

Houston Independent School District
187 Kelso Elementary School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Based on the data collected regarding the school-wide needs Kelso exhibits, the focus for the 2022-2023 school year will target the following areas:

1. Attendance
2. Targeted and Intentional ESL monitoring to increase student performance in all Bilingual and Transitional classes.
3. Structured Data monitoring and analysis procedures which focus on the individual needs of scholars and are addressed via differentiated instructional methodologies i.e. small group instruction, intervention lab, individualized workstation engagement and enrichment, and student data tracking which provides an additional layer of accountability in which students take ownership of their own academic needs. Teachers will also engage in data conferences in which they share out their areas of need and how they plan to address the need through actionable next steps.
4. Consistent weekly Professional Development that addresses specific focus areas such as Planning, Data, Intervention, and the School-Wide Discipline Plan.
5. Weekly Vertical Alignment Planning Sessions during which “At-Bats” and peer feedback will be provided to increase teacher efficacy and knowledge of best instructional practices per content and TEK delivery.
6. Strong intervention systems and tracking which will result in increased student performance based on the mere fact that student individual needs are being met and addressed proactively, not reactively.
7. The establishment of daily Intervention. iEducate Tutors will also tutor students on daily assignments that can lead to mastery of skills when assessed. HB4545 funds will be used to provide targeted intervention to 5th Grade students who were not successful on the 2021-2022 STAAR Assessment to ensure we close the achievement gap.
8. The continuation of cross-grade level house system that will create a sense of oneness and belonging which will curb the discipline infractions and desire to gain negative attention.

Demographics

Demographics Summary

Anna B. Kelso Elementary is a comprehensive neighborhood school of Social Science that focuses on leadership development. Kelso was established in 1951 in the South Park Community of Southeast Houston. At her prime, Anna B. Kelso was known as the epicenter of learning in this community. Over the years she has fallen from her former glory but is slowly rising back to her seat of prominence. In addition to the comprehensive public education program, Kelso is in partnership with Gulf Coast Community Services Association which services 80 Pre-Kindergarten students through its Head Start Program. This year Anna B. Kelso will also offer after-school programming that addresses and exposes students to a plethora of extracurricular opportunities, Ensemble Theatre Partnership and The KNEW Solutions/Chosen Ones Mentorship Program, to meet the needs of the Whole Child.

The surrounding school community is a low socioeconomic income neighborhood with an equally distributed English and Spanish speaking population. The demographic breakdown of the school community is sixty-six percent (66%) Hispanic, thirty-three percent African-American, one percent Pacific-Islander/Two or more races. Kelso services a community that is 98% of students are considered economically disadvantaged and there is a 20% mobility rate. Based on most recent data, 50% of students are identified as EL and 8.4% are serviced under Special Education. Ninety-eight percent of the student population is zoned to Kelso, with 2% transferred from other schools due to overpopulation and Pre-K status.

Anna B. Kelso Elementary is a school wide Title 1 school servicing Pre-Kindergarten through Fifth grade scholars. The teaching staff is very diverse and mimics the school community with twenty-seven (27%) percent Hispanic, thirty-eight (38%) percent African American, fifteen (15%) percent White and eight (8%) percent Asian-American. Nineteen (19%) percent hold master's degrees, twenty-seven (27%) percent have taught eleven or more years, nineteen (19%) percent have taught six to ten years, and fifty-four (54%) percent have taught five or less years. The current student/teacher ratio is 22:1.

Demographics Strengths

1. Students at Kelso Elementary are very accepting of new students regardless of race and ethnicity.
2. Kelso has partnered with Elite Learning, Knew Solutions, Reading with A Rapper, and Moon Walks Are Us to help foster community involvement and afterschool programs.
3. The Hispanic and Emergent Bilingual demographic have played a significant role our increase in Student Achievement and Student Progress data.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Kelso Elementary has made significant progress in parental/community involvement, but must continue to work on building positive familial relationship in which families are partners in the school improvement agenda. **Root Cause:** Meaningful parent/school relationships are not being cultivated due to the high mobility rate of our students. Past experiences with school personnel which may or may not have been favorable which caused a negative perception of school community.

Student Learning

Student Learning Summary

Texas Education Agency
2022 Accountability Ratings Overall Summary
KELSO EL (101912187) - HOUSTON ISD - HARRIS COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		84	B
Student Achievement		54	Not Rated: Senate Bill 1365
STAAR Performance	28	54	
College, Career and Military Readiness			
Graduation Rate			
School Progress		89	B
Academic Growth	83	89	B
Relative Performance (Eco Dis: 97.3%)	28	56	Not Rated: Senate Bill 1365
Closing the Gaps	60	73	C

Texas Education Agency
2022 Academic Growth
KELSO EL (101912187) - HOUSTON ISD - HARRIS COUNTY

Academic Growth Score

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	24	0.0	3	1.5	121	121.0	122.5	148	83
Reading / ELA	15	0.0	2	1.0	52	52.0	53.0	69	77
Mathematics	9	0.0	1	0.5	69	69.0	69.5	79	88

STAAR3-8_2YrA		English								Spanish							
		21-22				20-21				21-22				20-21			
		Tstd	App	Meet	Mstr	Tstd	App	Meet	Mstr	Tstd	App	Meet	Mstr	Tstd	App	Meet	Mstr
G3	Ma	46	35%	15%	2%	39	28%	3%	0%	24	88%	42%	25%	10	70%	20%	0%
	Rd	46	50%	28%	9%	40	32%	15%	8%	24	62%	29%	17%	10	100%	50%	20%
G4	Ma	65	52%	26%	9%	30	23%	7%	3%					6	33%	17%	17%
	Rd	61	51%	28%	13%	34	24%	12%	3%	4	25%	0%	0%	5	80%	40%	0%
	Wr					26	12%	4%	0%					8	12%	12%	0%
G5	Ma	54	43%	15%	6%	59	44%	25%	10%	4	25%	0%	0%	3	33%	0%	0%
	Rd	52	56%	17%	8%	62	58%	35%	23%	6	67%	0%	0%	3	33%	33%	33%
	Sc	54	39%	9%	6%	56	36%	16%	9%	4	0%	0%	0%	3	0%	0%	0%

HISD Student Assessment MEASURING KNOWLEDGE. SUPPORT

187 -

Kelso ES

- B

HISD CONFIDENTIAL - INTERNAL USE ONLY. Student Assessment - Data Quality Team (SADQT)

LEGEND: Re=RdEn, Rs=RdSp, Me=MaEn, Ms=MaSp, Ee=ELitEn, Es=ELitSp, A%=At/Above%, O%=OnWatch%, I% =

2YrRenALL_A%BM		21-22														
		BOY					MOY					EOY				
		Cnt	A%	O%	I%	U%	Cnt	A%	O%	I%	U%	Cnt	A%	O%	I%	U%
KG	Ee	28	32	25	36	7						19	53	11	16	21
	Es	20	45	5	30	20						24	83	4	4	8
G1	Ee	25	4	4	32	60	22		14	27	59	30	37	7	20	37
	Es	17	35	24	24	18	16	38		38	25	17	47	24		29
	Me	9	33		33	33	22	18	36	5	41	27	37	19	26	19
	Ms						17	65		6	29	18	61	6	6	28
G2	Me	23	26	4	35	35	22	23	32	9	36	22	32	5	18	45
	Ms	20	40	15	15	30	21	67	5	14	14	21	76		5	19
	Re	22	23	5	23	50	22	36	9	18	36	22	32	18	9	41
	Rs	19	58		16	26	21	57	10	24	10	21	62	10	10	19
G3	Me	44	34	14	14	39	41	59	7	12	22	44	57	5	9	30
	Ms	22	73	5	23		23	78	4	13	4	24	88		12	
	Re	45	11	22	24	42	42	26	12	19	43	44	30	20	7	43
	Rs	22	73		18	9	23	74	17	9		24	79	17	4	
G4	Me	61	33	20	28	20	66	41	17	15	27	63	57	10	14	19
	Ms															
	Re	61	25	8	18	49	66	27	14	18	41	64	33	12	9	45
	Rs															
G5	Me	50	22	14	18	46	57	25	11	16	49	55	16	7	16	60
	Ms															
	Re	49	10	16	20	53	53	9	13	21	57	56	7	14	18	61
	Rs															

No 3YrRen6-12_B Data Available

Student Learning Strengths

The success of Kelso Elementary's plan of action was reflected on the 2022 STAAR results that show that Kelso met 11/11 Growth Targets in Domain 2. This success in the Growth Domain was enough to propel the school to a 84 overall score which is equivalent to a B Accountability Rating. This is definitely an increase in Domain 2 from the 2019 STAAR in both Reading and Mcollectively resulted in a 78 (C Rating). In 2022 all Sub-Populations meet their targeted criteria which was to be included in Kelso's accountability rating.

When reviewing the 21-22 STARR Data and making Domain 1 comparisons from the previous year significant growth was made in all grade levels and in all content areas except Science. As Kelso moves forward in the 2022-2023 school year and set goals the previous goals will remain in place as they were not achieved this year. Although gains were made toward these goals they will remain the starting points for our quest to achieve a C Domain 1 rating in 2023 and ultimately an A rating.

When reviewing 21-22 Campus Renaissance 360 Beginning of the year data and Middle of the Year Assessment Data, the following strengths were noted:

Kindergarten through 3rd Graders made significant increases in Above Level performances from the BOY to the EOY Assessments in both content areas and languages with the highest progress being among Bilingual scholars. The Renaissance Assessments indicated that Tier 3 scholars were making progress in the right direction while Tier 1 and Tier 2 scholars were maintaining their status. The largest regression happened in grades 4th and 5th grade. Close monitoring will ensue moving forward to ensure that the assessments are being taken with fidelity and with the highest levels of focus on behalf of the scholars.

When reviewing both the 2019, 2021, and 2022 TELPAS data Kelso met the set target of students progressing one proficiency level from one year to the next. The results all surpassing the state target (36) scoring 46, 38, and 42 respectively. This results show that Kelso had more students scoring advanced and higher in all TELPAS areas than the district average.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Teachers plan instruction at the introductory levels of Blooms and DOK, but fail to extend instruction at the higher level of the rubric to promote high level critical thinking across all content areas. **Root Cause:** Lack of systemic accountability structures to ensure planning is executed at the highest level of rigor at or above grade level to promote student achievement and critical thinking at the highest levels to ensure solid first instruction that will result in an increase of student content mastery.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary

The curriculum and instruction at Kelso ES is driven by the district's scope and sequence and unit planning guides which promote students' learning abilities, develop critical thinking and problem solving skills. Kelso ES instruction is guided by HISD's mission and board goals. *Kelso's vision is that every student will be successful and a life-long learner. We will achieve this vision by creating a safe and positive learning environment that exhibits exemplary standards and a collaborative spirit, developing independent thinkers who are self disciplined and will take ownership of their learning, building strong partnerships with our school community where parents will become more involved in the learning process, and promoting citizenship so students will be responsible and take pride in their school.*

At Kelso, we are focused on student growth and achievement based on data, student ownership of learning, implementation of best strategies, instruction, interventions when needed. Student needs are addressed according to their individual data folders which holds them accountable for their learning. Teachers analyze both formal such as STAAR, TELPAS, Snapshots, DLAs, Renaissance results, HFWE, BRRs, and other informal assessments throughout the year such as Teacher Created Assessments and Observations. Data Driven Instruction is a major component during planning time, PLCs and content collaboratives that create targeted TEK specific lessons and plan effective intervention in small groups. Students in tiers II and III receive academic intervention for math and reading during school hours in small group setting that targets specific skills.

Students have access to extra science lessons through the science lab and teacher and receive both hands on activities in the classroom and lab. At Kelso, students receive once a week an opportunity to receive an extra reading as they visit the school library to check out books and participate in a read aloud. Instructional time is protected and valued; disruptions of this time is minimal. Students are encouraged and expected to use a variety of programs and apps using computers such as: Imagine Learning, iReady, Zearn, EduSmart, and other district digital resources to create, display assignments and projects. All teachers are accustomed to integrating use of CleverTouch technology as well as using document cameras into their daily activities and lessons.

At Kelso, instruction is expected and planned to be aligned; this is materialized with our Big 5 Focus - Alignment across Content & Language Objectives, Lesson Activities, Anchor Charts, Interactive Notebooks, Exit Ticket.

Our campus is staffed with 20 grade level teachers, 3 SPED teachers, 4 ancillary teachers, three academic tutors and support team, 2 SPED paraprofessionals, a counselor, and two teacher specialist. This team serves a diverse group of students with different needs, talents, experiences and set of skills. Our high-quality, talented teachers set academic and professional goals at the start of the year, and they meet with the administration team throughout the school year using the formal appraisal system, TTESS. Teachers meet with administration weekly during vertical alignment planning session held during Tuesday and Wednesday Intervention time. Grade levels meet weekly Professional Development sessions with admin. and grade level teams.

Mentors play an important role in helping new teachers adapt and holds bi-weekly meetings to disseminate and clarify information. Teacher specialist hold coaching cycles to meet each individual teacher where their needs are. Building teacher capacity holds a crucial component in supporting and retaining teachers. This year through the use of Getting Better Faster Coaching Scope and Sequence and TTESS alignment we will continue to coach teachers to greatness.

The additional intergration of Career Pathways Teacher Specialists, Sheltered Instruction Coaches, Curriculum Implementation Coaches (Formally TDS), and other campus partnership coaches will provide the additional support admin needs to improve the level of instruction experienced by the scholars at Kelso Elementary.

School Processes & Programs Strengths

Kelso Elementary has recognized the following strengths:

Teachers generate TEKS calendar before major district assessments that target specific TEKS for instruction

Teachers analyze reports and have data meetings with administration team to map out the next steps of reteach and intervention.

Teachers create grade level assessments to have checkpoints according to units of study

Weekly team planning

Academic Steering Committe meers once per grading period for content collaborative meetings

Culture & Climate Steering Commitee meets once per grading period for collaborative meetings in regards of building school culture

Teachers conducting learning walks to observe peers

Used Title I, Title III and Special Projects to fund teacher tutoring

Providing differentiated instruction

Implementation of schoolwide Intervention Time, which includes Sustained Silent Reading, SEL Intervention, and Math Fact Fluency Concentration, is inspected and expected in all classrooms

Teacher implemented problem solving strategies to strengthen conceptual understanding of math concepts

Utilizing daily intervention time to target small group instruction

Ownership of students' learning through a self-recording of progress using data folders

Safety Drills are practiced and conducted according to district guidelines

All kindergarteners through fifth graders receive hands-on science lab experiences once a week

Every classroom has Chromebooks access for students with a minimum of 7 per classroom.

All classrooms are equipped with laptops, iPads, CleverTouch Interactive Screens, Document cameras, in keeping with current technology.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: General Education teachers are being given enough opportunity to collaborate with instructional coaches and each other to plan effective Tier 1 instruction.

Root Cause: The master schedule was not designed to allow for this time due to a commitment to a specific intervention program, W.I.N. Time that was started in 2019. Using the master schedule more strategically to allow this opportunity for teachers will improve creation of Tier 1 instruction.

Problem of Practice 2: General education teachers and special education teachers find it hard to collaborate effectively in order to work as a team to improve special education students academic and/or behavior progress. **Root Cause:** The Master Schedule does not always allow for Special Education teachers to plan at the same time as the grade levels they serve.

Perceptions

Perceptions Summary

Kelso's desired goal is to earn a 97% ADA rating for the 2021-2022 school year. The following table lists the attendance rating data from the previous years:

Attendance & Discipline			
Attendance	21-22	20-21	19-20
Sch-(187)	88.90%	89.97%	95.73%

No 2YrDiscipline Data Available

Attendance continues to be a major factor in the our school's over-all improvement plan. Last year Kelso experienced the lowest attendnace in the past 5 years. This year we will engage in an aggressive attendance monitoring system that will begin from the first day of school. The Attendance committee will meet weekly to review weekly attendance, monitor trends and identify patterns in student attendance.

We are continuing to implement restorative practices, improving the school climate, increasing teaching cultural responsiveness, and increasing family and community engagement because we believe that these processes significantly impact the data and its correlation to behavior. For the 2021-2022 there were only 2 infractions that resulted in In/Out of School Suspensions, which met our goal of less than 5.

Parents/guardian/community participation numbers are monitored by our campus Parent and Family Engagement team. This team makes itself available to parents and the local community by showcasing activities such as Parent Appreciation Nights, Red Table Talks with the Principal, Kelso's PTA and Literacy, Math and Science, Emotional Learning Nights, Parenting and ESL classes.

Kelso's Shared Decision-Making Committee (SDMC) allows the school to consult with professionals, business leaders, philanthropic organizations and community partners that reside in the community as well to assist the campus in establishing academic and other performance objectives. Along with the Shared Decision-Making Committee, Kelso has an on-campus wrap around specialist that provides social services and resources to assist the scholars and their family by providing help so their learning will not be hindered due to a need.

This year marks 71 years for Anna B. Kelso. She has been a beacon in the community by providing education to our now 3 generations of alumni families. Returning generations speaks volumes in ensuring us that the families of the community trust us in educating and keeping their children safe. One of the jobs of our school counselor is to make sure our students feel safe on campus as well as off. To hear from our students, surveys are given so that we may know the needs from our students as well.

To ensure that our parents are aware and understand their scholars learning standards, expectations, and progress, we have various lines of communication such as phone callouts, class dojo, twitter, a monthly calendar, and our principal's monthly newsletter. In addition, throughout the year we have meet the teacher and open house to relay the classroom and the school's expectation to our parents so they may have a personal conversation with their scholars' teachers and other school staff as well.

Our campus staff ranges from 1st year teachers to a teacher that has 44 years of experience. Each and everyone are committed to improve student achievement and school performance. Teachers are required to participate in a once-a-week PLC that the campus has just rolled out in what we call a blue week/yellow week. This allows our teachers to collaborate with their grade level team one week and with their content area from different grade levels another week. This promotes an environment where everyone can provide their input to problem solve strategies that strengthen conceptual understanding of our scholars to become successful at each and every grade level. With the attendance of the administration to offer support, whatever is needed to ensure success it can be addressed by implanting effective professional staff developments in the future to strengthen our teacher skills.

This year the charge is for the campus to Change the Narrative. It is our believe along with our Principal that:

100% of Kelso Scholars CAN and WILL Learn!

100% Attendance of both students and staff!

Kelso will become a Teacher Training School where instruction Matters!

Kelso Scholars will be taken care of Socially, Emotionally, and Academically!

Kelso will become an A rated school in Texas!

Kelso is a place where Leadership is Promoted and Expected of ALL Stakeholders!

Perceptions Strengths

Anna B. Kelso celebrates these strength's:

Weekly teacher Professional Development

Teacher Coaching

Leadership Development and Training

Literacy and Math Night

Meet the Teacher

PTA

Sports Programming (Cheer, Flag Football, Soccer, Volleyball, Track)

Boys Mentorship

Real Men Read

Read Houston Read

House System- House Celebrations

Celebrations of all Heritages

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: According to a parent survey given at the end of the 2021-2022 school year, parents stated that the communication between the parents and the school has improved but could be better. **Root Cause:** Our campus is not implementing and following up on our teachers and our front office in retrieving new contact numbers email address and updating old contact information that we currently have in the system. The connection to Class Dojo has not been consistent for all stakeholders. Also all avenues of communication are not being utilized with fidelity.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Running Records results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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

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

- Communications data
- Budgets/entitlements and expenditures data

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: ELAR 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 10 percentage points from 37% in Spring 2019 to 47% in Spring 2024.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: All Early Literacy students will increase their BRR BOY score by at least two reading levels by the end of the 2022-2023 school year.

Evaluation Data Sources: Benchmark Running Records, Guided Reading Anecdotal Notes and Lesson Plans





HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement professional development grounded in the science of teaching reading that targets oral language development, alphabet knowledge, decoding, fluency, and comprehension.</p> <p>Strategy's Expected Result/Impact: By utilizing the training received in the Reading Academy teachers will have the skills to assist students to improve one reading level by the MOY Administration.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Team Leads, Content Lead Teachers, Classroom teacher</p> <p>Action Steps: All required teachers, and Principal will complete the TEA Learn HB3 Reading Academy included but not limited all work products and projects associated with the course. 2. All teachers and principals will implement Reading strategies learned during the academy within daily reading instruction. 3. All teachers and principals will monitor and track progress of scholars based on new instructional pedagogy.</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: All Early Literacy students will be reading and writing on grade level according to the EOY Benchmark Running Record by Grade 3

Evaluation Data Sources: Benchmark Running Records





HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Train teachers and implement the district's Literacy by 3 systematic approach to guided reading through the key components - phonics/word study, guiding reading, small group instruction, sustained reading, read aloud lessons and writing instructions.</p> <p>Strategy's Expected Result/Impact: 100% of students are reading on grade level and above by Grade 3</p> <p>Staff Responsible for Monitoring: Principal, Instructional Leadership Team., Content Lead Teacher, Classroom Teacher</p> <p>Action Steps: 1. All teachers K-3 will be trained on Literacy by 3 components. 2. Daily Reading Instruction using the Literacy by 3 instructional components and following the instructional plan with fidelity. 3. Administration will monitor the implementation of Literacy by 3 during weekly visits to classroom during Reading instruction.</p> <p>Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 3: Early Literacy students will increase their initial Reading level starting point by at least one grade level by the end of the 2022-2023 school year.

Evaluation Data Sources: Benchmark Running Records

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will engage scholars in effective practices such as Read Alouds and Guided Reading. Scholars will be given a various opportunities to apply skills learned during explicit and targeted instruction.</p> <p>Strategy's Expected Result/Impact: 70% of all scholars reading on or above grade level with high level of comprehension at the highest level of DOK.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Leadership Team, Content Lead Teacher, Classroom Teacher.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: MATH The percentage of 3rd Grade students performing at or above grade level in Math as measured by the Meets Grade Level Standard on STAAR will increase 10 percentage points from 41% in Spring 2019 to 51% in Spring 2024.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Students will increase their knowledge of number sense and problem solving skills which will be demonstrated via an increase in students achievement on campus, district and state assessments.

Evaluation Data Sources: Problem Solving Journals, Bi-Weekly Classroom Assessments, Snapshots, District Level Assessment, Practice STAAR

HB3 Board Goal





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement research-based effective and systematic instructional practices in mathematics grades K-3 that they can use to help students develop problem-solving skills and a strong foundation of number sense and fluency.</p> <p>Strategy's Expected Result/Impact: To increase the % of scholars in grades K-3 who have a solid foundation of problem solving skills from 20% to 35% by the end of the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Leadership Team, Content Lead Teacher, Classroom Teacher</p> <p>Action Steps: Teachers will instruct scholars using Eureka Math strategies. 2. Administration will provide opportunities for teachers to engage in co-hort activities and training sessions to build content knowledge. 3. Administration will provide follow-up after training to discuss and practice skills learned during the district level training.</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 2: Teachers will engage in Eureka Math instructional practices that provide scholars multiple opportunities to practice identifying numbers.

Evaluation Data Sources: Weekly number assessments in PreK-1st Grades, Number Fluency Assessments, Fact Practice

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will engage in a variety of instructional practices that provide scholars multiple opportunities to practice identifying numbers. Early Math scholars will use number cards, magnetic numbers, and other visual representations to identify numbers 1-20.</p> <p>Strategy's Expected Result/Impact: To decrease the % of students in "Urgent Intervention" on Ren360" from 35% to 20% by the EOY Administration.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Leadership Team, Content Lead Teacher, Classroom Teacher</p> <p>Action Steps: Teachers will engage in a variety of instructional practices that provide scholars multiple opportunities to practice identifying numbers. Early Math scholars will use number cards, magnetic numbers, and other visual representations to identify numbers 1-20.</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 3: Teachers will create instructional opportunities for scholars to build and create number groups using Eureka Math.

Evaluation Data Sources: Daily Number Activities, Problem Solving Activities,

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize story problems using real world situations in which scholars can use manipulatives to build number groups</p> <p>Strategy's Expected Result/Impact: To decrease the % of students in "Urgent Intervention" on Ren360" from 35% to 20% by the EOY Administration.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Leadership Team, Content Lead Teacher, Classroom Teachers</p> <p>Action Steps: Students will utilize daily problem solving journals to build capacity with problem solving.</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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: SCHOOL PROGRESS

Strategic Priorities:

Expanding Educational Opportunities

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: CLOSING THE GAPS: By the end of the 2021-2022 school year 80% of the students serviced in Special Education will perform at "Approaches" level, 20% at "Meets", and 10% at "Masters".

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: At the end of the first District Snapshot Assessment 60% of all Special Education students will perform at "Approaches" level.

Evaluation Data Sources: Snapshot 1 Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education and General Education teachers will collaborate and plan bi-weekly to prepare and engage scholars in effective student centered Tier 1 Instruction that addressed their IEP's.</p> <p>Strategy's Expected Result/Impact: Students will perform at Mastery level because they are receiving instruction at their instructional level with embedded accommodations.</p> <p>Staff Responsible for Monitoring: Principal, Special Education Chairperson, Special Education Teachers, General Ed Teachers</p> <p>Action Steps: Plan Bi-Weekly Content Planning Sessions during Blue Week PLC's.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will plan with appraiser and instructional specialist, teachers will participate in At-Bats to receive real-time feedback, Appraisers will provide in the moment coaching.</p> <p>Strategy's Expected Result/Impact: Effective First Instruction with high levels of content mastery.</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Principal, Special Education and Classroom Teachers.

Action Steps: 1. Conduct Bi-Weekly Planning Sessions in which Instructional Leadership, General Ed teachers, and Special Education teachers can plan together. 2. Conduct At-Bat Practice prior to instruction. 3. Coaching Observations during instruction with feedback 4. Exit ticket collection to determine effectiveness of first instruction.

TEA Priorities:

Build a foundation of reading and math


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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 2: By the end of the 2021-2022 school year 80% of all Special Education students will have achieved their IEP goals.

Evaluation Data Sources: Classroom Assessment Data, District Assessment Data, STAAR data, Benchmark Running Records, Renaissance 360

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will engage scholars in effective goal setting and data collecting practices.</p> <p>Strategy's Expected Result/Impact: Scholars are always mindful of their goals and how much more they have to accomplish to achieve those goals.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teacher, Instructional Specialist, Special Education Program Chairperson</p> <p>Action Steps: Students and teachers track data, Teachers will conduct data conferences with scholars to set goals, and track progress.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: By the end of the 2022-2023 school year, Anna B. Kelso Elementary School will earn a 97% ADA





Strategic Priorities:

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

Measurable Objective 1: Kelso will increase the monthly attendance by at least one full percentage point each month until the 97% rating is achieved.

Evaluation Data Sources: Monthly Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate weekly via parent newsletter and School Messenger Attendance rate increase per grade level, Provide parent incentive to the grade level that achieves the 97% or comes closest to achieving the 97% goal (Ex: Cane's Dinner for 4)</p> <p>Strategy's Expected Result/Impact: Increase in Daily Attendance and increase concern about attendance rates.</p> <p>Staff Responsible for Monitoring: Principal, SIR, Wraparound Specialist,</p> <p>Action Steps: "Tie attendance to House System Totals Attendance Fridays Utilize Class Dojo to educate parents about the importance of Attendance. Utilize a call out system to identify, monitor, record, and notify parents of consistent violations of the attendance policy. After three consecutive absences call parent in for a Parent-Administrator Conference Awarding students with perfect and iATT attendance during the bi-weekly House Celebrations Perfect and Improved Attendance Awards Perfect AttenDance Track and display school wide attendance in a common area Plan special events and field trips on attendance critical shortage days."</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: "Awarding students with perfect and improved attendance.</p> <p>Strategy's Expected Result/Impact: Increase in Daily Attendance Rates and Heightened Awareness of Attendance correlation with student achievement.</p> <p>Staff Responsible for Monitoring: Principal, SIR, Wraparound Specialist, Counselor, Kelso Staff</p> <p>Action Steps: Perfect and Improved Attendance Awards during monthly House Celebrations.</p> <p>Track and display school wide attendance in a common area</p> <p>Plan special events and field trips on attendance critical shortage days. "</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 2: DISCIPLINE: By the end of the 2022-2023 school year, the amount of discipline infractions that result in In/Out of School Suspensions will decrease from 5 to 0.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being





Measurable Objective 1: 100% of teachers will facilitate Restorative Circles during mindfulness time daily.

Evaluation Data Sources: Observation of Practice

Strategy 1 Details	Reviews			
<p>Strategy 1: Restorative circle plans will be created by the Counselor and SEL Liaison and will be accessible on the Kelso Elementary School Canvas Site</p> <p>Strategy's Expected Result/Impact: To build solid empathetic relationships between teachers and students</p> <p>Staff Responsible for Monitoring: Counselor and SEL Liaison</p> <p>Action Steps: Restorative circle plans will be created by Counselor and SEL Liaison to be accessible on the Kelso Elementary School Canvas Course</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Measurable Objective 2: 100% of Kelso staff members will follow the Discipline Flow Chart, Implement TEACH Strategies, Class Dojo, and House System Incentive strategies when addressing undesired behavior.

Evaluation Data Sources: Observation and strict monitoring of school-wide procedures.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize incentives to improve student behavior and motivate excellence .</p> <p>Strategy's Expected Result/Impact: More positive reinforcement of rules and policies at Kelso</p> <p>Staff Responsible for Monitoring: Entire Kelso Faculty and Staff</p> <p>Action Steps: "Teachers will utilize school-wide systems to motivate positive student behavior. Some ways to achieve this are:</p> <p>"Class Dojo</p> <ul style="list-style-type: none"> * Monthly Positive Letters/Communication Home * Eagle School Store * Positive Behavior Referrals * Eagle of the Month * Principal for the Day Scholar-Star students can be rewarded by being nominated for Principal for the Day at the end of each month. * Leadership Jobs <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 100% of all Classroom will have a "Chill Space" and various areas across campus (Blue benches across campus) will serve as places where scholars can calm down and collect themselves.

Evaluation Data Sources: Campus Policy

Strategy 1 Details	Reviews			
<p>Strategy 1: A calming area will be established in the classroom where students can regroup after experiencing a traumatic moment or exhibit aggressive behavior.</p> <p>Strategy's Expected Result/Impact: To reduce the number of discipline referrals for Infraction Levels 1 and 2.</p> <p>Staff Responsible for Monitoring: Principal. Administration, Classroom Teachers</p> <p>Action Steps: A calming area will be established in the classroom where students can regroup after experiencing a traumatic moment or exhibit aggressive behavior.</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION: 100% of Kelso Scholars will be educated on the impact of Bullying and Cyberbullying in an effort to eliminate bullying on Kelso's campus.





Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% Participation in Campus-Wide No Bully Zone Training

Evaluation Data Sources: No Bully Zone Training

Strategy 1 Details	Reviews			
<p>Strategy 1: Scholars will attend No Bully Zone Training during October Bully Prevention Month Assembly. Each month after House Captains will provide Bully Prevention lessons during House Celebrations.</p> <p>Strategy's Expected Result/Impact: Non-Existence of Bullying at Kelso</p> <p>Staff Responsible for Monitoring: Principal and Counsleor</p> <p>Action Steps: 1. Scholars will attend No Bully Zone Training during October Bully Prevention Month Assembly. Each month after House Captains will provide Bully Prevention lessons during House Celebrations.</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff will be trained on the No Bully Zone Curriculum</p> <p>Strategy's Expected Result/Impact: Non-Existence of Bullying at Kelso</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>Action Steps: Teachers will be provided opportunity to receive training to promote the program with fidelity across Kelso's campus.</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will play an active role in deciding and creating accountability systems to address bullying.</p> <p>Strategy's Expected Result/Impact: Student's taking leadership role when stopping bullying at Kelso</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>Action Steps: 1. Highly respected students and citizenship driven scholars will be selected to serve on the Bullying Council. 2. Students will serve on House Council to create rules that will govern their interactions and consequences of Bullying interactions on campus.</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 4: SPECIAL EDUCATION: The number of students identified as Dyslexic will increase from 1% to 10% via the First Grade MAP test designated as the Dyslexia Identification tool.

Strategic Priorities:

Transforming Academic Outreach

Measurable Objective 1: 100% of all 1st Grade students will be assessed via MAP test to assist in the identification of scholars with Dyslexia.

Evaluation Data Sources: MAP Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Once identified scholars will be referred to the Dyslexia Evaluator for further assessment.</p> <p>Strategy's Expected Result/Impact: Dyslexia Evaluator will complete a full battery of test to confirm or deny dyslexic indicators.</p> <p>Staff Responsible for Monitoring: IAT Liaison, Dyslexia Evaluator, First Grade Teachers,</p> <p>Action Steps: Once identified IAT Committee will move to 504 designation and a 504 meeting conducted to determine services and accommodation for identified scholars.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: By the end of the 2022-2023 school year, the percent of students identified as Gifted and Talented will increase from 3% to 10%





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% Kinder teachers will complete teacher recommendations for mandatory GT testing.

Evaluation Data Sources: G/T recommendations

Strategy 1 Details	Reviews			
<p>Strategy 1: Complete mandatory testing for all Kinder students.</p> <p>Strategy's Expected Result/Impact: Increase number of identified G/T scholars</p> <p>Staff Responsible for Monitoring: Principal, G/T Coordinator, Kinder and 5th Grade Teachers</p> <p>Action Steps: Provide deadline and resource link for teachers to complete Kinder and 5th Grade Recommendations.</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All classroom teachers will utilize the open enrollment and nomination period to nominate at least 3 students for GT testing based on Depth of Knowledge Framework</p> <p>Strategy's Expected Result/Impact: Increase number of identified G/T scholars</p> <p>Staff Responsible for Monitoring: Principal, G/T Coordinator, Classroom Teachers</p> <p>Action Steps: Teachers in grades 1st-4th will identify potential students who could possibly qualify for G/T Neighborhood Vanguard Program based on Matrix Criteria</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: School staff will share Gifted and Talented testing procedures with parents and encourage them to nominate and recommend their scholars for testing .</p> <p>Strategy's Expected Result/Impact: Increase number of identified G/T scholars</p> <p>Staff Responsible for Monitoring: Principal, G/T Coordinator, Classroom Teachers</p> <p>Action Steps: Gifted and Talented Search Campaign- "Is Your Child Gifted?"</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 6: PARENT and COMMUNITY ENGAGEMENT: By the end of the 2022-2023 school year, the number of verified VIPS will increase from 30% to 50% and maintain an effective and active PTA.

Strategic Priorities:

Expanding Educational Opportunities





Measurable Objective 1: The number of verified VIPS will increase from 30% to 50%

Evaluation Data Sources: HISD Kelso VIPS report

Strategy 1 Details	Reviews			
<p>Strategy 1: The Parent Engagement Representative will launch a Room Parent Program at Kelso in which parents serve as the communications Liaisons for their child's homeroom class.</p> <p>Strategy's Expected Result/Impact: An increase in Parent Volunteers and communication between parents</p> <p>Staff Responsible for Monitoring: Principal, Parent Engagement Representative</p> <p>Action Steps: 1. Launch Room Parent Campaign. 2. Have parents sign up for VIPS to serve in this capacity, this will result in an additional 25 VIPS to our campus.</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Saturday Parent Workshops</p> <p>Strategy's Expected Result/Impact: Increase Parent Involvement at Kelso</p> <p>Action Steps: 1. Provide parents an opportunity to learn best instructional practices in Reading, Math, Science to best support their scholars at home. 2. Provide other assistance and training needed to establish a better life for themselves and their children (Budgeting, Parenting, Home Acquisition, etc.)</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: Kelso will experience a 20% increase in parent participation for campus wide events and initiatives.

Evaluation Data Sources: Parent Engagement Representative participation reports, Title I Parent Engagement Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will receive daily/weekly communication regarding upcoming events and happenings at Kelso</p> <p>Strategy's Expected Result/Impact: Increase communication between school and parents</p> <p>Staff Responsible for Monitoring: Principal, Wraparound Specialist, Parent Engagement Representative</p> <p>Action Steps: Principal and Staff members will use Class Dojo, Wednesday Folders, Monthly Newsletters School Messenger Call outs, Social Media, and the school website to communicate effective with all stakeholders.</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establishment of an effective and active PTA</p> <p>Strategy's Expected Result/Impact: Kelso will become a FACE Platinum Status School</p> <p>Staff Responsible for Monitoring: Principal, Wraparound Specialist, Parent Engagement Representative, FACE Representative</p> <p>Action Steps: Principal and Parent Engagement Representative will partner with FACE representative to devise a plan of action to spark interest, develop, and manage a campus supported PTA</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (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 28, 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.

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 20, 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.

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 20, 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.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 20, 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.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2023.

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

Estimated number of students to be screened:

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

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

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

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

Number of AEDs on campus:

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

State Compensatory

Budget for 187 Kelso Elementary School

Total SCE Funds: \$68,360.62

Total FTEs Funded by SCE: 1.98

Brief Description of SCE Services and/or Programs

State Compensatory Education fund is used to provide the needed additional Bilingual HISD teacher to staff our partnership with HeadStart. In previous years our community has asked for additional Bilingual teachers at the Pre-K level. This year we were able to provide this through the use of this fund. Additionally, this fund is used to pay for additional Hourly Lecturers who service our scholars through Intervention in Reading via the implementation of Reading Mastery and Corrective Reading facilitation. There are two Hourly Lecturer positions under this funding but only one is currently utilized.

Personnel for 187 Kelso Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Hogg, Karen Lennox	Lecturer, Hrly - Degreed	0.49
Pineda, Gonzala	Tchr, Bilingual	1
Vacant	Lecturer, Hrly - Degreed	0.49

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

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

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:

- School Leaders sent out a Google Form survey by way of SMS School Messenger and Class Dojo to all parents of the Kelso Community
- School Leaders sent out a Google Form survey to entire staff to collect data as to the needs, desires, and concerns of all staff members prior to the new year.
- Grade Level Chairpersons and Content Lead teachers were asked to submit goals for their grade levels and departments to create the school wide goals
- All staff were asked to ratify new goals and plan prior to implementation.
- SDMC Committee members were asked to vote for and submit any necessary changes to the SIP Plan prior to submission.

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:

- Weekly Progress Monitoring of Tutorial efforts by Classroom teachers providing tutoring support
- Weekly Progress Checks on supported scholars receiving services from contracted tutoring service
- Monthly monitoring by the Title I Coordinator of allocation of Title I funds

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

The SIP is available to parents in the following locations:

School Website and On Campus

The SIP was made available to parents by:

School Website and Paper Copies

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

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

Daily Intervention time in which small group instruction is the sole instructional modality used to target instruction to meet individual scholar needs.

Bilingual Senior Academic Tutor intervene with scholars on TEKS they have not mastered.

Campus Interventionist Support for all scholars who did not pass the 2022-2023 STAAR Assessment

Additional Intervention Support via tutor pull-outs and After-School Tutorials

2.5: Increased learning time and well-rounded education

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

Daily Intervention Days in which small group instruction is the sole instructional modality used to target instruction to meet individual scholar needs.

Intervention Lab monitored by a Bilingual Senior Academic Tutor who is trained in digital platforms and supplemental intervention resources to intervene with scholars on TEKS they have not mastered.

Campus Interventionist Support for all scholars who did not pass the 2022-2023 STAAR Assessment

Additional Intervention Support via tutor pull-outs and After-School Tutorials

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: Bi-Weekly VAM Planning Sessions via the Blue/Yellow Week PLC Schedule
- Proficient Tier 1 explicit instruction taking place in all content areas
- Bi-weekly AT BATs during VAM Planning Sessions
- Small Group Instruction based on student data needs: Daily Intervention Time

3. Annual Evaluation

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:

- Antoinette HillBidden- Parent Liaison Representative
- Debbie Brannon-Title I Coordinator

The PFE was distributed:

- On the campus website
- Hard copy sent home to parents

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Active PTA
- Room Parent Liaisons
- Hiring a Parent Engagement Representative
- Family Engagement Events
- Parent Appreciation Days
- Parent Need Workshops

4.2: Offer flexible number of parent involvement meetings

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

- Meeting #1 - September 13, 2022
- Meeting #1 Alternate -September 15, 2022
- Meeting #2 - October 20, 2022
- Meeting #2 Alternate - October 27, 2022
- Meeting #3 - January 19, 2023
- Meeting #3 Alternate - January 26, 2023
- Meeting #4 - February 16, 2023
- Meeting #4 Alternate -February 23, 2023

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maria VegaRamirez	Class Size Reduction Teacher	Title I	100%

Academic Steering Committee

Committee Role	Name	Position
Classroom Teacher	LaShonda Murphy	Member
Classroom Teacher	Katherine Chien	Member
Classroom Teacher	Ricardo Loreto	Member
Classroom Teacher	Margaret Bourda	Member
Classroom Teacher	Shirranda Lee	Member
Administrator	Shanda Walker	Administrator

Culture/Climate Steering Committee

Committee Role	Name	Position
Classroom Teacher	Kelly Syler	Member
Classroom Teacher	Georgina Gone	Member
Classroom Teacher	Cathy Hayes	Member
Classroom Teacher	Athena Nelson-Baker	Member
Classroom Teacher	Celina Alvayeros	Member
Classroom Teacher	Katherine Chien	Member
Administrator	Moniqua Glasper	Member

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Shanda Walker	Administrator
Non-classroom Professional	Carmelita Calzada	Member
Business Representative	Marlon Johnson	Member
Community Representative	C.D. Boulden	Member
Parent	Leslie Ramirez	Member
Parent	LaFreda Scyrus	Member
Community Representative	Krystal Grooms	Member
Classroom Teacher	Athena Nelson-Baker	Member
Classroom Teacher	Shona Williams	Member
Classroom Teacher	LaShonda Murphy	Member
Classroom Teacher	Edna Reyna	Member
Non-classroom Professional	Sandra Jackson	Member