Houston Independent School District

166 John R. Harris Elementary School

2022-2023 Campus Improvement Plan

Mission Statement

John R. Harris Elementary is dedicated to unlocking students' potential for greatness by creating critical thinkers who contribute to their local and global community.

Vision

John R. Harris is committed to meeting individual student academic, social and emotional needs.

Core Beliefs

EAGLES SOAR

- **S**AFETY - MEANS HELPFULNESS, GOOD JUDGEMENT, AND RESPONSIBILITY
- **O**WNERSHIP - MEANS HONESTY, INTEGRITY, AND COURAGE
- **A**CHIEVEMENT - MEANS GRIT, PERSERVERANCE, AND SELF DISCIPLINE
- **R**ESPECT - MEANS GOOD MANNERS, KINDNESS, AND FRIENDSHIP

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Comprehensive Needs Assessment

Revised/Approved: September 9, 2022

Demographics

Demographics Summary

John R. Harris Elementary is a school-wide Title 1 campus in the historic east end located near the Houston ship channel inside the 610 loop. It opened as Harrisburg School in 1895 named after John Richardson Harris, the founder of the Harrisburg community in 1826. The school serves students from Pre-Kindergarten through 5th grades. The school enrollment for the school year 2021-2022 was 310 students and it currently stands at 306 students for the school year 2022-2023. The ethnic distribution includes 98% Hispanic and 2% African American. The special population distribution is 7% Special Education, 4% Gifted and Talented, and 63% Limited English Proficient. The school is 97% Economically Disadvantaged and 77% At-risk. The attendance rate for the school year 2021-2022 was 92.8% with a mobility rate at 10%. John R. Harris is surrounded by 4 other neighborhood elementary schools which also includes a charter school.

John R. Harris Elementary staff is composed of 20 Teachers, 2 Interventionists, 1 Principal, 1 Assistant Principal, and 1 Teacher Specialist, of which 5% are male and 95% are female and where 53% are Hispanic and 16% African-American, 10% white, and 21% Asian. The school has 3 teacher assistants, 2 female and 1 male with 1 dedicated to our Life Skills Program and 1 dedicated to our SPED Resource Program.

Programs offered at John R. Harris include Bilingual Education Program, English as a Second Language, and Special Education – Life Skills. The school for the last 3 years has continued to be identified as a (CEP) Community Eligibility Provision Program campus which allows students to receive free meals without requiring families to complete the free and reduced lunch application. Our curriculum is supported by the implementation of the PBIS (Positive Behavior Implementation System) and Social Emotional Learning activities in fostering safe, caring, and positive learning environment. The school has been awarded for 3 consecutive years the Family Friendly School Platinum distinction which exemplifies the the school's commitment in building relationships with our families in achieving success for all students.

Partnerships have been formed with community organizations including the Houston Backpack Buddy Program, Valero, Eco-Services, Port Terminal Railroad, the Law Offices of Domingo Garcia, and Navidad En El Barrio Organization in providing additional supports for our students and parents. Students will continue to participate in extracurricular activities that are designed to develop well–rounded individuals. Some of the activities include after school programs, choir, soccer, cheerleading, and Girl Scouts.

Demographics Strengths

John R. Harris has been consistent with its ethnic breakdown from the previous year. The school's diverse staff population is important to fostering inclusion and awareness around multicultural education as well as in taking culturally responsive teaching practices into the classroom. In addition, our many neighborhood partnerships provide us with the resources necessary to allow our students to participate in various extracurricular activities, field lessons, and be rewarded for their positive behaviors throughout the campus.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): More than half of the school population are Emergent Bilingual students. Learning to speak English as a second language can be quite an obstacle for students. In addition, we have students who are not identified as Emergent Bilingual students, but rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardians have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in

communicating with family members at home. With limited opportunities for English language and academic support at home, this influences the improvement of students' English language proficiency.

Problem of Practice 2 (Prioritized): Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding for both Reading and Math. **Root Cause:** The instruction and curriculum during the English Language Development block was not consistent in all classrooms.

Problem of Practice 3 (Prioritized): While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause:** The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Problem of Practice 4 (Prioritized): We are still building the culture and community that is within our school walls to extend to our parents and families. **Root Cause:** Last year, we were able to start opening our doors to families and parents in the Spring semester, but we still had many families and parents that were worried with coming in person to events.

Student Learning

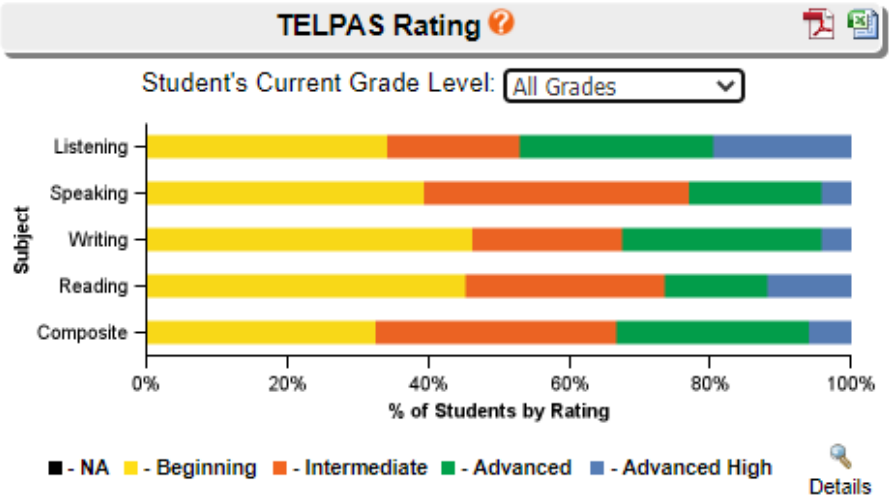
Student Learning Summary

TEA REPORT CARD DATA:

Domain 1: Student Achievement is rated at a 69 (D), which is a 1-point difference from the 2018-2019 rating of a 70 (C). Domain 2: School Progress is rated at a 94(a), which is a 22-point increase from the 2018-2019 rating of a 72 (C). Domain 3: Closing the Gaps is rated at 79 (C), which is a 13-point increase from the 2018-2019 rating of 66 (D). We are making improvements in ensuring that all students reach their growth targets, but are continuing to work on Academic Achievement, as it relates to Meets and Masters on the STAAR assessment.

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**90**	**A**
Student Achievement		**69**	**Not Rated: Senate Bill 1365**
STAAR Performance	40	69	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**94**	**A**
Academic Growth	89	94	A
Relative Performance (Eco Dis: 99.0%)	40	77	C
Closing the Gaps	**82**	**79**	**C**



CIRCLE (PREK SUMMATIVE DATA):

Circle Assessment Summary for PK4 - Tested Campus: Harris J R Elementary (166) 2022

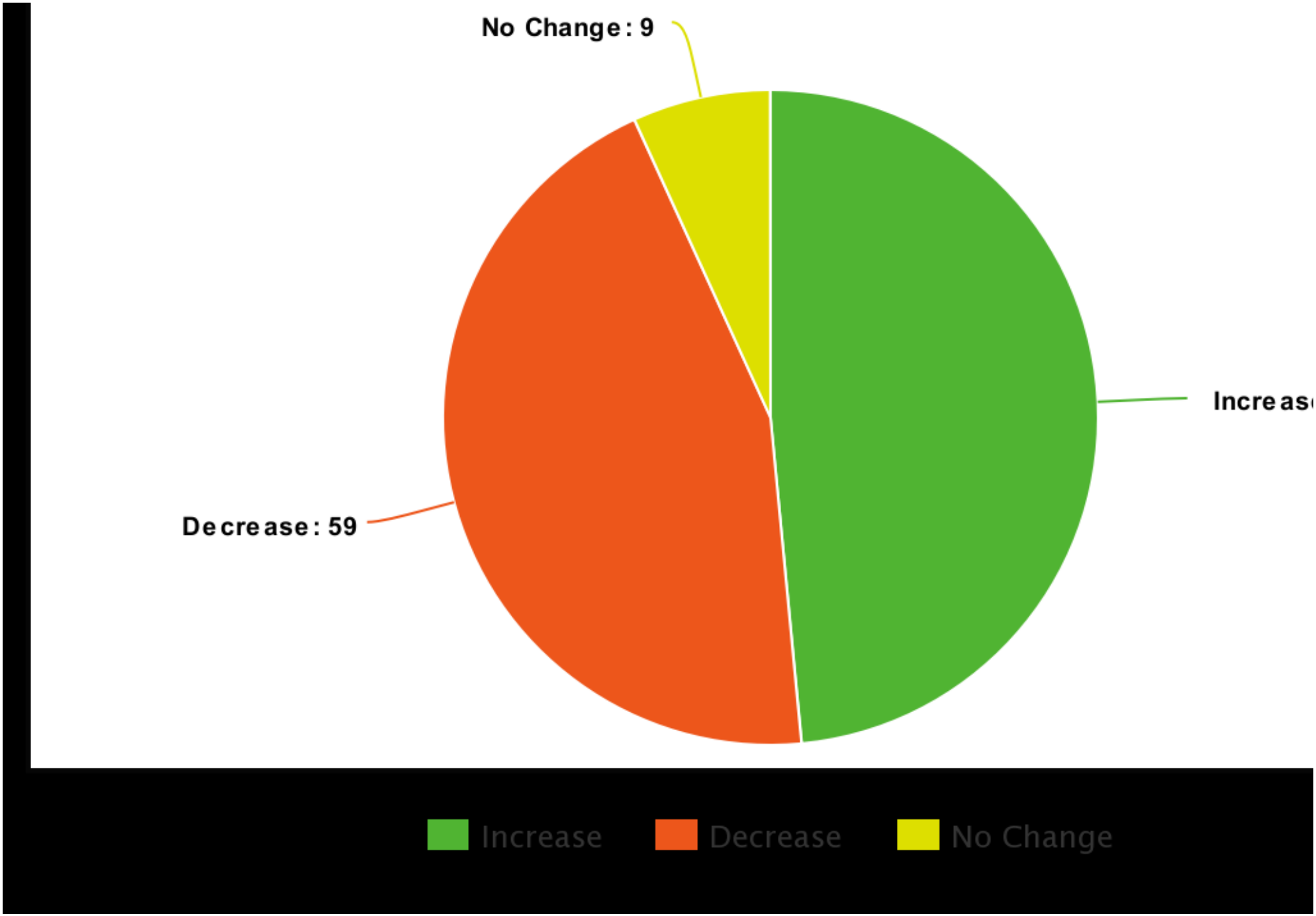
Subject	Language	EOY Total Number of Students Tested	No. of Proficient Students	% of Proficient Students
Literacy	English	16	12	75%
Math	English	16	15	94%
Literacy	Spanish	10	8	80%
Math	Spanish	10	10	100%

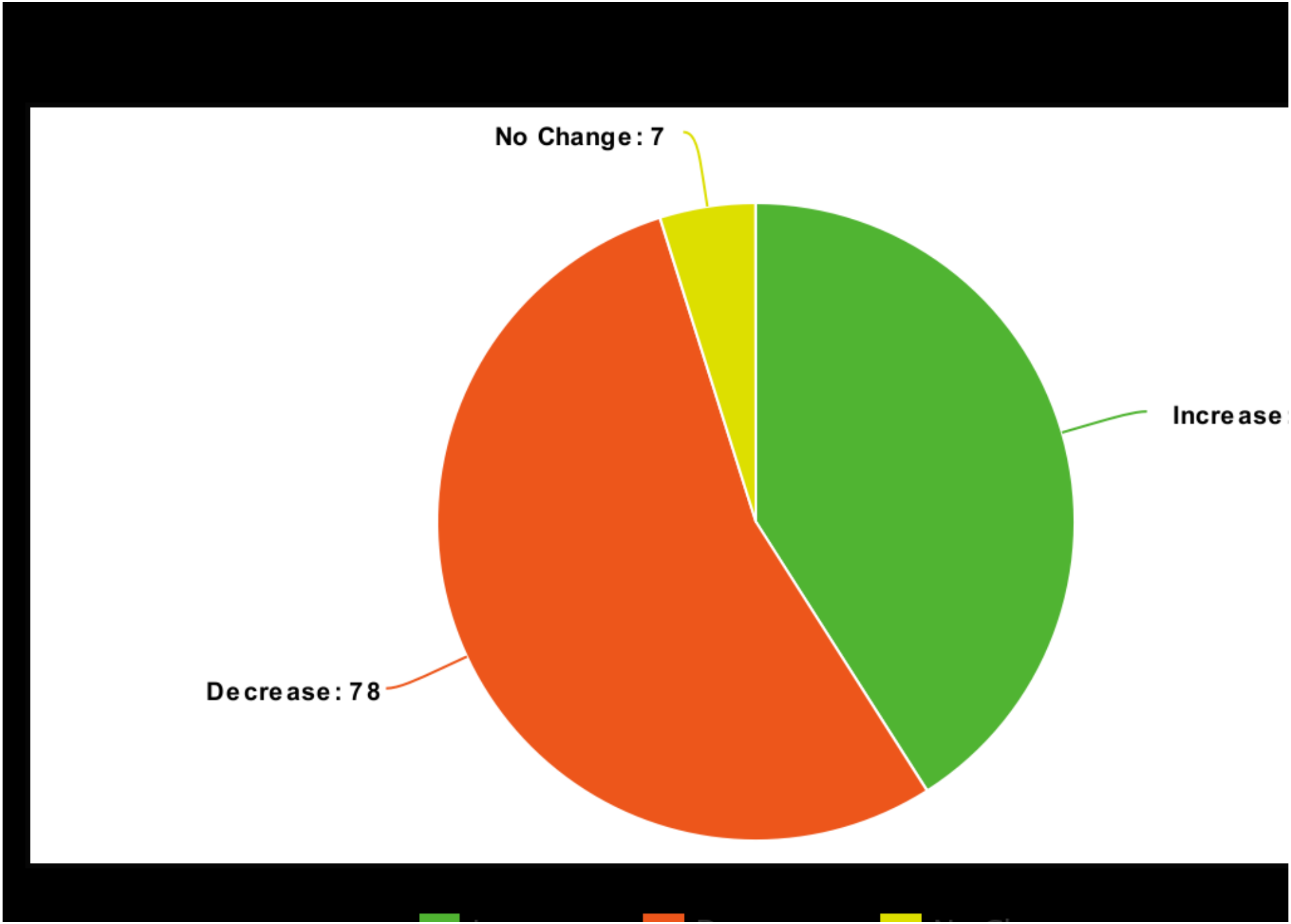
By the end of the 2021-2022 School Year, 78% of all PreK students (3 and 4 year olds) scored at Proficient on the Literacy assessment, and 97% on the Math assessment.

REN 360 (MOY to EOY GROWTH DATA):

Literacy Data --

[redacted]


No Change : 9
Increase
Decrease : 59
Increase
Decrease
No Change


No Change: 7
Increase
Decrease: 78

Student Learning Strengths

Our data indicates that both English and Bilingual students are leaving PreK and Kindergarten prepared in both Reading and Math. We earned 92% of Reading Growth points, and 88% of Math Growth Points, with majority of points being earned were 1 full point. When looking closely at Domain 3, we met 4/5 Reading targets, and 2/5 Math targets for Academic Achievement. In 2021-2022, our Reading and Math gap for Academic Achievement has narrowed in comparison to years past.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): 3rd Grade Bilingual students performing lower than English counterparts. **Root Cause:** Students moving from 2nd-3rd Bilingual had a larger gap moving into the 3rd grade Bilingual Reading classroom.

Problem of Practice 2 (Prioritized): More than half of the school population are Emergent Bilingual students. Learning to speak English as a second language can be quite an obstacle for students. In addition, we have students who are not identified as Emergent Bilingual students, but rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardians have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influences the improvement of students' English language proficiency.

Problem of Practice 3 (Prioritized): Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding for both Reading and Math. **Root Cause:** The instruction and curriculum during the English Language Development block was not consistent in all classrooms.

Problem of Practice 4 (Prioritized): While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause:** The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Problem of Practice 5 (Prioritized): During the 2021-2022 school year, RTI fidelity was a focus area, but there were a lot of students to track due to the gaps caused during the COVID learning loss time. **Root Cause:** Teachers and support staff needed to be organized and plan RTI lessons, similar to planning regular lessons, which was inconsistent in groups across the campus.

School Processes & Programs

School Processes & Programs Summary

The J.R. Harris team implements a number of programs and processes to enable quality teaching and learning.

As a campus serving a high percentage of English learners, 35% of our students are enrolled in a transitional bilingual program. In this program, students spend the majority of the school day learning in Spanish with devoted time to acquire English as well. The percentage of English instruction increases from PreK bilingual through 3rd grade bilingual so that students can enter 4th grade prepared to learn exclusively in English, supported with ESL scaffolds.

This year, a focus continues to be on RTI. Our process for this work includes a devoted daily RTI block (30 min. per day for K-5th). During this time, teachers will pull small groups of tier II and III students and utilize specific RTI programs to fill their academic gaps. In math, grades K-2 will use the University of Texas's RTI lessons, and in grades 3-5, teachers will use lessons from HMH's Do the Math program. In reading, teachers will use Really Great Learning, the ELPS Mastery program, and/or Reading/Learning A-Z. These programs have been specifically selected to align with our schoolwide goals based on our tier II and III students' needs. While teachers pull small groups, the rest of the class will receive individualized instruction via the Zearn and Imagine Language, Literacy, and Espanol programs. Teachers will document interventions according to district policy and will maintain records of students' progress monitoring in a bin provided to each teacher. Teachers will bring these bins of documentation to the RTI/IAT meetings held with each grade level once per month.

A key process in our Professional Learning Communities is data-driven instruction following every formative assessment (Common Assessments, HFWEs, BRR, and Ren360). In addition, teachers will be monitoring weekly Exit Tickets during each PLC meeting to ensure we are adjusting instruction quickly. Teachers analyze their data using reports from OnTrack, identifying which TEKS are strengths and weaknesses for their students, as pre-work. Then, during PLC, administrators facilitate the process of using that analysis to develop reteach and intervention calendars as well as plans that address students' specific misconceptions. Teachers are then held accountable for implementing the plans via follow-up walkthroughs and feedback.

Additionally, students will take ownership through their own data-tracking process. Each student (PreK-5th) has a data binder in which they track their own attendance, reading levels, and formative assessment data (BRR, Common Assessments, and Ren360). Teachers will hold regular one-on-one data conversations with students to scaffold analysis of performance and goal-setting.

To foster a positive school environment, strong relationships across the school, and students' development of positive character traits and self-management skills, we adopted the PBIS program in the summer of 2020. We have adopted schoolwide and class expectations as well as training the staff on classroom management strategies based on positive reinforcement. Each six weeks, students who had been demonstrating the expectations were invited to a PBIS celebration to acknowledge their great choices. In addition, we have a schoolwide incentive program, where students can receive PBIS "dollars" for demonstrating one of our four school values - safety, ownership, achievement, and respect. They will have monthly opportunities to spend the dollars on prizes in our PBIS store. Our PBIS program is led by a team of teachers and administrators fondly known as the "PBIS Squad."

Distributed leadership is a consistent process at J.R. Harris. Decisions are made by the Teacher Leader Team, PBIS Squad, Literacy Committee, and Shared Decision Making Team. A majority of teachers serve on at least one of these teams, enabling a great deal of distributed leadership and teacher empowerment.

Lastly, in terms of instructional leadership, we participate in the EIR Grant program and have campus-level processes as well. The Education Innovation Research (EIR) Grant program entails extensive professional development and coaching for our campus's two Tier II Leaders, training them in best practices for planning with teachers, observing them in action, and providing feedback. The Specialists are in their second year of the grant program. Additionally, all three appraisers (the Principal, the Assistant Principal, and the Teacher Specialist) are conducting walkthroughs twice per week (excluding ineligible dates) for each appraisee. These walkthroughs are logged in the AIM platform for T-TESS to ensure feedback is consistently accessible.

School Processes & Programs Strengths

The bilingual program has proven to be an asset to the campus, scaffolding students' developing bilingualism in a targeted manner.

Our RTI program, as it is planned for this school year, features a number of strengths, including protected time for intervention, documentation accountability, ongoing monitoring, and research-backed programs to ensure consistent, effective intervention across classrooms.

Our data-driven instruction processes offer strengths such as timely analysis and reflection, identification of areas for growth and specific misconceptions impeding student learning, and targeted action plans. This work enables individualized reteaching and intervention to meet students' needs.

The use of student data binders empowers students to metacognitively own and reflect on their education. Teachers scaffold this process through modeling and one-on-one data conversations, enabling individual goal-setting.

Our PBIS program offers a number of strengths. Over the course of the program implementation, students have shown more understanding of and compliance with school expectations, as well as more positive character traits, such as responsibility. Students have become highly motivated to do well so they can participate in the PBIS celebrations every six weeks, as indicated by their responses on an end-of-year survey. Strong teacher-student relationships have grown as well.

Our distributed leadership processes empower teachers to have a voice in school decision-making. Members of our various committees share issues that have arisen and collaboratively develop solutions to them. This has the dual advantages of both empowering the teachers as leaders and identifying ideal actions to take, given the diversity of perspectives on the teams.

The EIR Grant program has provided targeted professional development to the Tier II Leaders that has enhanced their planning, observation, and feedback skillset. The leaders have grown in terms of their PLC facilitation and one-on-one instructional coaching, increasing their efficacy as instructional leaders.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): During the 2021-2022 school year, RTI fidelity was a focus area, but there were a lot of students to track due to the gaps caused during the COVID learning loss time. **Root Cause:** Teachers and support staff needed to be organized and plan RTI lessons, similar to planning regular lessons, which was inconsistent in groups across the campus.

Problem of Practice 2 (Prioritized): More than half of the school population are Emergent Bilingual students. Learning to speak English as a second language can be quite an obstacle for students. In addition, we have students who are not identified as Emergent Bilingual students, but rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardians have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influences the improvement of students' English language proficiency.

Problem of Practice 3 (Prioritized): Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding for both Reading and Math. **Root Cause:** The instruction and curriculum during the English Language Development block was not consistent in all classrooms.

Problem of Practice 4 (Prioritized): While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause:** The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Problem of Practice 5 (Prioritized): 3rd Grade Bilingual students performing lower than English counterparts. **Root Cause:** Students moving from 2nd-3rd Bilingual had a larger gap moving into the 3rd grade Bilingual Reading classroom.

Problem of Practice 6 (Prioritized): We are still building the culture and community that is within our school walls to extend to our parents and families. **Root Cause:** Last year, we were able to start opening our doors to families and parents in the Spring semester, but we still had many families and parents that were worried with coming in person to events.

Perceptions

Perceptions Summary

We have a set of expectations, as outlined in our Teacher / Staff Handbook. Each year the handbook is updated to reflect improvements, changes, needs of the campus. In addition to having a clear set of expectations, we have multiple committees for staff members to serve on and to be able to take part in the decision making on campus. Some of these committees include: Teacher Leaders, SDMC, and the PBIS Team. Other committees are a part of programs/events that take place throughout the year, such as Literacy Night, Math/ Science Night, Winter Program, Hispanic Heritage Program, and more. In addition, we meet weekly as a PLC by grade level in order to grow as a team in our instructional practices, and to provide time for teams of teachers to provide feedback and support to each other.

ATTENDANCE DATA:

From 2020-2021 to 2021-2022, our attendance rate dropped from 93.8% to 92.8%. There were many factors contributing to this decrease in rate, with COVID quarantine practices being the main cause for the drop. When looking at our sub-pops, the GT students had the highest attendance rate at 97.1%, while our students considered homeless had the lowest rate at 81%.

RETENTION DATA:

We currently have 21 students on campus that had been retained during their school time. 3 are 1st graders, 1 2nd grader, 3 3rd graders, 8 4th graders, and 6 5th graders. Each of these students are a part of our RTI Tier II or III groups and we have begun the IAT process, in order to provide them with the necessary interventions to close the gaps.

Perceptions Strengths

Our strengths lie within the culture and community we have built at J.R. Harris Elementary. Teachers work together as teams with a common goal of improving student learning, and administration is in the work with teachers supporting them in their goals.

ATTENDANCE:

Teachers inform the front office staff when a student has been absent for 2 consecutive days, so we can begin calling the family to determine the cause for the absence. In addition, we hold weekly meetings with the SIR Clerk and Wraparound Specialist to see if there are any trends with students with excessive absences, so we can schedule parent meetings, or conduct a home visit.

RETENTION DATA:

During Pre-Service, teachers reviewed their students' data and created RTI plans from Day 1. In addition, we hold monthly RTI / IAT meetings with the IAT Liaison to review the data of our students in RTI and ensure we are not missing any students that may need additional support.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): We are still building the culture and community that is within our school walls to extend to our parents and families. **Root Cause:** Last year, we were able to start opening our doors to families and parents in the Spring semester, but we still had many families and parents that were worried with coming in person to events.

Problem of Practice 2 (Prioritized): While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in

enrollment. **Root Cause:** The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Priority Problems of Practice

Problem of Practice 5: More than half of the school population are Emergent Bilingual students. Learning to speak English as a second language can be quite an obstacle for students. In addition, we have students who are not identified as Emergent Bilingual students, but rely heavily on Spanish as their primary language at home.

Root Cause 5: Most of our parents or guardians have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influences the improvement of students' English language proficiency.

Problem of Practice 5 Areas: Demographics - Student Learning - School Processes & Programs

Problem of Practice 1: We are still building the culture and community that is within our school walls to extend to our parents and families.

Root Cause 1: Last year, we were able to start opening our doors to families and parents in the Spring semester, but we still had many families and parents that were worried with coming in person to events.

Problem of Practice 1 Areas: Demographics - School Processes & Programs - Perceptions

Problem of Practice 3: 3rd Grade Bilingual students performing lower than English counterparts.

Root Cause 3: Students moving from 2nd-3rd Bilingual had a larger gap moving into the 3rd grade Bilingual Reading classroom.

Problem of Practice 3 Areas: Student Learning - School Processes & Programs

Problem of Practice 6: During the 2021-2022 school year, RTI fidelity was a focus area, but there were a lot of students to track due to the gaps caused during the COVID learning loss time.

Root Cause 6: Teachers and support staff needed to be organized and plan RTI lessons, similar to planning regular lessons, which was inconsistent in groups across the campus.

Problem of Practice 6 Areas: Student Learning - School Processes & Programs

Problem of Practice 4: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding for both Reading and Math.

Root Cause 4: The instruction and curriculum during the English Language Development block was not consistent in all classrooms.

Problem of Practice 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem of Practice 2: While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment.

Root Cause 2: The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Problem of Practice 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

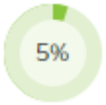
Goal 1: By the end of 2022 - 2023 school year, the percent of students who scored at Approaches or higher on STAAR Reading, will be at least 75% of students, with 46% at Meets, and 20% at Masters.

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

Measurable Objective 1: Students will show growth from BOY to MOY on the various forms of formative assessments, and at least 46% of students will be at the Masters level (On Track or Proficient) based on the MOY data.

Evaluation Data Sources: Formative Assessments (CIRCLE, KEA, District Assessments, Common Assessments, Ren360, BRR), Teacher Data Trackers, PLC Data Walls, Admin Observations & Feedback

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will create and implement action plans based on CIRCLE and KEA data during PLC, which includes small group interventions/instruction daily for all students. **Strategy's Expected Result/Impact:** Teachers will be prepared to provide students with interventions based on data, as well as incorporate spiraling skills during small groups and stations. Teachers will use CFUs during lessons to monitor the improvement of students' mastery on skills identified as needing more work. Individual students will meet growth targets from BOY CIRCLE & KEA assessment to EOY CIRCLE & KEA assessment. **Staff Responsible for Monitoring:** PreK & K teachers, Teacher Specialists, and Principal **Action Steps:** 1. Administer BOY CIRCLE & KEA assessment to all students. 2. Analyze data in PLC in a timely manner and create action plan, including small group supports. 3. Implement action plan consistently. 4. Monitor student mastery of skills identified. 5. Administer Progress Monitoring assessments. 6. Use CLI engage platform to identify effective strategies to implement in whole group and small group instruction. **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Various Supplies/Resources to Support Small Group Instruction - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $2,500, Substitutes - Teachers can assess students for CIRCLE without distractions in classroom - 1991010001 - General Fund - Regular Program - 6100 - Payroll - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 1st-5th Grade teachers will create and implement action plans based on Formative Assessments (Reading Common Assessment, BRR, and Ren360) data during PLC, which includes small group interventions/instruction daily for all students.	5%			
Strategy's Expected Result/Impact: Teachers will be prepared to provide students with interventions based on data, as well as incorporate spiraling TEKS during workstations and Do Nows. Teachers will use CFUs and Exit Tickets during lessons to monitor the improvement of students' mastery on TEKS identified as needing more work. Students will meet growth targets on Formative Assessments throughout the year and will be prepared for success in the following grade level.				
Staff Responsible for Monitoring: Teachers, Teacher Specialist, Assistant Principal, Principal				
Action Steps: 1. Administer Common Assessment #1 to all students. 2. Analyze data in PLC in a timely manner and create action plan, including small group supports and whole group reteaching needs. 3. Implement action plan consistently. 4. Monitor student mastery of skills identified. 5. Administer CFUs and Exit Tickets to determine mastery of TEKS. 6. Based on data, conduct Professional Development on effective strategies for specific TEKS, and adjust PLC schedule based on data needs. 7. Provide frequent walkthrough feedback to teachers, in order to improve Tier 1 instruction. 8. Begin after school tutoring targeted to students needing additional support, based on data.				
Title I: 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				
Funding Sources: Scholastic Magazines - Used to build TEKS Mastery for Reading Comprehension - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $3,614, After School Tutoring - Extra Duty Pay - 2890000000 - Federal Special Revenue - 6100 - Payroll - $10,000, Various Reading Materials/Supplies to support Guided Reading and Workstations - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - $5,000, Teacher Interventionist - 2890000000 - Federal Special Revenue - 6100 - Payroll - $78,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: K-5th Grade teachers will be consistent in Guided Reading and implementation of RGR, as well as implement professional development grounded in the science of teaching reading that targets oral language development, alphabet knowledge, decoding, fluency, and comprehension, based on HB3 Reading Academy learning, in order to have at least 75% of our students are reading at grade-level or above. **Strategy's Expected Result/Impact:** Students will be reading at grade level as indicated below: * PK-GRL A or above * Kinder- GRL D or above * 1st - GRL J or above * 2nd - GRL M-N or above * 3rd - GRL P-Q or above * 4th - GRL S-T or above * 5th - GRL V-W or above **Staff Responsible for Monitoring:** Teachers, Teacher Specialist, Assistant Principal, Principal **Action Steps:** 1. Administer BOY BRR assessment to all students (1st-5th; K administers at MOY). 2. Analyze data in PLC in a timely manner and create action plan, including small group supports and whole group reteaching needs. 3. Implement action plan consistently. 4. Monitor student mastery of skills identified. 5. K-2 teachers use Saxon Phonics consistently and 3-5 use Really Great Reading to build students' fluency and improve reading levels. 6. Based on data, conduct Professional Development on effective strategies, as learned during HB3 Reading Academy, for specific TEKS/ skills, and adjust PLC schedule based on data needs. 7. Provide frequent walkthrough feedback to teachers, in order to improve Tier 1 instruction. 8. Begin after school tutoring targeted to students needing additional support, based on data. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	10%			

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: More than half of the school population are Emergent Bilingual students. Learning to speak English as a second language can be quite an obstacle for students. In addition, we have students who are not identified as Emergent Bilingual students, but rely heavily on Spanish as their primary language at home. **Root Cause**: Most of our parents or guardians have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influences the improvement of students' English language proficiency.
Problem of Practice 2: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding for both Reading and Math. **Root Cause**: The instruction and curriculum during the English Language Development block was not consistent in all classrooms.

Demographics

Problem of Practice 3: While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause**: The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Student Learning

Problem of Practice 1: 3rd Grade Bilingual students performing lower than English counterparts. **Root Cause**: Students moving from 2nd-3rd Bilingual had a larger gap moving into the 3rd grade Bilingual Reading classroom.

Problem of Practice 2: More than half of the school population are Emergent Bilingual students. Learning to speak English as a second language can be quite an obstacle for students. In addition, we have students who are not identified as Emergent Bilingual students, but rely heavily on Spanish as their primary language at home. **Root Cause**: Most of our parents or guardians have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influences the improvement of students' English language proficiency.

Problem of Practice 3: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding for both Reading and Math. **Root Cause**: The instruction and curriculum during the English Language Development block was not consistent in all classrooms.

Problem of Practice 4: While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause**: The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Problem of Practice 5: During the 2021-2022 school year, RTI fidelity was a focus area, but there were a lot of students to track due to the gaps caused during the COVID learning loss time. **Root Cause**: Teachers and support staff needed to be organized and plan RTI lessons, similar to planning regular lessons, which was inconsistent in groups across the campus.

School Processes & Programs

Problem of Practice 1: During the 2021-2022 school year, RTI fidelity was a focus area, but there were a lot of students to track due to the gaps caused during the COVID learning loss time. **Root Cause**: Teachers and support staff needed to be organized and plan RTI lessons, similar to planning regular lessons, which was inconsistent in groups across the campus.

Problem of Practice 2: More than half of the school population are Emergent Bilingual students. Learning to speak English as a second language can be quite an obstacle for students. In addition, we have students who are not identified as Emergent Bilingual students, but rely heavily on Spanish as their primary language at home. **Root Cause**: Most of our parents or guardians have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influences the improvement of students' English language proficiency.

Problem of Practice 3: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding for both Reading and Math. **Root Cause**: The instruction and curriculum during the English Language Development block was not consistent in all classrooms.

Problem of Practice 4: While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause**: The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Problem of Practice 5: 3rd Grade Bilingual students performing lower than English counterparts. **Root Cause**: Students moving from 2nd-3rd Bilingual had a larger gap moving into the 3rd grade Bilingual Reading classroom.

Perceptions

Problem of Practice 2: While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause**: The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: By the end of the 2022-2023 school year, the percent of students who scored at Approaches or higher on STAAR Math will be at least 75%, with 46% at Meets and 20% at Masters.

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

Measurable Objective 1: Students will show growth from BOY to MOY on the various forms of formative assessments, and at least 46% of students will be at the Masters level (On Track or Proficient) based on the MOY data.

Evaluation Data Sources: Formative Assessments (CIRCLE, KEA, District Assessments, Common Assessments, Ren360, BRR), Teacher Data Trackers, PLC Data Walls, Admin Observations & Feedback

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will create and implement action plans based on CIRCLE and KEA data during PLC, which includes small group interventions/instruction daily for all students. **Strategy's Expected Result/Impact:** TTeachers will be prepared to provide students with interventions based on data, as well as incorporate spiraling skills during small groups and stations. Teachers will use CFUs during lessons to monitor the improvement of students' mastery on skills identified as needing more work. Individual students will meet growth targets from BOY CIRCLE & KEA assessment to EOY CIRCLE & KEA assessment. **Staff Responsible for Monitoring:** PreK & K teachers, Teacher Specialists, and Principal **Action Steps:** 1. Administer BOY CIRCLE & KEA assessment to all students. 2. Analyze data in PLC in a timely manner and create action plan, including small group supports. 3. Implement action plan consistently. 4. Monitor student mastery of skills identified. 5. Administer Progress Monitoring assessments. 6. Use CLI engage platform to identify effective strategies to implement in whole group and small group instruction. **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Substitutes - Teachers can assess students for CIRCLE & KEA without distractions in classroom - 1991010001 - General Fund - Regular Program - 6100 - Payroll - $3,000, Various Supplies/Resources to Support Small Group Instruction - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - $2,500, Various Supplies/Resources to Support Small Group Instruction - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - $1,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 1st-5th Grade teachers will create and implement action plans based on Formative Assessments (District Formative Assesments) data during PLC, which includes small group interventions/instruction daily for all students. **Strategy's Expected Result/Impact:** Teachers will be prepared to provide students with interventions based on data, as well as incorporate spiraling TEKS during workstations and Do Nows. Teachers will use CFUs and Exit Tickets during lessons to monitor the improvement of students' mastery on TEKS identified as needing more work. Students will meet growth targets on Formative Assessments throughout the year and will be prepared for success in the following grade level. **Staff Responsible for Monitoring:** Teachers, Teacher Specialist, Assistant Principal, Principal **Action Steps:** 1. Administer District Formative Assessment #1 to all students. 2. Analyze data in PLC in a timely manner and create action plan, including small group supports and whole group reteaching needs. 3. Implement action plan consistently. 4. Monitor student mastery of skills identified. 5. Administer CFUs and Exit Tickets to determine mastery of TEKS. 6. Based on data, conduct Professional Development on effective strategies for specific TEKS, and adjust PLC schedule based on data needs. 7. Provide frequent walkthrough feedback to teachers, in order to improve Tier 1 instruction. 8. Begin after school tutoring targeted to students needing additional support, based on data. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Various Math Materials / Supplies to support Guided Math and Workstations - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - $5,000, Teacher Interventionist - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $78,500, After School Tutoring - Extra Duty Pay - 2890000000 - Federal Special Revenue - 6100 - Payroll - $10,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 1st-5th Grades teachers will be consistent in Guided Math and implementation of Zearn, which will result in our Ren360 Universal Screener data displaying that at least 75% of our students are performing at grade-level or above. **Strategy's Expected Result/Impact:** Teachers will implement a rigorous, cohesive math lesson, focused around Guided Math and targeted workstations to spiral TEKS and build math fluency among students. Teachers will use Ren360 data to implement targeted interventions for students. Students will meet growth targets on Ren 360 Universal Screener from BOY to EOY. **Staff Responsible for Monitoring:** Teachers, Assistant Principal, Teacher Specialist, Principal **Action Steps:** 1. Administer BOY Universal Screener assessment to all students (1st-5th; K administers Texas KEA). 2. Analyze data in PLC in a timely manner and create action plan, including small group supports and whole group reteaching needs. 3. Implement action plan consistently. 4. Monitor student mastery of skills identified. 5. K-2 teachers use UTI Math RTI lessons consistently and 3-5 use Do the Math to build students' math fluency and comprehension. 6. Based on data, conduct Professional Development on effective strategies, as learned during Math HB3 professional developments, for specific TEKS/ skills, and adjust PLC schedule based on data needs. 7. Provide frequent walkthrough feedback to teachers, in order to improve Tier 1 instruction and RTI lessons. 8. Begin after school tutoring targeted to students needing additional support, based on data. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: More than half of the school population are Emergent Bilingual students. Learning to speak English as a second language can be quite an obstacle for students. In addition, we have students who are not identified as Emergent Bilingual students, but rely heavily on Spanish as their primary language at home. **Root Cause**: Most of our parents or guardians have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influences the improvement of students' English language proficiency.
Problem of Practice 2: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding for both Reading and Math. **Root Cause**: The instruction and curriculum during the English Language Development block was not consistent in all classrooms.
Problem of Practice 3: While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause**: The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Student Learning

Problem of Practice 2: More than half of the school population are Emergent Bilingual students. Learning to speak English as a second language can be quite an obstacle for students. In addition, we have students who are not identified as Emergent Bilingual students, but rely heavily on Spanish as their primary language at home. **Root Cause**: Most of our parents or guardians have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influences the improvement of students' English language proficiency.

Problem of Practice 3: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding for both Reading and Math. **Root Cause**: The instruction and curriculum during the English Language Development block was not consistent in all classrooms.

Problem of Practice 4: While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause**: The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Problem of Practice 5: During the 2021-2022 school year, RTI fidelity was a focus area, but there were a lot of students to track due to the gaps caused during the COVID learning loss time. **Root Cause**: Teachers and support staff needed to be organized and plan RTI lessons, similar to planning regular lessons, which was inconsistent in groups across the campus.

School Processes & Programs

Problem of Practice 1: During the 2021-2022 school year, RTI fidelity was a focus area, but there were a lot of students to track due to the gaps caused during the COVID learning loss time. **Root Cause**: Teachers and support staff needed to be organized and plan RTI lessons, similar to planning regular lessons, which was inconsistent in groups across the campus.

Problem of Practice 2: More than half of the school population are Emergent Bilingual students. Learning to speak English as a second language can be quite an obstacle for students. In addition, we have students who are not identified as Emergent Bilingual students, but rely heavily on Spanish as their primary language at home. **Root Cause**: Most of our parents or guardians have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influences the improvement of students' English language proficiency.

Problem of Practice 3: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding for both Reading and Math. **Root Cause**: The instruction and curriculum during the English Language Development block was not consistent in all classrooms.

Problem of Practice 4: While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause**: The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Perceptions

Problem of Practice 2: While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause**: The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

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

Goal 1: By the end of 2022-2023 school year, 75% of our overage students will perform at Approaches or Higher on District Formative Assessments, Common Assessments, and/or STAAR.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: All overage students are a part of the RTI program and are provided consistent intervention daily in the content area(s) of focus. All students have documentation in place concerning the RTI/IAT process, and Universal Screener data shows students are making progress towards closing achievement gaps.

Evaluation Data Sources: Teacher Data Trackers, Data Walls in PLC room, Admin Observations and Feedback

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The 19/28 students that are overage and have been retained will perform at Approaches or Higher on District Formative Assessments, Common Assessments, and/or STAAR. **Strategy's Expected Result/Impact:** The number of students that are overage and retained will decrease. Students will receive the interventions needed to fill current gaps in learning. **Staff Responsible for Monitoring:** Teacher, Teacher Specialist, Assistant Principal, Principal **Action Steps:** 1. Administer BOY Universal Screener assessment to all students (1st-5th; K administers Texas KEA). 2. Analyze data (looking at special populations, specifically overage students that have been retained) in PLC in a timely manner and create action plan, including small group supports for those students. 3. Implement action plan consistently. 4. Begin after school tutoring targeted to students needing additional support, based on data. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Extra Duty Pay - After School Tutoring - 1991010001 - General Fund - Regular Program - 6100 - Payroll - $8,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The 13/28 students that are overage and have an IEP or 504 plan will perform at Approaches or Higher on District Formative Assessments, Common Assessments, and/or STAAR, and will receive consistent support in the classroom and through pull-out (As needed) from the classroom teacher, SPED teacher, and SPED Teaching Assistant. **Strategy's Expected Result/Impact:** The number of students that are overage and with an IEP or 504 plan will decrease. Students will receive the interventions needed to fill current gaps in learning. **Staff Responsible for Monitoring:** Teacher, Teacher Specialist, Assistant Principal, Principal **Action Steps:** 1. Administer BOY Universal Screener assessment to all students (1st-5th; K administers Texas KEA). 2. Analyze data (looking at special populations, specifically overage students that have been retained) in PLC in a timely manner and create action plan, including small group supports for those students. 3. Implement action plan consistently. 4. Begin after school tutoring targeted to students needing additional support, based on data. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** After School Tutoring - Extra Duty Pay - 2890000000 - Federal Special Revenue - 6100 - Payroll - $5,000	50%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The 18/28 students that are overage and are considered Emergent Bilingual will perform at Approaches or Higher on District Formative Assessments, Common Assessments, and/or STAAR, and are receiving consistent Sheltered Instruction strategies throughout all lessons and content areas. **Strategy's Expected Result/Impact:** The number of students that are overage and ELL will decrease. Students will receive the interventions needed to fill current gaps in learning. **Staff Responsible for Monitoring:** Teacher, Teacher Specialist, Assistant Principal, Principal **Action Steps:** 1. Administer BOY Universal Screener assessment to all students (1st-5th; K administers Texas KEA) and the BOY ELD assessment. 2. Analyze data (looking at special populations, specifically overage students that are ELL) in PLC in a timely manner and create action plan, including small group supports for those students. 3. Implement action plan consistently. 4. Begin after school tutoring targeted to students needing additional support, based on data. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** After School Tutoring - Extra Duty Pay - 1991010006 - General Fund - Bilingual - 6100 - Payroll - $5,000	30%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning

Problem of Practice 5: During the 2021-2022 school year, RTI fidelity was a focus area, but there were a lot of students to track due to the gaps caused during the COVID learning loss time. **Root Cause**: Teachers and support staff needed to be organized and plan RTI lessons, similar to planning regular lessons, which was inconsistent in groups across the campus.

School Processes & Programs

Problem of Practice 1: During the 2021-2022 school year, RTI fidelity was a focus area, but there were a lot of students to track due to the gaps caused during the COVID learning loss time. **Root Cause**: Teachers and support staff needed to be organized and plan RTI lessons, similar to planning regular lessons, which was inconsistent in groups across the campus.

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: By the end of the 2022-2023 school year, at least 36% of students with IEPs will achieve "Approaches" or higher on STAAR assessment or have at least 70% in reading and 60% in math meet their Growth Target.

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

Measurable Objective 1: KEA, DFAs, Common Assessments, and/or UNIQUE lessons will display that at least 36% of students with IEPs will achieve "Approaches" or higher or have at least 70% in reading meet their Growth Target.

Evaluation Data Sources: 2nd-5th Grade Exit Tickets, Teacher Data Trackers, Data Walls in PLC room, Admin Observations and Feedback

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Special Education teacher will work with teachers during planning time to ensure accommodations & modifications are provided in classroom. **Strategy's Expected Result/Impact:** Students with IEPs will meet growth targets on District Snapshots and show improvement on Ren 360 Universal Screener from BOY to EOY. Teachers will co-plan lessons, so all students will receive the accommodations and interventions needed to be successful. **Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Assistant Principal, Principal **Action Steps:** 1. Administer Snapshot 1 assessment and Ren360 or Texas KEA assessment to all students. 2. Analyze data in PLC in a timely manner and create action plan. 3. Special Education teacher attends all Data PLCs for all grade levels, in order to plan effective interventions and accommodations for students with IEPs. 4. Implement action plan consistently. 5. Monitor student mastery of skills identified. 6. Administer CFUs and Exit Tickets to determine mastery of TEKS. 7. Provide frequent walkthrough feedback to teachers, in order to improve Tier 1 instruction. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Various Reading Resources Needed to Support Data - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Life Skills: Life Skills teacher will have a PLC with the SPED Chair once a month focused on student goals and effective instructional strategies to meet students' individual goals to ensure that students taking STAAR Alt (2 students) will have met growth target and/or meet standard on each area of the assessment. **Strategy's Expected Result/Impact:** Improvement in teacher's instructional practices, when it comes to the Life Skills classroom. Students meeting growth targets on IEP and on the STAAR Alt assessment. **Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Assistant Principal, Principal **Action Steps:** 1. Meet once a month as a SPED team for PLC. 2. Analyze data in PLC in regards to student individual goals and create action plan. 3. Plan inidividual lessons for students using the Unique Learning System. 4. Implement action plan consistently. 5. Monitor student mastery of skills identified. 6. Administer CFUs and Exit Tickets to determine mastery of TEKS. 7. Provide frequent walkthrough feedback to teachers, in order to improve Tier 1 instruction. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Materials / Supplies to support Unique Lessons and Student Individual Needs - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $1,500	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Special Education teacher will create a schedule for herself and TA to ensure that students with IEPs are receiving the accommodations, modifications, and support during Tier 1 instruction to ensure students are meeting the goal that at least 36% of our students with IEPs are at Approaches or higher or have at least 60% in math meet their Growth Target. **Strategy's Expected Result/Impact:** Students with IEPs will meet growth targets on Formative Assessments and show improvement on Ren 360 Universal Screener from BOY to EOY. **Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Assistant Principal, Principal **Action Steps:** 1. SPED teacher creates schedule for TA. 2. SPED teacher and TA regularly review schedule and compare it to students' needs and data. 3. SPED teacher and admin provides feedback and support to TA to ensure students are receiving the supports necessary to reach goals. **Title I:** 2.4, 2.5, 2.6	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Measurable Objective 1 Problems of Practice:

Demographics

Problem of Practice 3: While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause**: The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Student Learning

Problem of Practice 4: While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause**: The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Problem of Practice 5: During the 2021-2022 school year, RTI fidelity was a focus area, but there were a lot of students to track due to the gaps caused during the COVID learning loss time. **Root Cause**: Teachers and support staff needed to be organized and plan RTI lessons, similar to planning regular lessons, which was inconsistent in groups across the campus.

School Processes & Programs

Problem of Practice 1: During the 2021-2022 school year, RTI fidelity was a focus area, but there were a lot of students to track due to the gaps caused during the COVID learning loss time. **Root Cause**: Teachers and support staff needed to be organized and plan RTI lessons, similar to planning regular lessons, which was inconsistent in groups across the campus.

Problem of Practice 4: While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause**: The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Perceptions

Problem of Practice 2: While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause**: The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: By the end of the 2022-2023 school year, we will achieve a yearly student attendance rate of 98%.

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

Measurable Objective 1: Attendance each month will have a target of at least 98%.

Evaluation Data Sources: A4E Attendance Charts

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers will attend PowerSchool training to ensure they are inputting attendance correctly each day. **Strategy's Expected Result/Impact:** Teachers will be able to enter attendance and view trends for student attendance. **Staff Responsible for Monitoring:** Teachers, SIR Clerk, Principal, Wraparound **Action Steps:** 1. Teachers enter attendance daily at 9:30 am. 2. Teachers monitor student attendance trends and send concerns to principal and SIR clerk. 3. SIR clerk checks attendance entry each day at 9:30 am to ensure all attendance was entered. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: SIR Clerk, Wraparound Specialist, and Principal meet weekly to discuss attendance trends and concerns and develop an action plan to support parents for students with low attendance rates. **Strategy's Expected Result/Impact:** Attendance rate will increase, which in turn increases student achievement. **Staff Responsible for Monitoring:** SIR Clerk, Wraparound Specialist, Principal **Action Steps:** 1. Meet weekly to discuss attendance trends. 2. Conduct home visits for students that have a high absentee rate. 3. Begin truancy process for any student whose attendance rate does not increase after home visit and phone calls. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct home visits at least bi-monthly for students with a chronic absentee rate. In addition, do frequent personal phone calls to check in on any student that is absent for 2 days or more in a row. **Strategy's Expected Result/Impact:** Attendance rate will increase, which in turn increases student achievement. **Staff Responsible for Monitoring:** SIR Clerk, Wraparound Specialist, Principal **Action Steps:** 1. Meet weekly to discuss attendance trends. 2. Conduct home visits for students that have a high absentee rate. 3. Begin truancy process for any student whose attendance rate does not increase after home visit and phone calls. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: By the end of the 2022-2023 school year, we will have 0 Out of School Suspensions.

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

Measurable Objective 1: All students will have been taught the school-wide expectations and can share the values of JR Harris Elementary (S-Safety, O-Ownership, A-Achievement, R-Respect).

Evaluation Data Sources: Discipline data, student conversations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff will be provided training during Pre-Service, in regards to school-wide expectations, in order to effectively teach and implement lessons with students during the 1st two weeks of school. **Strategy's Expected Result/Impact:** All students will understand and implement the school-wide expectations and will exhibit the meaning of acronym S.O.A.R. (Safety, Ownership, Achievement, Respect). **Staff Responsible for Monitoring:** PBIS Team, All staff members **Action Steps:** 1. Update school-wide expectations. 2. Plan lessons for each area. 3. Plan Pre-Service professional development for all staff members. 4. Create calendar for teaching expectations to ensure implementation by teachers. 5. Monitor teaching of expectations. 6. Provide updates and support by PBIS team at Faculty Meetings, based on data. **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Poster Materials for School Wide Expectations - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - $1,500	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers use daily SEL time to implement SEL lessons from various curriculums, such as Sanford Harmony, based on student needs, including circles with students, at least 1 time per week. **Strategy's Expected Result/Impact:** Students will be better prepared to self control, as well as provide teachers with an opportunity to build relationships with all students, ultimately impacting students' academic achievement. **Staff Responsible for Monitoring:** PBIS Team, Teachers, Teacher Specialists, Principal, Counselor **Action Steps:** 1. Provide daily SEL time in teacher schedules. 2. Provide a weekly template for SEL lessons, including sample circle focus topics. 3. Monitor for implementation of SEL lessons. 4. Provide PD as needed on SEL practices, based on observations and feedback. **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will use PBIS tickets as an incentive to students who S.O.A.R. and will use the Discipline Flowchart consistently, in an effort to increase positive behaviors among students. **Strategy's Expected Result/Impact:** Student minor discipline referrals will decrease, which in turn will increase student achievement. **Staff Responsible for Monitoring:** PBIS Team, Teachers, Teacher Specialists, Principal, Counselor **Action Steps:** 1. Create PBIS Ticket and define ways to S.O.A.R. on ticket. 2. Teach teachers about tickets. 3. Hold BOY assemblies with grade levels to share school-wide expectations and ticket information. 4. Open PBIS store monthly for students to purchase items with tickets. 5. Share data with teachers at faculty meetings, in regards to student discipline and ticket collection to determine areas of focus. 6. PBIS team uses data to make adjustments to PBIS plan. **Title I:** 2.6 **Funding Sources:** PBIS Store and Celebrations Incentives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $2,000	100%	100%	100%	

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION: By the end of the 2022-2023 school year, we will host at least 3 events/programs to promote awareness of cyber bullying, bullying, and drug/alcohol prevention.

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

Measurable Objective 1: All students will participate in at least 2 activities and/or lessons related to cyber bullying, bullying, and/or drug/alcohol prevention by December 2023.

Evaluation Data Sources: lesson plans, Learning.com data, Observations and feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 100% of students in 2nd-5th grade will utilize the website learning.com to learn about technology safety and cyber bullying. **Strategy's Expected Result/Impact:** Students will be responsible with technology, not only on campus, but at home, too. **Staff Responsible for Monitoring:** Enrichment Teachers, Principal **Action Steps:** 1. Plan time during Enrichment for students to use platform. 2. Teachers use the website to plan lessons, which involve discussing the importance of technology safety and the effects of cyber bullying. **Title I:** 2.5, 2.6	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All students (PreK-5th grade) will participate in Red Ribbon Week activities during the last week of October 2022. **Strategy's Expected Result/Impact:** Students will learn the importance of being drug free. **Staff Responsible for Monitoring:** PE Coach, Nurse, and Wraparound Specialist **Action Steps:** 1. PE Coach, nurse, and wraparound specialist will work together to plan activities and lessons. 2. Plan for the week is shared with all staff members. 3. During morning announcements, either PE Coach or nurse shares a special message in regards to Red Ribbon Week with students. **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Materials for Red Ribbon Week - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $500	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will participate in a health fair on Friday, October 29th, where they will learn how to keep their body and minds healthy. **Strategy's Expected Result/Impact:** Students will learn about healthy lifestyles for their body and mind. **Staff Responsible for Monitoring:** Wraparound Specialist and Nurse **Action Steps:** 1. Wraparound specialist and nurse work together to plan Health Fair - reaching out to local business members. 2. Plan for the Health Fair is shared with all staff members. 3. All students participate in the Health Fair. **Title I:** 2.6	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION: By the end of the 2022-2023 school year, at least 36% of students with IEPs will achieve "Approaches" or higher on STAAR assessment or have at least 70% in reading and 60% in math meet their Growth Target.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: K-5th Grades: KEA, DFAs, and/or Common Assessments will display that at least 36% of students with IEPs will achieve "Approaches" or higher or have at least 70% in reading meet their Growth Target.

Evaluation Data Sources: 2nd-5th Grade Exit Tickets, Teacher Data Trackers, Data Walls in PLC room, Admin Observations and Feedback

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Special Education teacher will work with teachers during planning time to ensure accommodations & modifications are provided in classroom. **Strategy's Expected Result/Impact:** Students with IEPs will meet growth targets on District Snapshots and show improvement on Ren 360 Universal Screener from BOY to EOY. Teachers will co-plan lessons, so all students will receive the accommodations and interventions needed to be successful. **Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Assistant Principal, Principal **Action Steps:** 1. Administer Snapshot 1 assessment and Ren360 or Texas KEA assessment to all students. 2. Analyze data in PLC in a timely manner and create action plan. 3. Special Education teacher attends all Data PLCs for all grade levels, in order to plan effective interventions and accommodations for students with IEPs. 4. Implement action plan consistently. 5. Monitor student mastery of skills identified. 6. Administer CFUs and Exit Tickets to determine mastery of TEKS. 7. Provide frequent walkthrough feedback to teachers, in order to improve Tier 1 instruction. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Various Reading Resources Needed to Support Data - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Life Skills: Life Skills teacher will have a PLC with the SPED Chair once a month focused on student goals and effective instructional strategies to meet students' individual goals to ensure that students taking STAAR Alt (2 students) will have met growth target and/or meet standard on each area of the assessment. **Strategy's Expected Result/Impact:** Improvement in teacher's instructional practices, when it comes to the Life Skills classroom. Students meeting growth targets on IEP and on the STAAR Alt assessment. **Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Assistant Principal, Principal **Action Steps:** 1. Meet once a month as a SPED team for PLC. 2. Analyze data in PLC in regards to student individual goals and create action plan. 3. Plan inidividual lessons for students using the Unique Learning System. 4. Implement action plan consistently. 5. Monitor student mastery of skills identified. 6. Administer CFUs and Exit Tickets to determine mastery of TEKS. 7. Provide frequent walkthrough feedback to teachers, in order to improve Tier 1 instruction. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Materials / Supplies to support Unique Lessons and Student Individual Needs - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $1,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Special Education teacher will create a schedule for herself and TA to ensure that students with IEPs are receiving the accommodations, modifications, and support during Tier 1 instruction to ensure students are meeting the goal that at least 36% of our students with IEPs are at Approaches or higher or have at least 60% in math meet their Growth Target. **Strategy's Expected Result/Impact:** Students with IEPs will meet growth targets on Formative Assessments and show improvement on Ren 360 Universal Screener from BOY to EOY. **Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Assistant Principal, Principal **Action Steps:** 1. SPED teacher creates schedule for TA. 2. SPED teacher and TA regularly review schedule and compare it to students' needs and data. 3. SPED teacher and admin provides feedback and support to TA to ensure students are receiving the supports necessary to reach goals. **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 1 Problems of Practice:

Demographics

Problem of Practice 3: While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause**: The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Student Learning

Problem of Practice 4: While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause**: The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Problem of Practice 5: During the 2021-2022 school year, RTI fidelity was a focus area, but there were a lot of students to track due to the gaps caused during the COVID learning loss time. **Root Cause**: Teachers and support staff needed to be organized and plan RTI lessons, similar to planning regular lessons, which was inconsistent in groups across the campus.

School Processes & Programs

Problem of Practice 1: During the 2021-2022 school year, RTI fidelity was a focus area, but there were a lot of students to track due to the gaps caused during the COVID learning loss time. **Root Cause**: Teachers and support staff needed to be organized and plan RTI lessons, similar to planning regular lessons, which was inconsistent in groups across the campus.

Problem of Practice 4: While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause**: The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Perceptions

Problem of Practice 2: While the campus has found new and successful implementations to engage students in the learning, we are seeing a slight decrease in enrollment. **Root Cause**: The school is surrounded by 3 neighborhood schools and a charter school, which opened as a K-2 elementary campus this fall. In addition, we had families that moved to new areas of town, which are too far for them to continue at JR Harris.

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: By the end of the 2022-2023 school year, at least 75% of special populations will meet target, according to Domain 3.

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

Measurable Objective 1: In order to reach our Domain 3 goal, at least 46% of students in the various sub pops should reach at least Meets on the STAAR assessment. By December 2023, we will have at least 46% of students at Meets according to the various formative assessments.

Evaluation Data Sources: Teacher Data Trackers, Data Walls in PLC room, Admin Observations and Feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will administer the ELD assessment to students throughout the year, in order to monitor students' linguistic progress, and create action plans for sheltered instruction support needed based on data. **Strategy's Expected Result/Impact:** Students proficiency with the English language will improve, and more students will be able to exit the program by the end of their 5th grade year. **Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Principal **Action Steps:** 1. Plan for ELD assessment on calendar. 2. Share purpose of ELD assessment with teachers. 3. Monitor students while taking the assessment and provide individual feedback to students, based on ELD results. 4. After each assessment, analyze the data and make individual action plans for students, in regards to accommodations needed. 5. Provide professional development to teachers on effective sheltered instruction strategies and monitor implementation in classrooms. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers create and implement GEP plan for all GT students and monitor students' growth on Ren360 assessments. **Strategy's Expected Result/Impact:** GT students will show growth of at least 1 year based on Ren360 data. **Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Principal **Action Steps:** 1. Identify GT students. 2. Create individual GEP plans for each GT student. 3. Monitor their data during all Data PLCs, looking specifically at the growth being made on Ren360. 4. Adjust GEP plans, as needed, based on data. **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will provide accommodations to students identified as Dyslexia, as well as plan for interventions to meet students' needs. **Strategy's Expected Result/Impact:** Students classified as Dyslexia will show growth in independent reading levels, as shown on BRR. **Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Principal **Action Steps:** 1. Identify students in class that are identified with Dyslexia. 2. Plan for accommodations for these students. 3. Provide small group support utilizing effective strategies for students identified with Dyslexia. 4. Monitor student growth with independent reading levels, as shown on BRR, and make adjustments to intervention plan, as needed. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Saxon Phonics Foundational program - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - $12,000				

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT: By the end of school year 2022-2023, we will have at least 4 family events and monthly Parent Meetings (Coffee with the Principal).

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: By December 2023, we will have increased the number of parents attending the various engagement opportunities, based on the number of participants in 2021-2022.

Evaluation Data Sources: Calendar, Class Dojo invitations, Sign In sheets, Surveys from parents & teachers after events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will plan engaging stations for the Family Literacy Night and Family Math/Science Night, in order to encourage families and students to attend, and to provide resources to families to use at home to create a home-school connection. **Strategy's Expected Result/Impact:** Increased parental involvement, which provides a greater opportunity for increased academic achievement. **Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Principal **Action Steps:** 1. Plan nights on 2022-2023 school calendar. 2. Teachers sign up for committees. 3. Hold meetings with committees leading up to event. 4. Order materials/supplies needed for event to be successful. 5. Publicize event to students and families. 6. Receive feedback from parents and teachers in order to make adjustments for future family events. **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Materials/Resources for Stations - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Plan monthly Coffee with the Principal meetings, in conjunction with FACE specialist, to provide parents with important school information, as well as additional supports to bridge the home-school connection. **Strategy's Expected Result/Impact:** Parental involvement will increase, which will have an impact on increased student academic achievement. **Staff Responsible for Monitoring:** FACE specialist, Wraparound Specialist, Principal **Action Steps:** 1. Plan the monthly meetings on 2022-2023 school calendar. 2. Meet with Wraparound Specialist and FACE Specialist to plan topics for events. 3. Publicize events to families. 4. Share PPT with all families after event. 5. Work to update title 1 Parent Engagement Policy and share out with all families. **Title I:** 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will work closely with families to connect them to Class Dojo - our school-wide communication app, in order to help bridge the home-school connection. **Strategy's Expected Result/Impact:** Increased parental involvement and communication between parents and teachers, which results in increased academic achievement. **Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Principal **Action Steps:** 1. Provide professional development on Class Dojo to all staff members during Pre-Service. 2. Check in with teachers on connection of families to Class Dojo. 3. Share Class Dojo join link with families as they register new students. **Title I:** 4.2				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

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

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

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Nurse checks all immunization records and contacts families with students in need of immunizations. **Strategy's Expected Result/Impact:** 100% immunization compliance **Staff Responsible for Monitoring:** Nurse Perez, Principal **Action Steps:** 1. Nurse checks immunization records of all new families and returning families. 2. Nurse contacts families with students needing updates to immunizations. 3. Nurse connects families with providers, if necessary.				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, & 5 (180 students) will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Nurse creates a schedule to ensure all Vision Screenings are completed in a timely manner, providing time for makeups, as needed. **Strategy's Expected Result/Impact:** 100% Vision Screening compliance **Staff Responsible for Monitoring:** Nurse Perez, Principal **Action Steps:** 1. Nurse creates a schedule in order to complete all Vision Screenings. 2. Nurse shares the schedule with all staff involved. 3. Based on results, nurse contacts families.				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, & 5 (180 students) will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Nurse creates a schedule to ensure all Hearing Screenings are completed in a timely manner, providing time for makeups, as needed. **Strategy's Expected Result/Impact:** 100% Hearing Screening Compliance **Staff Responsible for Monitoring:** Nurse Perez, Principal **Action Steps:** 1. Nurse creates a schedule in order to complete all Hearing Screenings. 2. Nurse shares the schedule with all staff involved. 3. Based on results, nurse contacts families.				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, & 5 (82 students) will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Nurse creates a schedule to ensure all Diabetes Screenings are completed in a timely manner, providing time for makeups, as needed. **Strategy's Expected Result/Impact:** 100% Diabetes Screening compliance **Staff Responsible for Monitoring:** Nurse Perez, Principal **Action Steps:** 1. Nurse creates a schedule in order to complete all Diabetes Screenings. 2. Nurse shares the schedule with all staff involved. 3. Based on results, nurse contacts families.				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 5: 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 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team
Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Nurse creates a daily schedule, ensuring time is planned for medication administration of specific students, and shares the schedule with teachers of students. **Strategy's Expected Result/Impact:** Students will receive their medication needs on a timely basis. **Staff Responsible for Monitoring:** Nurse Perez, Principal **Action Steps:** 1. Create daily schedule. 2. Contact families of students needing medication administration to ensure all paperwork is provided. 3. Share schedule and needs with teachers, as needed.				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 6: 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:
Number of AEDs on campus:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Nurse will plan in monthly schedule for AED monthly maintenance checks and will contact appropriate personnel if needs arise for AED machine. **Strategy's Expected Result/Impact:** 100% compliance with AED monthly maintenance checks **Staff Responsible for Monitoring:** Nurse Perez, Principal **Action Steps:** 1. Nurse plans when Monthly Checks will take place. 2. Nurse conducts checks. 3. Nurse conducts appropriate personnel, as needed.				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

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

Measurable Objective 1: Students will participate in PE Enrichment classes weekly for at least 120 minutes.

Evaluation Data Sources: Classroom Schedules

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: PE Enrichment will be a part of the Enrichment rotation for all students. **Strategy's Expected Result/Impact:** Students will participate in regular planned physical activity in an effort to prevent obesity, cardiovascular disease, and Type 2 diabetes. **Staff Responsible for Monitoring:** PE Coach, Principal **Action Steps:** 1. Create enrichment schedule rotation. 2. Share schedule with teachers. 3. Monitor PE lessons to ensure physical activity is consistent. **Title I:** 2.5 **Funding Sources:** PE Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $500				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 2: Students will have at least 20 minutes of free Recess play, per day.

Evaluation Data Sources: Daily Schedules

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will have the opportunity to participate in at least 20 minutes of recess daily, and have an opportunity to use a variety of materials to encourage physical activity (hula hoops, soccer balls, hop scotch, etc.). **Strategy's Expected Result/Impact:** Students will participate in regular physical activity daily in an effort to prevent obesity, cardiovascular disease, and Type 2 diabetes. **Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Principal **Action Steps:** 1. Create recess schedule. 2. Share schedule with teachers. 3. Purchase supplies to encourage physical activity during recess.				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 3: Nurse will teach at least 1 healthy habits lesson to all PreK-5th grade students by the end of the 2022-2023 school year.

Evaluation Data Sources: Nurse lessons, pictures of nurse teaching

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Nurse will work with teachers to plan a time to teach at least 1 healthy habits lesson to all students in PreK-5th grade. **Strategy's Expected Result/Impact:** Students will learn how to make healthy decisions and turn those decisions into healthy habits. **Staff Responsible for Monitoring:** Nurse, Principal **Action Steps:** 1. Nurse works closely with teachers to create a schedule to teach lessons in classrooms. 2. Nurse delivers lessons to students.				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 9: SCIENCE: By the end of the 2022-2023 school the percent of students who scored at Approaches on STAAR Science, will be at least 60% or higher, with 23% at Meets and 12% at Masters.

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

Measurable Objective 1: Common Assessments will display that at least 60% of our students are at "Approaches" or higher, with at least 23% at "Meets" or higher.

Evaluation Data Sources: Teacher Data Trackers, Data Walls in PLC room, Admin Observations and Feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 5th grade teacher will create and implement action plans based on Snapshot data during PLC, which includes small group interventions/instruction daily for all students. **Strategy's Expected Result/Impact:** 5th grade teacher will be prepared to provide students with interventions based on data, as well as incorporate spiraling TEKS during workstations and Do Nows. Teacher will use CFUs and Exit Tickets during lessons to monitor the improvement of students' mastery on TEKS identified as needing more work. Students will meet growth targets on District Snapshots throughout the year and will be prepared for success in the following grade level. **Staff Responsible for Monitoring:** Teacher, Teacher Specialists, Principal **Action Steps:** 1. Administer Snapshot 1 assessment to all students. 2. Analyze data in PLC in a timely manner and create action plan, including small group supports and whole group reteaching needs. 3. Implement action plan consistently. 4. Monitor student mastery of skills identified. 5. Administer CFUs and Exit Tickets to determine mastery of TEKS. 6. Based on data, conduct Professional Development on effective strategies for specific TEKS, and adjust PLC schedule based on data needs. 7. Provide frequent walkthrough feedback to teachers, in order to improve Tier 1 instruction. 8. Begin after school tutoring targeted to students needing additional support, based on data. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Science FOSS Kits - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - $25,320				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will use FOSS kits to plan hands-on science labs with students, at least 1 time per week. **Strategy's Expected Result/Impact:** Students will grow in their understanding of the science content, which will improve our achievement when students take the 5th grade Science STAAR assessment. **Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Principal **Action Steps:** 1. Share expectation with all teachers. 2. Purchase materials to support teachers in planning hands-on lab. 3. Monitor lessons during science to observe and provide feedback during the science block. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** FOSS Kits - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - $25,320				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will monitor students' grades in science and analyze the data related to the grades to create next steps that will support students' success in the science content area. **Strategy's Expected Result/Impact:** Increased achievement in science, which has an impact on students' academic achievement in other content areas, such as reading and math **Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Principal **Action Steps:** 1. Breakdown teacher schedules to include the 5E Science lesson model. 2. Provide planning support to teachers in the area of science. 3. Monitor students' grades each 6 weeks. 4. Based on grades' data, create a plan to improve grades in science. **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for 166 John R. Harris Elementary School

Total SCE Funds: $92,339.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

About $77,500 of the State Compensatory Budget is to fund 50% of 2 teachers (PreK-Bilingual and EC4 - ESL). The remaining about $14,839 budget is split between the following funds - Substitutes (for teachers to attend PD), General Supplies (to purchase additional classroom and afterschool materials and supplies to support guided reading and math and workstations), Extra Pay - Teachers (for After School tutorials and Professional Development), and Hourly Pay (for an hourly after school position).

Personnel for 166 John R. Harris Elementary School

Name	Position	FTE
Abendanio, Annabelle Pabilona	Tchr, EC-4	0.5
Romero, Janny	Tchr, Bilingual EC-4	0.5

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

A number of stakeholders - including the principal, assistant principal, teacher specialists, and teacher leaders - have analyzed the school's data from the past several years. STAAR scores, district assessment data (snapshot, district-level assessments, benchmark running records, high frequency words, etc.), and attendance data have been the primary focus areas of data analysis. Through this collaborative process, a number of needs have emerged, with reading and math as the two priority areas for the 2022-2023 school year (more detail regarding these priority needs is provided below). After identifying these need areas, collaborative teams have developed strategies to maximize instructional efficacy in these areas in the upcoming school year, including establishing goals for student performance and developing teacher-led professional development to be provided to the staff beginning during preservice.

Reading and math are the school's two greatest needs, although needs exist in attendance and special education services as well. In reading, a majority of students are falling in the "More Development Needed" range of running record data, indicating a need for consistent interventions across grade levels, consistent use of the Literacy by 3 plan, Guided Reading, HB3 Reading Academies, and high-leverage workstations. Math represents both the lowest growth area and performance area on STAAR; this calls for consistency across all grade levels in the use of small group instruction and workstations, as well as consistent use of Zearn and rigorous curriculum. J.R. Harris serves a large population of Emergent Bilinguals, which adds to the need for systematic approaches to teaching readings, as well as the embedding of Sheltered Instruction strategies in all content areas. To aid in these processes and to ensure we are are identifying our students in need of additional support, such as Special Education and/or 504 accommodations, a strong RTI and IAT process is created and will be monitored throughout the year. Data over the past 3 years have shown a decrease in the attendance rate of both our African American students and Hispanic students, suggesting a need for consistent parent communication and conferences regarding tardies and attendance, leading to a more focused plan for this school year to target students with chronic absenteeism and address family needs contributing to poor attendance. We have embedded a school-wide SEL time in all classrooms to provide Social Emotional support to all students, as well as implementing Positive Behavior Interventions Support, in order to increase students' excitement about school leading to a higher attendance rate.

2. Campus Improvement Plan

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:

- Monthly Teacher Leader Meetings
- Monthly Coffee with the Principal Meetings
- Quarterly SDMC Meetings

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:

- Regular Observation and Feedback cycle with teachers

- Weekly Exit Ticket analysis
- Data Dig PLCs following each formative assessment, such as CIRCLE, KEA, Ren360, Math Formative Assessments, Reading Common Assessments
- Data is shared with parents and families during Coffee with the Principal Meetings
- Vertical Data is shared at Teacher Leader Meetings

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

The SIP is available to parents in the following locations: Front Office, Website, and Class Dojo
The SIP was made available to parents by: Friday, September 23rd
We provide the SIP to parents in the following languages: English and Spanish

2.4: Opportunities for all children to meet State standards

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

- Embeded Response to Intervention block for K-5th grades
- 2 Teacher Interventionists (Reading and Math)
- After School Tutoring (daily) starting in January
- Math Lab Enrichment class for all 1st-5th graders

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

- After school program provides various learning enrichment opportunities, such as a Book Club and Robotics
- After school tutoring provided for targeted students starting in January
- Embedded Response to Intervention in all grade levels K-5th
- Math Lab Enrichment class for all 1st-5th graders
- Library with specific lessons to increase Reading and Writing achievement for all students PreK-5th grades

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

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

- Building teacher capacity in their content areas and instructional areas: weekly during PLCs and during observation and feedback cycle
- Proficient Tier 1 explicit instruction taking place in all content areas: ensuring effective planning is taking place during PLCs and monitored during observation and feedback cycle
- Bi-weekly AT BATs: Teachers participate in At-Bats at the end of each PLC based on a particular part of an upcoming lesson where practice would be beneficial. In addition, teachers participate in At-Bats during coaching sessions on specific strategies to improve management or rigor based on Get Better Faster trajectory.
- Small Group Instruction based on student data needs: Small Group is planned weekly during PLC based on Exit Tickets, and small groups can be readjusted based on formative assessment data digs.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

- Parents - Nora DelBosque, Karen Estrada, Monica Zavala
- Admin - Madeleine Peery
- Wraparound Specialist - Gloria Lopez
- Title 1 Corrdinator - Isabel Mora

The PFE will be distributed Friday, September 23rd. It is also available on the Campus Website and Class Dojo.

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

Four strategies to increase Parent and Family Engagement include:

- Monthly Coffee with the Principals (in person and virtual)
- Family Nights (Literacy and Math/Science)
- Parent Conferences
- Monthly School Newsletters with upcoming events and news for Literacy and Math support at home

4.2: Offer flexible number of parent involvement meetings

The campus will provide 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 - Friday, September 2nd at 8:30 am
Meeting #1 Alternate - Wednesday, September 28th at 4 pm
Meeting #2 - Thursday, October 20th at 4 pm
Meeting #2 Alternate - Friday, November 4th at 8:30 am
Meeting #3 - Friday, February 3rd at 8:30 am
Meeting #3 Alternate - Tuesday, February 21st at 4 pm
Meeting #4 - Friday, March 10th at 8:30 am
Meeting #4 Alternate - Friday, April 6th at 8:30 am

5. Targeted Assistance Schools Only

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

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Ashleigh Fontenot	Teacher, Intervention	Title 1	1.0
Isabel Mora	Title 1 Coordinator	Title 1	Stipend
Paula Moreno	Tutor	Tutor	0.5

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Jessica Rivero	Principal
Classroom Teacher	Maria Hernandez	1st / 2nd Grade Math Teacher
Classroom Teacher	Christine Johnson	5th Grade Math Teacher
Classroom Teacher	Isabel Mora	2nd Grade Teacher / Title 1 Coordinator
Classroom Teacher	Rebecca Alexander	SPED Teacher
Classroom Teacher	Veronica Lacy	5th Grade ELAR Teacher
Non-classroom Professional	Elda Carbajal	Administrative Assistant
Business Representative	Sara Montelongo-Oyervidez	Valero Partner
Parent	Karen Estrada	Parent Rep / PTO Board

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	1	Substitutes - Teachers can assess students for CIRCLE without distractions in classroom	6100 - Payroll	$3,000.00
1	1	1	1	Various Supplies/Resources to Support Small Group Instruction	6300 - Supplies and Materials	$2,500.00
1	1	1	2	Scholastic Magazines - Used to build TEKS Mastery for Reading Comprehension	6300 - Supplies and Materials	$3,614.00
2	1	1	1	Substitutes - Teachers can assess students for CIRCLE & KEA without distractions in classroom	6100 - Payroll	$3,000.00
3	1	1	1	Extra Duty Pay - After School Tutoring	6100 - Payroll	$8,000.00
4	1	1	1	Various Reading Resources Needed to Support Data	6300 - Supplies and Materials	$5,000.00
5	2	1	3	PBIS Store and Celebrations Incentives	6300 - Supplies and Materials	$2,000.00
5	3	1	2	Materials for Red Ribbon Week	6300 - Supplies and Materials	$500.00
5	4	1	1	Various Reading Resources Needed to Support Data	6300 - Supplies and Materials	$5,000.00
5	8	1	1	PE Supplies	6300 - Supplies and Materials	$500.00
					Sub-Total	$33,114.00

1991010003 - General Fund - Small School Subsidy						
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	2	Various Reading Materials/Supplies to support Guided Reading and Workstations	6300 - Supplies and Materials	$5,000.00
2	1	1	2	Various Math Materials / Supplies to support Guided Math and Workstations	6300 - Supplies and Materials	$5,000.00
5	2	1	1	Poster Materials for School Wide Expectations	6300 - Supplies and Materials	$1,500.00
5	5	1	3	Saxon Phonics Foundational program	6300 - Supplies and Materials	$12,000.00
5	9	1	1	Science FOSS Kits	6300 - Supplies and Materials	$25,320.00
5	9	1	2	FOSS Kits	6300 - Supplies and Materials	$25,320.00
					Sub-Total	$74,140.00

1991010004 - General Fund - State Comp Ed						
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	1	Various Supplies/Resources to Support Small Group Instruction	6300 - Supplies and Materials	$2,500.00
					Sub-Total	$2,500.00

1991010006 - General Fund - Bilingual						
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	1	Various Supplies/Resources to Support Small Group Instruction	6300 - Supplies and Materials	$1,500.00
3	1	1	3	After School Tutoring - Extra Duty Pay	6100 - Payroll	$5,000.00
					Sub-Total	$6,500.00

1991010007 - General Fund - Special Education						
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	2	Materials / Supplies to support Unique Lessons and Student Individual Needs	6300 - Supplies and Materials	$1,500.00
5	4	1	2	Materials / Supplies to support Unique Lessons and Student Individual Needs	6300 - Supplies and Materials	$1,500.00
					Sub-Total	$3,000.00

2110000000 - Title 1 Basic Programs						
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	2	Teacher Interventionist	6100 - Payroll	$78,500.00
5	6	1	1	Materials/Resources for Stations	6300 - Supplies and Materials	$1,000.00
					Sub-Total	$79,500.00

2890000000 - Federal Special Revenue						
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	2	After School Tutoring - Extra Duty Pay	6100 - Payroll	$10,000.00
1	1	1	2	Teacher Interventionist	6100 - Payroll	$78,500.00
2	1	1	2	After School Tutoring - Extra Duty Pay	6100 - Payroll	$10,000.00
3	1	1	2	After School Tutoring - Extra Duty Pay	6100 - Payroll	$5,000.00
					Sub-Total	$103,500.00