that target the scholars' deficiencies.</p> <p>Strategy's Expected Result/Impact: By having the co-teacher review the Ren360 data through the SPED lens, the scholar will benefit from targeted activities created for their individual growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Reading Specialist, SPED Chairperson, Case Managers, Classroom Teacher</p> <p>Action Steps: The case manager will review the Ren360 Reading report The case manager will create differentiated activities for each scholar on their case manager list The case manager will forward the activities to the classroom teacher The case manager will monitor the data for the specific skills that the differentiated activities were targeting</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Funding Sources: Extra duty pay for creating targeted activities - 1991010007 - General Fund - Special Education - 6100 - Payroll - \$5,000</p>	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 3: By October 2021, Special Education in-class support and co-teachers will begin pulling scholars to a small group table in the classroom for targeted support.

Evaluation Data Sources: Progress reports
OnTrack reports
Renaissance Reading reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The in-class support and co-teacher will plan with the core content reading teacher, provide support during classroom instruction, and pull their case manager scholars to a small group table to offer targeted support to enable the scholar to master the reading skill.</p> <p>Strategy's Expected Result/Impact: By knowing the targeted reading skill and the scholar's IEP, the in-class support and/or co-teacher will better support each scholar on their case manager list and the scholar will have a greater opportunity to master the reading skill.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Reading Specialist, SPED Chairperson, the classroom reading teacher, in-class support and/or co-teacher</p> <p>Action Steps: In-class support and/or co-teacher will review the reading teacher's lesson plan In-class support and/or co-teacher will provide feedback on accommodations and modifications In-class support and/or co-teacher will support instruction In-class support and/or co-teacher will provide targeted support during the independent practice portion of the class period</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Funding Sources: Extra duty pay for planning - 1991010007 - General Fund - Special Education - 6100 - Payroll - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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 2: By May 2022, Fonville Special Education students will increase STAAR Math Approaches from 13% to 30%, Meets from 3% to 6%, and Masters grade from 0% to 1%.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent





Measurable Objective 1: By November 2021, Special Education in-class support and co-teachers will plan effectively with content level teachers in Mathematics PLCs for the development of targeted activities and strategies that align with the Individualized Education Plans.

Evaluation Data Sources: Individualized Education Plan, PLC attendance, weekly lesson plans, Monday Morning room checklist data, walkthrough and observation data, BOY, Ren360, HB4545, Imagine Math, Snapshot, DLA, and STAAR 2022

Strategy 1 Details	Reviews			
Strategy 1: The Special Education Administrator and Chairperson will facilitate weekly check-ins with in-class support and co-teachers to synchronize the alignment of support students will receive. Strategy's Expected Result/Impact: Students receiving special education services will meet their targeted IEP goals and objectives. Staff Responsible for Monitoring: Principal, Assistant Principals, Teacher Specialist, Special Education Staff Action Steps: The administration and SPED chairperson will pre-plan with special education teachers to review IEPs In-class support and co-teachers will attend Math PLCs In-class support and co-teachers will develop targeted activities and strategies for SPED teachers In-class support and co-teachers will offer teacher at-bats and feedback In-class support and co-teachers will document IEP progress monitoring Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: PLC and Planning Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Measurable Objective 2: By October 2021, Special Education in-class support and co-teachers will disaggregate Renaissance 360 Mathematics data and plan differentiated activities for 100% of the scholars on their Case Manager list.

Evaluation Data Sources: Renaissance 360 Math reports
Case Manager Roster

Strategy 1 Details		Reviews			
Strategy 1: SPED case managers will disaggregate the Ren360 Mathematics data for the scholars on their roster and prepare differentiated activities that target the scholars' deficiencies. Strategy's Expected Result/Impact: By having the co-teacher review the Ren360 math data through the SPED lens, the scholar will benefit from targeted activities created for their individual growth. Staff Responsible for Monitoring: Principal, Assistant Principals, Reading Specialist, SPED Chairperson, Case Managers, Classroom Teacher Action Steps: The case manager will review the Ren360 Math report The case manager will create differentiated activities for each scholar on their case manager list The case manager will forward the activities to the classroom teacher The case manager will monitor the data for the specific skills that the differentiated activities were targeting Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: Extra duty pay for creating targeted activities - 1991010007 - General Fund - Special Education - 6100 - Payroll - \$5,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 3: By October 2021, Special Education in-class support and co-teachers will begin pulling scholars to a small group table in the classroom for targeted support.

Evaluation Data Sources: Progress reports
OnTrack reports
Renaissance Math reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The in-class support and co-teacher will plan with the core content math teacher, provide support during classroom instruction, and pull their case manager scholars to a small group table to offer targeted support to enable the scholar to master the skill.</p> <p>Strategy's Expected Result/Impact: By knowing the targeted math skill and the scholar's IEP, the in-class support and/or co-teacher will better support each scholar on their case manager list and the scholar will have a greater opportunity to master the skill.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Math Specialist, SPED Chairperson, the math core teacher, in-class support and/or co-teacher</p> <p>Action Steps: In-class support and/or co-teacher will review the math teacher's lesson plan In-class support and/or co-teacher will provide feedback on accommodations and modifications In-class support and/or co-teacher will support instruction In-class support and/or co-teacher will provide targeted support during the independent practice portion of the class period</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Funding Sources: Extra duty pay for planning - 1991010007 - General Fund - Special Education - 6100 - Payroll - \$5,000</p>	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: Other Goals

Goal 1: ATTENDANCE

Strategic Priorities: Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach





Measurable Objective 1: By December 2021, the annual attendance will increase to 90%

Evaluation Data Sources: Daily attendance records, daily attendance call logs, Parent Contact Logs





Strategy 1 Details	Reviews			
Strategy 1: Campus teachers and staff will foster a positive school climate to reduce chronic absenteeism. Strategy's Expected Result/Impact: The school climate will be welcoming, respectful, supportive, and engaging and will steadily increase student attendance. Staff Responsible for Monitoring: Principal, Assistant Principals, Teacher Specialists, Counselor, Communities in Schools, Wraparound Specialist, Project Explore, Teachers Action Steps: Teachers will transform threshold welcoming systems Lesson plans will be engaging The counselor will develop and execute classroom SEL activities Communities in Schools will establish small groups to address SEL needs Wraparound Specialist will distribute resources to students in need Project Explore will meet regularly with the student cohort Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: Supplies for welcome packets - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$5,000	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: By February 2022, the annual attendance will increase to 95%.

Evaluation Data Sources: Daily attendance records, daily attendance call logs, Parent Contact Logs

Strategy 1 Details		Reviews			
Strategy 1: Office staff will conduct daily phone calls to all absent scholars to reduce chronic absenteeism. Strategy's Expected Result/Impact: Parents will be aware that their child is not in school and will make every effort to bring the scholar to school immediately. Staff Responsible for Monitoring: Principal, Assistant Principals, Teacher Specialists, Counselor, Communities in Schools, Wraparound Specialist, Project Explore, Teachers Action Steps: The attendance clerk will run a report of absent students The attendance clerk will send the report to each grade level clerk The grade level clerk will call each home When the student arrives, their attendance will reflectpresent Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: Paper supplies for reports - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,500		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Measurable Objective 3: By May 2022, the annual attendance will increase to 98%.

Strategy 1 Details		Reviews			
Strategy 1: The attendance clerk will partner with the Wraparound Specialist for home visits to every scholar who misses three days in a row. Strategy's Expected Result/Impact: The scholar, parent, and school partnership will be strengthened through the home visits and parent will recognize the need to send the scholar to school as soon as possible. Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk, Wraparound Specialist Action Steps: The attendance clerk will run a report of chronic absences The attendance clerk and the Wraparound Specialist will map the home visits The attendance clerk and the Wraparound Specialist will print the student information sheets The attendance clerk and the Wraparound Specialist will conduct the home visits Afterwards, the attendance clerk and the Wraparound Specialist will update the home visit information in CONNECT Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: Mileage and supplies - 1991010001 - General Fund - Regular Program - 6400 - Other Operating Expenses - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Board Goal 5: Other Goals

Goal 2: DISCIPLINE MANAGEMENT





By May 2022, student discipline referrals will be reduced by 50%.

Strategic Priorities: Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: By November 2021, 100% of teachers will use SEL strategies including trauma-informed practices, de-escalation strategies, and others to reduce the number of classroom disruptions, office referrals, and potential suspensions.

Evaluation Data Sources: Discipline Referrals, PEIMS Reports, PEIMS End of Year Reports, School Report Card
ESL Teacher Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: The counselor and Communities in Schools will provide professional development to teachers on social-emotional learning strategies to strengthen student-teacher relationships and improve classroom management.</p> <p>Strategy's Expected Result/Impact: Student-teacher relationships will improve, increase engagement in classrooms and decrease misbehavior and discipline referrals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Communities in Schools, Teachers</p> <p>Action Steps: Counselor will send invite to teachers for professional development Counselor and CIS will develop agenda Counselor and CIS will plan professional development for SEL adult activities Counselor and CIS will practice at-bats of SEL activities Administration and counselor will monitor discipline referrals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p> <p>Funding Sources: Professional Development and Supplies for SEL - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$5,000</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: By December 2021, the school counselor will visit every Reading and Math classroom in person to help students set goals directed toward a positive purpose, and focus on student strength and character development.





Evaluation Data Sources: Classroom visit logs, character development videos, goal-setting charts.

Strategy 1 Details	Reviews			
Strategy 1: Design character development activities for every classroom. Strategy's Expected Result/Impact: Character development activities will change student mindset and engagement in classrooms. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Communities in Schools Action Steps: Counselor will requisition the purchase of a character development program Counselor will create a schedule for classroom visits Counselor will coordinate with teachers for classroom visits Counselor will deliver and execute character development activities Progress monitor individual character development Administration and counselor will monitor discipline referrals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy Funding Sources: Character Development Kits - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$5,000	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 3: By March 2022, the school counselor will visit every Science and Social Studies classroom in person to help students set goals directed toward a positive purpose, and focus on student strength and character development.

Evaluation Data Sources: Classroom visit logs, character development videos, goal-setting charts.

Strategy 1 Details	Reviews			
Strategy 1: Design character development activities for every classroom. Strategy's Expected Result/Impact: Character development activities will change student mindset and engagement in classrooms.	Formative			Summative
	Nov	Jan	Mar	June

<p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Communities in Schools</p> <p>Action Steps: Counselor will requisition the purchase of a character development program Counselor will create a schedule for classroom visits Counselor will coordinate with teachers for classroom visits Counselor will deliver and execute character development activities Progress monitor individual character development Administration and counselor will monitor discipline referrals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p> <p>Funding Sources: Character Development Kits - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$5,000</p>				
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 5: Other Goals





Goal 3: VIOLENCE PREVENTION

By December 2021, all students will be informed about the effects of racism to reduce school tension that leads to fighting by 75%.

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





Measurable Objective 1: By October 31, 2021, the PE teachers will share lesson #1 on raising awareness about the effects of racism and developing empathy to humanize all races.

Evaluation Data Sources: CONNECT report on campus demographics/ethnicities
Police report on crime rates related to racism

Strategy 1 Details		Reviews			
Strategy 1: The campus counselor will develop a PearDeck #1 to raise awareness on the effects of racism. Strategy's Expected Result/Impact: When scholars are empowered with historical information along with the effects of their actions, they will make better decisions and choices. Staff Responsible for Monitoring: Campus counselor Registrar Campus police officer Physical Education teachers Action Steps: The registrar will provide the counselor with the ethnicities CONNECT report Officer Garcia will provide a crime rate report related to racism The counselor will create a PearDeck Lesson #1 The counselor will identify video #1 to examine the historical effects The counselor will email the PearDeck Lesson #1 and video #1 to the PE teachers with steps to follow when delivering the information. The counselor will prepare an announcement for the day of the lesson The counselor will create a post-lesson survey for students to measure their emotional state of mind, what connections they made, and what they learned Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy Funding Sources: Supplies needed for copies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500		Formative			Summative
		Nov	Jan	Mar	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			





Measurable Objective 2: By November 30, 2021, the technology and band teachers will share lesson #2 on raising awareness about the effects of racism and developing empathy to humanize all races.

Evaluation Data Sources: CONNECT report on campus demographics/ethnicities

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus counselor will develop a PearDeck #2 to raise awareness on the effects of racism.</p> <p>Strategy's Expected Result/Impact: When scholars are empowered with historical information along with the effects of their actions, they will make better decisions and choices.</p> <p>Staff Responsible for Monitoring: Campus counselor Registrar Campus police officer Technology and band teachers</p> <p>Action Steps: The registrar will provide the counselor with the ethnicities CONNECT report Officer Garcia will provide a crime rate report related to racism The counselor will create a PearDeck Lesson #2 The counselor will identify video #2 to examine the historical effects The counselor will email the PearDeck Lesson #1 and video #2 to the technology and band teachers with steps to follow when delivering the information The counselor will prepare an announcement for the day of the lesson The counselor will create a post-lesson survey for students to measure their emotional state of mind, what connections they made, and what they learned</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p> <p>Funding Sources: Supplies needed for copies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: By December 30, 2021, the AVID, art, music, theatre teachers will share lesson #3 on raising awareness about the effects of racism and developing empathy to humanize all races.

Evaluation Data Sources: CONNECT report on campus demographics/ethnicities
Police report on crime rates related to racism

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus counselor will develop a PearDeck #3 to raise awareness on the effects of racism.</p> <p>Strategy's Expected Result/Impact: When scholars are empowered with historical information along with the effects of their actions, they will make better decisions and choices.</p> <p>Staff Responsible for Monitoring: Campus counselor Registrar Campus police officer AVID, art, music, and theatre teachers</p> <p>Action Steps: The registrar will provide the counselor with the ethnicities CONNECT report Officer Garcia will provide a crime rate report related to racism The counselor will create a PearDeck Lesson #3 The counselor will identify video #3 to examine the historical effects The counselor will email the PearDeck Lesson #3 and video #3 to the AVID, art, music, and theatre teachers with steps to follow when delivering the information The counselor will prepare an announcement for the day of the lesson The counselor will create a post-lesson survey for students to measure their emotional state of mind, what connections they made, and what they learned</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p> <p>Funding Sources: Supplies needed for copies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500</p>	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: Other Goals

Goal 4: SPECIAL EDUCATION PROGRAM

By May 2022, students receiving Special Education services will increase their met STAAR target performance by 5% in Reading and Mathematics.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent





Measurable Objective 1: By September 2021, 100% of campus teachers will receive the Individualized Educational Plan for all students who receive services through the Special Education Department.

Evaluation Data Sources: Easy IEP
Acknowledgment Receipt Form for IEPs
Teacher Survey

Strategy 1 Details		Reviews			
Strategy 1: The special education chairperson will provide all teachers with the IEPs for all of their scholars. Strategy's Expected Result/Impact: Students receiving special education services will receive their accommodations from Day 1. Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education Chairperson, Teachers Action Steps: Run report of students receiving special education services SPED Chairperson prepares Acknowledgment Form for teachers to sign SPED Chairperson distributes IEPs and teachers sign for the documents SPED Chairperson distributes IEPs for new students who enroll and continues this throughout the year Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Funding Sources: Supplies for copies and folders - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,500		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: By September 2021, 100% of scholars receiving services through Special Education will receive required designated supports and classroom accommodations that meet the goals and objectives outlined in each Individualized Educational Plan.

Evaluation Data Sources: IEPs
Lesson Plans
Classroom Observations

Strategy 1 Details		Reviews			
Strategy 1: PLCs to review how to read an IEP and implement the requirements to meet the goals and objectives. Strategy's Expected Result/Impact: Students receiving accommodations in all content areas will have multiple opportunities to apply the accommodations in all assessments. Staff Responsible for Monitoring: SPED Administrator SPED chairperson Teachers Action Steps: Schedule PLC SPED chairperson prepares PowerPoint with steps o reading an IEP Teachers participate in a scavenger hunt to find key components in the IEP Teachers work with co-teachers to modify lesson plans so they include the required modifications Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: Supplies for PLC and professional development - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 3: By January 2022, students receiving Special Education services will increase their met STAAR target performance by 2% in Reading and Mathematics.

Evaluation Data Sources: Snapshot
 DLA
 CRIMSI / Carnegie Learning Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will complete the OnTrack student accommodation profiles to include the required accommodations identified in the IEPs. Strategy's Expected Result/Impact: Students receiving special education services will use their required accommodations on a daily basis in all assessments, including Exit Tickets. Staff Responsible for Monitoring: Reading Teacher Specialist, Math Teacher Specialist, Teachers, SPED Chairperson Action Steps: Reading and Math Specialists will schedule training for teacher leaders (1 per content/grade level) by October 2021 Reading and Math Specialists will prepare a PowerPoint for the training Reading and Math Specialists will create a Task Card for the teachers Reading and Math Specialists will create a deadline schedule to complete the student accommodate profiles Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy Funding Sources: Extra duty pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$1,000	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: Other Goals

Goal 5: SPECIAL POPULATIONS





By November 2021, all teachers will use sheltered instruction and literacy strategies in small groups and stations to provide enrichment and address the needs of special populations, including dyslexia, at-risk, gifted and talented, economically disadvantaged, and English learners.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Summative Evaluation: Some progress made toward meeting Goal





Measurable Objective 1: 100% of dyslexia learners will master the content objective by utilizing speech to text and spell check to draft discourse for academic discussions on familiar topics using academic vocabulary, with proficient use of present, past, and future tenses.

Evaluation Data Sources: Lesson plans, Exit Tickets, dyslexia records, IEPs, 504 plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: The dyslexia teacher will plan academic discourse activities that include pre-writing strategies to use speech to text and spell-check.</p> <p>Strategy's Expected Result/Impact: Students receiving dyslexia services will produce effective pre-writes to use in academic conversations in the classroom.</p> <p>Staff Responsible for Monitoring: Administrator for Special Education, Special Education Chairperson, Dyslexia Teacher</p> <p>Action Steps: Dyslexia teacher will review students' IEPs, goals, and objectives Dyslexia teacher will research how to use speech to text and spell-check Dyslexia teacher will create pre-write activities Dyslexia teacher will develop systems in the classroom for students to participate in academic discussions Dyslexia teacher will provide 1:1 feedback</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Funding Sources: Supplies needed for pre-writes and speech to text - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$5,000</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Measurable Objective 2: 100% of at-risk learners will master the content objective by utilizing well-planned and integrated games to participate in academic discussions on familiar topics using academic vocabulary, with proficient use of present, past, and future tenses.

Evaluation Data Sources: Lesson plans, Exit Tickets, Snapshot, DLA, Imagine Language & Learning

Strategy 1 Details	Reviews			
Strategy 1: Classroom teachers will create activities that include games that promote academic discussions. Strategy's Expected Result/Impact: At-risk learners will develop reading, writing, and speaking confidence. Staff Responsible for Monitoring: Principal, Assistant Principals, Teacher Specialists, Teachers Action Steps: Teachers will develop lesson plans Administrative team will review lesson plans and provide feedback Teachers will set up activities and model instructions for games Teachers will model academic discourse Teachers will provide 1:1 feedback Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: Supplies needed for games and lesson activities - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of gifted and talented learners will master the content objective by accessing differentiated instruction designed using the Renzulli platform to increase engagement and achieve higher academic performance.

Evaluation Data Sources: Lesson plans, Exit Tickets, Renzulli, Snapshot, DLA





Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize Renzulli to develop differentiated instruction to gifted and talented students. Strategy's Expected Result/Impact: GT students will be engaged in higher-order thinking activities and projects based on their personal learning styles and tools preferences. Staff Responsible for Monitoring: Principal, Assistant Principals, Teacher Specialists, Teachers Action Steps: GT students will take the Renzulli profiler Teachers will develop lessons and activities based on the learning styles and end-products Teachers will use the Project Wizard to develop project-based lessons and activities Teachers will provide 1:1 feedback Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: Supplies needed for project-based lessons and activities - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 4: 100% of economically disadvantaged learners will be prepared for and participate in STAAR/EOC by engaging in small group, differentiated instruction that provides engaging activities to increase their academic discourse in the classroom where they are utilizing academic vocabulary,

complete sentences, and the teach-back strategy.

Evaluation Data Sources: Lesson plans, Exit Tickets, Snapshot, DLA





Strategy 1 Details	Reviews			
Strategy 1: Teachers will develop engaging lessons and activities that are culturally relevant and motivating for students. Strategy's Expected Result/Impact: Student motivation to participate and complete lessons will prepare them for mastery of the objectives. Staff Responsible for Monitoring: Principal, Assistant Principals, Teacher Specialists, Teachers Action Steps: Teachers will research culturally relevant activities that are engaging Teachers will prepare lesson plans Teachers will design small groups and stations to motivate student participation Teachers will provide 1:1 feedback Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: Supplies needed for stations and small groups - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$15,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 5: 100% of English learners will master the content objective by participating comfortably in academic discussions on familiar topics using academic vocabulary, with proficient use of present, past, and future tenses.

Evaluation Data Sources: Lesson plans, Exit Tickets, TELPAS ELD, Snapshot, DLA, Ren360, Imagine Language & Learning, Imagine Math

Strategy 1 Details	Reviews			
Strategy 1: The SIOP campus coach and the Reading Specialist will provide teachers with professional development on sheltered instruction and literacy strategies. Strategy's Expected Result/Impact: Students will gain confidence in listening, reading, writing, and speaking.	Formative			Summative
	Nov	Jan	Mar	June

<p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Specialists, Multilingual Department, SIOP Campus Coach</p> <p>Action Steps: Teachers develop lesson plans that include literacy strategies Teachers progress monitor student language acquisition Teachers provide 1:1 feedback</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Funding Sources: Professional Development Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$5,000</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 5: Other Goals





Goal 6: PARENT AND COMMUNITY ENGAGEMENT

By January 2022, parent and community engagement will increase by 25% through participation in parent-teacher conferences and coffees with the Principal.

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





Measurable Objective 1: By January 2022, semester meetings between parents and teachers and monthly principal coffee meetings for parents will help to increase parent and community participation.

Evaluation Data Sources: Parent contact logs
School Messenger callouts to parents
Agenda and Minutes for Parent Coffees

Strategy 1 Details		Reviews			
Strategy 1: The Wraparound Specialist and HISD FACE Department will assist in coordinating interesting topics for parent coffees with the principal. The campus counselor will coordinate semester meetings with parents to discuss student progress. Strategy's Expected Result/Impact: Engaging parents with helpful meeting topics, including monitoring student achievement, will encourage parent and community school participation. Staff Responsible for Monitoring: Principal, Assistant Principals, School Counselor, Wraparound Specialist, HISD FACE Specialist Action Steps: Coordinate with Wraparound and FACE on interesting parent topics Prepare agenda for parent coffees Prepare agenda for semester meetings Prepare callouts for parent coffees and semester meetings Coordinate meeting areas for grade-level teachers for the semester meetings Teachers create progress reports for the parent Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy Funding Sources: Supplies needed for parent coffees and semester meetings - 2110000000 - Title I Basic Programs - 6300 - Supplies and Materials - \$7,500		Formative			Summative
		Nov	Jan	Mar	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			





Measurable Objective 2: By January 2022, Fonville will host 4 Fine Arts Nights for parents will help to increase parent and community participation.

Evaluation Data Sources: Parent contact logs
School Messenger callouts to parents

Strategy 1 Details	Reviews			
Strategy 1: The administration team and Fine Arts Department will assist in coordinating functions for parents to attend. Strategy's Expected Result/Impact: Engaging parents with events that will encourage parent and community school participation. Staff Responsible for Monitoring: Principal, Assistant Principals, School Counselor, Wraparound Specialist, Action Steps: Schedule Fine Arts Night Prepare callouts Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools Funding Sources: - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$7,500	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: By November 2021, parent engagement in content specific activities such as Literacy night will increase to help school and community involvement.

Evaluation Data Sources: Parent contact logs
School Messenger callouts to parents
Agenda and Minutes for Parents

Strategy 1 Details	Reviews			
Strategy 1: Administrative Team and Content Teacher will develop high engaging activities based on the needs of the school. Strategy's Expected Result/Impact: Engaging parents in activities that will help to increase parental participation. Staff Responsible for Monitoring: Administration and Teachers Action Steps: Plan activities Print off sign-in sheets Plan a theme Title I Schoolwide Elements: 3.1 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Other 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 5 & 7), Medication Administration and AED Maintenance Checks.

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





Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 24, 2021.

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

Estimated number of students to be screened: 750

Grade level clerks will work under the supervision of the school nurse substitute (Administrative Asst. Garrett) to review the immunization records of each student, make parent contact, and update records accordingly.





Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintain up-to-date immunization records for all students. Strategy's Expected Result/Impact: Students with current records are healthy and attend school. Staff Responsible for Monitoring: Campus nurse Action Steps: Run reports for needed immunizations Document parent and student contacts Update student CUM folders with updated medical immunization records Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy Funding Sources: Extra duty pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$5,000				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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 11, 2021.

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

Estimated number of students to be screened: 250

Nurse substitute will contact district nurse manager to contract vision screener; grade level clerks will work under the supervision of school nurse substitute (Administrative Asst. Garrett) to review the make parent contact, receive results of visions screenings, and update records accordingly.





Strategy 1 Details	Reviews			
Strategy 1: Schedule vision screening for all 7th-grade students. Strategy's Expected Result/Impact: Students in need of vision care will be identified. Staff Responsible for Monitoring: Campus nurse Action Steps: Run reports of 7th graders Create a schedule for 7th graders to visit the clinic for screenings Document parent and student contacts for students needing vision care Update student medical records with updated vision care received by student Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy Funding Sources: Extra duty pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 11, 2021.

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

Estimated number of students to be screened: 250

Nurses will to work with grade level clerks to review the make parent contact, receive results of hearing screenings, and update records accordingly.





Strategy 1 Details	Reviews			
Strategy 1: Schedule for hearing screening all 7th graders. Strategy's Expected Result/Impact: Students in need of hearing care will be identified. Staff Responsible for Monitoring: Campus nurse. Action Steps: Run reports of 7th graders Create a schedule for 7th graders to visit the clinic for screenings Document parent and student contacts for students needing hearing care Update student medical records with updated hearing care received by the student Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy Funding Sources: Extra duty pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 11, 2021.

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

Estimated number of students to be screened: 250

Nurse will do diabetes screening; working with grade level clerks to review and make parent contact, receive results of visions screenings, and update records accordingly.





Strategy 1 Details	Reviews			
Strategy 1: The campus nurse will develop a plan for identifying and schedule for testing students identified as potential diabetes patients. Strategy's Expected Result/Impact: Students in need of diabetes care will be identified. Staff Responsible for Monitoring: Campus nurse. Action Steps: Run reports of 7th graders Create a schedule for 7th graders to visit the clinic for screenings Document parent and student contacts for students needing diabetes care Update student medical records with updated diabetes care received by the student Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy Funding Sources: Extra duty pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Schech

Estimated number of students to be screened: 300





Nurse substitute will contact district nurse manager to contract spinal screener; grade level clerks will work under the supervision of school nurse substitute (Administrative Asst. Garrett) to review the make parent contact, receive results of spinal screenings, and update records accordingly.

Strategy 1 Details	Reviews			
Strategy 1: The campus nurse will develop a plan for scheduling all 6th grades for a spinal screening. Strategy's Expected Result/Impact: Identification of 6th-grade students in need of spinal care. Staff Responsible for Monitoring: Campus nurse Action Steps: Run reports of 6th graders Create a schedule for 6th graders to visit the clinic for screenings Document parent and student contacts for students needing spinal care Update student medical records with updated spinal care received by the student Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy Funding Sources: Extra duty pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Marie Schech RN school nurse back up is Ms. Visnaw special education teacher and Ms. King special education teacher

Strategy 1 Details	Reviews			
Strategy 1: The campus nurse will develop a rotation schedule to provide needed medication for students identified as diabetic, with seizures, and severe allergies. Strategy's Expected Result/Impact: Students in need of medication will receive prompt attention. Staff Responsible for Monitoring: Campus nurse and special education teachers. Action Steps: Run reports of students in CONNECT with medical alerts Create a schedule for medication administration Document parent and student contacts for medication questions and updates Update student medical records with updated medication alerts Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy Funding Sources: Extra duty pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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:Nurse Schech
 Number of AEDs on campus: 4

Strategy 1 Details	Reviews			
Strategy 1: The campus nurse will schedule for AED maintenance checks. Strategy's Expected Result/Impact: AED machines will be ready to use in the event of an emergency. Staff Responsible for Monitoring: Campus nurse. Action Steps: Document AED maintenance dates in the calendar Contact provider immediately after the school year to calibrate AED for upcoming school year Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy Funding Sources: Extra duty pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: Other Goals

Goal 8: COORDINATED HEALTH PROGRAMS

By May 2022, 100% of Fonville Middle School students will participate in one or more health programs that include, but are not limited to prevention of obesity, cardiovascular disease, and Type 2 diabetes, as well as general health education, including oral health education, physical education and physical activity, nutrition services, and parental involvement.

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

Measurable Objective 1: By November 2021, 25% of students will have participated in one or more activities involving health education.

Evaluation Data Sources: CONNECT student rosters

Nurse records

School Messenger callouts to parents

Wraparound resource data

Strategy 1 Details	Reviews			
Strategy 1: The campus nurse with the assistance of the wraparound specialist will coordinate presentations for all students (in person or virtual) to develop their overall health education. Strategy's Expected Result/Impact: Students who are aware of wellness programs will better care for their bodies, stay healthy, and increase their student attendance. Staff Responsible for Monitoring: Campus Nurse and Wraparound Specialist Action Steps: Research classroom programs that promote health education Research community partners to provide student lessons on health education Set up classroom presentations (or whole group in the auditorium or in PE classes) Survey students Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy Funding Sources: Supplies needed for classroom presentations - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$5,000	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: By January 2022, 50% of students will have participated in one or more activities involving health education.

Evaluation Data Sources: CONNECT student rosters

Nurse records





School Messenger callouts to parents

Wraparound resource data

Strategy 1 Details		Reviews			
Strategy 1: The campus nurse with the assistance of the wraparound specialist will coordinate presentations for all students (in person or virtual) to develop their overall health education. Strategy's Expected Result/Impact: Students who are aware of wellness programs will better care for their bodies, stay healthy, and increase their student attendance. Staff Responsible for Monitoring: Campus Nurse and Wraparound Specialist Action Steps: Research classroom programs that promote health education Research community partners to provide student lessons on health education Set up classroom presentations (or whole group in the auditorium or in PE classes) Survey students Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy Funding Sources: Supplies needed for classroom presentations - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$5,000		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: By March 2022, 75% of students will have participated in one or more activities involving health education.

Evaluation Data Sources: CONNECT student rosters
Nurse records
School Messenger callouts to parents
Wraparound resource data

Strategy 1 Details		Reviews			
Strategy 1: The campus nurse with the assistance of the wraparound specialist will coordinate presentations for all students (in person or virtual) to develop their overall health education. Strategy's Expected Result/Impact: Students who are aware of wellness programs will better care for their bodies, stay healthy, and increase their student attendance. Staff Responsible for Monitoring: Campus Nurse and Wraparound Specialist Action Steps: Research classroom programs that promote health education Research community partners to provide student lessons on health education Set up classroom presentations (or whole group in the auditorium or in PE classes) Survey students Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy Funding Sources: Supplies needed for classroom presentations - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$5,000		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: Other Goals

Goal 9: OTHER UNMET

By May 2022, the percentage of students in Urgent Intervention as identified in the universal screener of Renaissance 360, will decrease by 50%

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of students identified under urgent intervention will receive invitations to morning and after-school tutorials.

Evaluation Data Sources: Ren360 Urgent Intervention Roster

Tutorial rosters

Tutorial attendance





Extra duty pay records

Progress measurement reports

Strategy 1 Details	Reviews			
Strategy 1: The RtI Liaison will coordinate with the HB4545 Liaison on the development of a tutorial plan. Strategy's Expected Result/Impact: Students who attend small group tutorials will gain confidence in reading and math and are better prepared for skill mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, RTI liaison, HB4545 liaison Action Steps: Print roster of students identified under urgent intervention Coordinate with teachers on availability for tutorials Coordinate with third-party vendors on tutorials School Messenger callout Print progress monitoring reports Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: Extra duty pay - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - \$100,000	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: By November 2021, 100% of students identified under urgent intervention will participate in VILS and have 1 to 1 device to utilize in daily instructional lessons and interventions.

Evaluation Data Sources: Ren360, HB4545, Imagine Math, Snapshot, DLA, and STAAR 2022

Strategy 1 Details	Reviews			
Strategy 1: Student will utilize devices for intervention work. Strategy's Expected Result/Impact: Teaching and modeling will result in opportunities for students to increase student mastery of the skill. Staff Responsible for Monitoring: Teacher Specialists, VILS Coach, New Teachers Action Steps: Meet with teachers weekly Model best practices Provide feedback Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$5,000	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: By November, 100% of tier 2 and 3 students will receive intervention during school hours with content expert teachers.

Evaluation Data Sources: Ren360 Urgent Intervention Roster
PowerSchool rosters
Daily attendance

Strategy 1 Details	Reviews			
Strategy 1: Master schedule designed to accommodate Tier 2 and 3 students designed to be taught with master content teachers Strategy's Expected Result/Impact: Students who attend interventions will gain confidence in reading and math and are better prepared for skill mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, RTI liaison, Teacher Action Steps: Print roster of students identified under urgent intervention Coordinate with teachers Coordinate with third-party vendors on tutorials School Messenger callout Print progress monitoring reports Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$100,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

State Compensatory

Budget for 047 Fonville Middle School

Total SCE Funds: \$191,462.90

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

General supplies, including writing notebooks for students, anchor chart paper for classrooms, copy paper, reading materials, instructional manipulatives.

Personnel for 047 Fonville Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Balderas, Rosamaria	Tchr, ESL Secondary	1
Jones, Jennifer D	Tchr, English	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 campus teachers and administrators using a root cause analysis framework.

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:

- data review utilizing a root cause analysis framework
- meeting to share findings of root cause analysis
- SDMC meeting to review SIP
- Faculty meeting to review SIP

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 quarterly meetings with the Principal, Assistant Principals, Teacher Specialists, Teachers, SDMC members, and staff.

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

The SIP is available to parents in the front office and the campus website.

The SIP was made available to parents by providing a copy for review in the front office and by posting it on the campus website.

We provide the SIP to parents in English and in Spanish.

2.4: Opportunities for all children to meet State standards

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

- reteach
- scaffolding
- enrichment

- tutorials

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and well-rounded education for our students include tutorials before and after school and on Saturdays.

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 core content areas and instructional areas
- Proficient Tier 1 explicit instruction taking place in all content areas
- Bi-weekly at-bats in content level PLCs
- Small-Group Instruction based on student data needs

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:

- Principal Irma Sandate
- Assistant Principals Audra Aubrey and Eric Holmes
- Teacher Specialists Latrecia Glasper and Jose Vivas
- Counselor Stephanie Gonzalez
- Communities in Schools Specialist Rosie Carballo
- Parent Olga Morales Cruz

The PFE was distributed on the campus website.

The languages in which the PFE was distributed include English and Spanish.

Four strategies to increase Parent and Family Engagement include:

- Meet the Teacher
- Open House
- Monthly Coffee with the Principal
- Title I Meeting

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 - September 28, 2021 or October 12, 2021
- Meeting #2 - November 16, 2021, or December 7, 2021
- Meeting #3 - February 22, 2022 or March 8, 2022
- Meeting #4 - April 26, 2022, or May 5, 2022

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Martinez, Robert	Teacher	ELAR	1
Pantoja, Jessica	Teacher	Social Studies	1
Ponce, Luis	Teacher	Math	1

Attendance Advisory

Committee Role	Name	Position
Administrator	Irma Sandate	Principal
Student Information Representative	Adriana Munoz	SIR
Attendance Clerk	Stephanie Cruz	Attendance Clerk
Clerk	Delia Ortega	6th Grade Clerk
Clerk	Jasmine Cruz	7th Grade Clerk
Administrator	Ruth Chavez	8th Grade Clerk
TA	Lyndell Alexander	Teacher Assistant
TA	Veronica Ortiz	Teacher Assistant
TA	Shamika Wilson	Teacher Assistant

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Audra Aubrey	Asst. Principal
Non-classroom Professional	Latrecia Glasper	Teacher Specialist
Administrator	Irma Sandate	Principal
Classroom Teacher	James Allen	Teacher
Classroom Teacher	Dennis Blankenship	Teacher
Classroom Teacher	Chikpe Okeke	Teacher
Classroom Teacher	Damon Cates	Teacher
Classroom Teacher	Belinda Bucal	Teacher
Classroom Teacher	Jeremy Diggs	Teacher
Classroom Teacher	Mario Martinez	Teacher
Classroom Teacher	Shirley McQueen	Teacher
Paraprofessional	Lynell Alexander	Non-Instructional Staff
Paraprofessional	Ruth Chavez	Non-Instructional Staff
Business Representative	Ivan Seahorne	Business Representative
Parent	Edith Hermosillo	Parent
Community Representative	Olga Cruz	Community Representative

Department Team - ELAR

Committee Role	Name	Position
Administrator	Audra Aubrey	Assistant Principal
Non-classroom Professional	Latrecia Glasper	Teacher Specialist
Classroom Teacher	Rosamaria Balderas	Sheltered Instruction Coach
Classroom Teacher	Shirley McQueen	8th Grade Teacher
Classroom Teacher	Damon Cates	8th Grade Teacher
Classroom Teacher	Jennifer Jones	8th Grade Teacher
Classroom Teacher	Michelle Mayberry	7th Grade Teacher
Classroom Teacher	Ida Dupree	7th Grade Teacher
Classroom Teacher	Tricia Spencer	7th Grade Teacher
Classroom Teacher	Robert Martinez	6th Grade Teacher
Classroom Teacher	Maria Eloriaga	6th Grade Teacher
Classroom Teacher	Jessica Durant	6th Grade Teacher
Non-classroom Professional	Manuel Umanzor	VILS Coach

Department Team - MATH

Committee Role	Name	Position
Administrator	Eric Holmes	Assistant Principal
Non-classroom Professional	Jose Vivas-Diaz	Teacher Specialist
Classroom Teacher	Chikpe Okeke	8th Grade Teacher
Classroom Teacher	Michael Garces	8th Grade Teacher
Classroom Teacher	Anthony Ringer	8th Grade Teacher
Classroom Teacher	Ronald Cambel	7th Grade Teacher
Classroom Teacher	Marisol Solis	7th Grade Teacher
Classroom Teacher	James Allen	6th Grade Teacher
Classroom Teacher	Belinda Bucal	6th Grade Teacher
Classroom Teacher	Jose Saldana	7th Grade Teacher
Classroom Teacher	Luis Ponce	6th Grade Teacher
Non-classroom Professional	Manuel Umanzor	VILS Coach

Department Team - SCIENCE

Committee Role	Name	Position
Administrator	Eric Holmes	Assistant Principal
Classroom Teacher	Cynthia Lawrence	8th Grade Teacher
Classroom Teacher	Sina Herrera	8th Grade Teacher
Classroom Teacher	Marichu David	8th Grade Teacher
Classroom Teacher	Ashley Clark	7th Grade Teacher
Classroom Teacher	Kelsey Young	6th Grade Teacher
Classroom Teacher	Luis Carreon	6th Grade Teacher
Classroom Teacher	Gerardo Vasquez	7th Grade Teacher
Non-classroom Professional	Manuel Umanzor	VILS Coach

Department Team - SOCIAL STUDIES

Committee Role	Name	Position
Administrator	Eric Holmes	Assistant Principal
Classroom Teacher	Mario Martinez	8th Grade Teacher
Classroom Teacher	Jessica Pantoja	8th Grade Teacher
Classroom Teacher	Christine Martinsen	8th Grade Teacher
Classroom Teacher	Dennis Blankenship	7th Grade Teacher
Classroom Teacher	James Driver	6th Grade Teacher
Classroom Teacher	Mike Flores	7th Grade Teacher
Non-classroom Professional	Manuel Umanzor	VILS Coach

Department Team - SPECIAL EDUCATION

Committee Role	Name	Position
Classroom Teacher	Jennifer Visnaw	PSI Teacher
Classroom Teacher	Dorothy King	SLL Teacher
Classroom Teacher	Michael Lau	BSC Teacher
Classroom Teacher	Maranda Cockrell	Co-Teacher
Classroom Teacher	Ryan Scholz	Co-Teacher
Classroom Teacher	Shaun Walker	Co-Teacher
Classroom Teacher	Anthony Ike	Dyslexia Teacher

SEL Advisory

Committee Role	Name	Position
Non-classroom Professional	Stephanie Gonzalez	Counselor
Classroom Teacher	Jeremy Diggs	Band Teacher
Classroom Teacher	Christine Caggiano	Physical Education Teacher
Classroom Teacher	DMesha Hewett	Physical Education Teacher
Classroom Teacher	Holly Seddon	Visual Arts Teacher
Classroom Teacher	Kelyn Perry	Theatre Arts Teacher
Classroom Teacher	David Molina	Technology Teacher

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Teacher Planning	6100 - Payroll	\$25,000.00
1	1	2	1	Supplies for modeling and at bats	6300 - Supplies and Materials	\$10,000.00
1	1	3	1	Supplies for Interactive Notebooks	6300 - Supplies and Materials	\$10,000.00
2	1	1	1	Teacher Planning	6100 - Payroll	\$25,000.00
2	1	2	1	Supplies for New Teacher Meetings	6300 - Supplies and Materials	\$10,000.00
2	1	3	1		6300 - Supplies and Materials	\$2,000.00
3	1	1	1	Extra duty pay for support staff	6100 - Payroll	\$3,000.00
3	1	2	1	CleverTouch, Printer	6300 - Supplies and Materials	\$10,000.00
3	1	3	1	Supplies for APEX classes	6300 - Supplies and Materials	\$5,000.00
4	1	1	1	PLC Planning Supplies	6300 - Supplies and Materials	\$5,000.00
4	2	1	1	PLC and Planning Supplies	6300 - Supplies and Materials	\$5,000.00
5	1	1	1	Supplies for welcome packets	6300 - Supplies and Materials	\$5,000.00
5	1	2	1	Paper supplies for reports	6300 - Supplies and Materials	\$2,500.00
5	1	3	1	Mileage and supplies	6400 - Other Operating Expenses	\$1,000.00
5	2	1	1	Professional Development and Supplies for SEL	6300 - Supplies and Materials	\$5,000.00
5	2	2	1	Character Development Kits	6300 - Supplies and Materials	\$5,000.00
5	2	3	1	Character Development Kits	6300 - Supplies and Materials	\$5,000.00
5	3	1	1	Supplies needed for copies	6300 - Supplies and Materials	\$500.00
5	3	2	1	Supplies needed for copies	6300 - Supplies and Materials	\$500.00
5	3	3	1	Supplies needed for copies	6300 - Supplies and Materials	\$500.00
5	4	1	1	Supplies for copies and folders	6300 - Supplies and Materials	\$1,500.00
5	4	2	1	Supplies for PLC and professional development	6300 - Supplies and Materials	\$1,000.00
5	4	3	1	Extra duty pay	6100 - Payroll	\$1,000.00
5	5	4	1	Supplies needed for stations and small groups	6300 - Supplies and Materials	\$15,000.00
5	5	5	1	Professional Development Supplies	6300 - Supplies and Materials	\$5,000.00
5	7	1	1	Extra duty pay	6100 - Payroll	\$5,000.00

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	7	2	1	Extra duty pay	6100 - Payroll	\$5,000.00
5	7	3	1	Extra duty pay	6100 - Payroll	\$5,000.00
5	7	4	1	Extra duty pay	6100 - Payroll	\$1,000.00
5	7	5	1	Extra duty pay	6100 - Payroll	\$2,500.00
5	7	6	1	Extra duty pay	6100 - Payroll	\$1,000.00
5	7	7	1	Extra duty pay	6100 - Payroll	\$500.00
5	9	2	1		6300 - Supplies and Materials	\$5,000.00
Sub-Total						\$183,500.00
1991010002 - General Fund - Gifted & Talented						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	5	3	1	Supplies needed for project-based lessons and activities	6300 - Supplies and Materials	\$5,000.00
Sub-Total						\$5,000.00
1991010004 - General Fund - State Comp Ed						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Teacher Planning	6100 - Payroll	\$25,000.00
2	1	1	1	Teacher Planning	6100 - Payroll	\$25,000.00
5	5	2	1	Supplies needed for games and lesson activities	6300 - Supplies and Materials	\$10,000.00
5	8	1	1	Supplies needed for classroom presentations	6300 - Supplies and Materials	\$5,000.00
5	8	2	1	Supplies needed for classroom presentations	6300 - Supplies and Materials	\$5,000.00
5	8	3	1	Supplies needed for classroom presentations	6300 - Supplies and Materials	\$5,000.00
5	9	1	1	Extra duty pay	6100 - Payroll	\$100,000.00
5	9	3	1		6300 - Supplies and Materials	\$100,000.00
Sub-Total						\$275,000.00
1991010007 - General Fund - Special Education						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	1	Extra duty pay for creating targeted activities	6100 - Payroll	\$5,000.00
4	1	3	1	Extra duty pay for planning	6100 - Payroll	\$5,000.00
4	2	2	1	Extra duty pay for creating targeted activities	6100 - Payroll	\$5,000.00
4	2	3	1	Extra duty pay for planning	6100 - Payroll	\$5,000.00

1991010007 - General Fund - Special Education						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	5	1	1	Supplies needed for pre-writes and speech to text	6300 - Supplies and Materials	\$5,000.00
Sub-Total						\$25,000.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	6	1	1	Supplies needed for parent coffees and semester meetings	6300 - Supplies and Materials	\$7,500.00
5	6	2	1		6300 - Supplies and Materials	\$7,500.00
Sub-Total						\$15,000.00
Grand Total						\$503,500.00