

**Houston Independent School District**  
**225 Reynolds Elementary School**  
**2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

- i. Teachers utilize Amplify (ELA), Eureka (Math), SAVVAS (Pre-K), and PHD Science (Science) HQIM in alignment with district pacing guides, curriculum maps, formative assessment calendars, DOLs, and district slide decks daily to guide student instruction. DOLs are in alignment with the Lesson Objective, and data is used to inform small group instruction.
- ii. Teachers utilize: Multiple Response Strategies to gauge learning and engagement from all students to adapt instruction as need, timers to ensure effective pacing, non-verbal cues from teachers to structure routines, use of fully-aligned district resources to provide rigorous, on grade level instruction, use of digital resource "All In" to collect and track DOL data using STAAR-formatted questions, online individual intervention resources (Amira, iReady, STMath) to target deficit skills on an individual basis, daily additional intervention block built in to master schedule, and daily small group targeted instruction during content blocks.
- iii. Data is reviewed after each formative assessment by teachers during data PLC. Teachers are responsible for completing data protocol worksheet which includes a section for reteaching and formulating small groups based on target TEKS. Teachers take the data and lead students in student data conferences where they track their own formative assessment data in their leadership binders and set goals. Campus leadership team regularly reviews campus data using the comprehensive campus data tracker and uses this data in teacher coaching sessions. Teachers participate in professional development on how to collect, read, and utilize data. Teachers collect DOL data daily in their DOL trackers and use the data to help inform their small groups. Monthly RTI PLCs are held where ITR data is reviewed and students are tiered.

### Student Achievement Strengths

- i. A strength based on 2022-2023 growth and achievement data was Domain 2: Student Growth. Based on achievement data, 4th and 5th grade reading and 5th grade math were areas of strength.
- ii. The largest area of improvement from the 2021-2022 to 2022-2023 school year was achievement in 5th grade Math STAAR (Domain 1) which increased from 42% approaches in 2022 to 62% approaches in 2023. The 2022 4th grade to 2023 5th grade cohort showed a 26% increase in approaches for math. The 2022 4th grade to 2023 5th grade cohort showed a 10% increase in approaches for reading. The improvement can be attributed to a focus on student data to inform small group instruction, as well as an increase in teacher capacity for Tier 1 instruction and targeted student pull-outs performed by contracted tutors and administration.
- iii. 5th grade math and 4th grade reading both had the highest percentage of "approaches" at 62%.

### Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1:** STAAR Math (grades 3-5) showed 45% at approaches, 17% at meets and 4% at masters. This contributed to our campus receiving an F in domain 1. **Root Cause:** 3rd and 4th grade math teachers weren't equipped with understanding TEKS and were moved from primary grade levels after new hires resigned weeks before start of school. Teachers struggled with understanding TEKS and delivering high quality instruction.

**Problem of Practice 2:** STAAR Reading (grades 3-5) showed 57% at approaches, 23% at meets and 4% at masters. This contributed to our campus receiving an F in domain 1.

**Root Cause:** 3rd grade reading teacher was hired for 2nd, but moved to 3rd after new hire resigned weeks before start of school. Teacher struggled with classroom management and understanding TEKS and delivering high quality instruction.

**Problem of Practice 3:** STAAR Science (grade 5) showed 38% at approaches, 13% at meets and 3% at masters. This contributed to our campus receiving an F in domain 1. **Root Cause:** Teacher struggled with aligning TEKS with STAAR aligned instructional practices and was absent frequently due to health impairments with children.

# School Culture and Climate

## School Culture and Climate Summary

- i. Staff describe the school climate as an inclusive learning environment, collaborative, supportive, family friendly, and inclusive learning environment. Students have a sense of belonging, different cultural backgrounds, races, or ethnicities get along well at this school. Some students shared that teachers were too strict.
- ii. Students with chronic absences tardies and discipline infractions struggled academically. We noticed that students who performed at a lower level in class displayed behavior infractions in and out of the classroom. With the proper interventions, students became more confident in class and socially around peers.
- iii. In 2022-2023 our data showed that there were 4 suspensions for the school year. In 2021-2022 there were 42 suspensions.
- iv. Students and staff have a sense of belonging and they feel supported. Teachers have shared that they are appreciative of the supportive coaching practices, such as encouragement, constructive feedback, on the spot coaching and planning support given by administrators. Students feel respected by staff, safe from verbal abuse, teasing, and bullying. Students utilize the school counselor to speak with if bullying incidents occur.
- v. The data reflects that student discipline behavior may have caused some parents/students to feel unsafe in learning environments and result in a negative school climate overall. Students may have been effected academically, socially and emotionally.
- vi. The data shows that positive relationships with students and classroom management led to students' achievements. Teachers that had tight classroom systems were able to effectively teach and intervene.

## School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

In 2022-2023 our data showed that there were 4 suspensions for the school year. In 2021-2022 there were 42 suspensions. This was caused by teachers effectively conducting daily SEL lessons, utilizing peace corner, admin modeling expectations to teachers to replicate, and strong teacher capacity and presence. TEACH was utilized to coach teachers weekly on non-verbal management. Students who had extenuating discipline infractions were brought to IAT to develop a more intensive plan.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** EOY student surveys showed 72% of Classroom Teacher-Student Relationships favorable, 66% of students were favorable of Classroom Climate, and 71% of students were favorable of Classroom Rigorous Expectations. **Root Cause:** Teachers struggled with building relationships with students and providing positive reinforcement.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

i. Data reflects a need to support teachers school-wide in delivering high quality Tier I instruction through coaching and planning support. Particular areas of teacher strength are 5th Math and 5th Reading.

ii. For Fall 2023, our staff attendance rate is 97%. Staff retention rate from 2022-2023 to 2023-2024 was 49%. There was a 51% staff turnover rate between 2022-2023 and 2023-2024. To recruit highly effective staff we attended district job fairs and use a pre-scripted interview questionnaire targeted to campus needs. We also have candidates do a model lesson with our students to gauge instructional effectiveness.

iii. Preliminary data from STAAR Spring 2023 and MAP BOY Fall 2023 data, in correlation with the 4 key action items on the Campus Action Plan, are used to target professional development opportunities.

iv. Staff have attended district professional development both during preservice and fall professional development days surrounding the new HISD expectations and new curriculum. Staff have also attended campus-led professional development based on a campus needs assessment that has covered campus expectations, instructional delivery, and data. Staff also attend weekly vertical planning meetings that focus on lesson internalization and aligned planning. Implementation of learned strategies is monitored through daily spot-checks using the HISD Spot-Check form performed by campus administration. An increase in desired instructional strategies has been seen as a result in most classes. Follow-up is provided in the form of on-the-spot coaching, walkthrough feedback forms, planning and coaching session feedback, and follow-up PLCs for clarification of expectations if needed.

v. Campus leadership team conducts daily spot-observations which include on-the-spot coaching and modeling. Support is offered through weekly planning sessions, PLCs, at-bats, targeted professional development, and collaboration with TEACH to strengthen systems and routines. Leadership teams also conduct calibrated walks and provide individual support, including intensive individual planning days and taking teachers to observe exemplar teachers at other campuses.

## Staff Quality, Recruitment, and Retention Strengths

i. The teachers who were retained at Reynolds have a history of providing high-quality instruction. Reynolds recruited several high-quality instructional leaders to join the teaching staff this year (in particular, 3rd grade ELAR and 3rd grade Math teachers who were both recruited this year). A strength in our professional development practices is professional development is highly targeted to campus needs and builds on teachers pre-existing strengths.

## Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

**Problem of Practice 1:** 19 staff members resigned or transferred at the end of the 2022-2023 school year. 2 of these were effective teachers. **Root Cause:** Teachers expressed it was "too much" work and they were burnt out.

# Parent and Community Engagement

## Parent and Community Engagement Summary

- i. Parents and community members are regularly involved in linked to learning events, such as: Family Literacy Night, Math and Science Night, Open House, Student Led Conferences, and STAAR Curriculum Night.
- ii. Based on campus current and past trends, parents will attend events where scholars showcase their talents and abilities.
- iii. Barriers that prevent greater parental involvement are transportation and parent work schedules.
- iv. Counseling services, food services, extracurricular and enrichment activities are currently available for students. Parents and community members can benefit from wraparound services. Additionally, surrounding churches that have partnered with our campus provide support to transitioning families and families experiencing financial challenges.

## Parent and Community Engagement Strengths

- i. The following strengths were identified based on a review of the 2022-2023 data: Parent education events have improved the overall structure of how students view education. Family and community engagement is currently trending with increase and shows positive growth for the current school year.
- ii. Strengths of PTO are the opportunities for parents to be involved, enhancement of student activities (i.e. parents who volunteer during career day to expose students to various career choices) and parent presence that emphasizes the importance of good citizenship.

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** Currently, a major problem for our campus is establishing a functioning PTO. **Root Cause:** Why? The PTO members have challenges with adhering to the bylaws. Why? The members are also unfamiliar with the bylaws. Why? Members lack formal training in conducting meetings. Why? The majority of the members are new to volunteering in an organization. Why? The PTO is one of their first opportunities to be present and active on the campus and in the community.

# 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- 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
- Discipline records
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- 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

# Key Actions

**Key Action 1:** Increase the level of student teacher engagement, through multiple response strategies.





**Strategic Priorities:**

Expanding Educational Opportunities

**Indicator of Success 1:** Instructional Improvement

**Indicator 1:** By November 2023, 70% of teachers will receive 1 point for "adjusts instruction and activities, based on monitoring student responses, to maintain engagement) in domain 1 of T-TESS WT form and 1 point for "frequently engaging all students and using a variety of MRS strategies" in domain 3 of T-TESS WT form . This percentage increases to 95% by March 2024.

**Indicator 2:** By September 2023, annotated lesson plans will reflect at 100% stopping points for the teacher to stop at intervals during the lesson to ask a pre-planned CFU questions and use an MRS strategy to engage the students.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Progress monitoring and professional development</p> <p><b>School Leaders' Actions</b></p> <p>Principal Carter will create a walkthrough schedule for administrators. Principal Carter and the leadership team will add MRS expectations to the instructional handbook. Train teachers on the Multiple Response Strategies during district and campus professional development days. During PLC meetings, vertical team meetings, grade level meetings, and faculty meetings, administrators will model using a variety of MRS strategies to promote ongoing learning and exposure for teachers to implement in the classrooms. Conduct effective PLCs that focus on data and specific instructional strategies to improve teacher practice that leads to increased student engagement.</p> <p><b>Staff Actions</b></p> <p>Teachers will implement MRS expectations and look fors in the classroom daily with fidelity. Teachers will attend the district and campus professional development training on Multiple Response Strategies. Teachers will implement Multiple Response Strategies every 4-6 minutes during the lesson using STAAR formatted CFU questions. During PLC, teachers will engage in ongoing PD, practice (At-Bats) and implementation of Multiple Response strategies and other effective engagement strategies. Teachers will implement feedback in future lessons as addressed on each T-TESS W/T and Observation form on student engagement and on Multiple Response Strategies.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			
<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>				

**Key Action 2:** Grow staff capacity to provide the highest quality of first instruction.

**Strategic Priorities:**





Expanding Educational Opportunities

**Indicator of Success 1:** Increase in Math and Reading Performance

**Indicator 1:** 70% of teachers will receive a 5 points or higher on T-TESS W/T forms in purposeful instruction by December 2023 and 6 points or higher by May 2024.

**Indicator 2:** 30% of students will perform at the Meets level or higher on campus, district, and state assessments (STAAR) in Reading and Math.

**Indicator 3:** 75% of students will show growth on MOY NWEA, this will increase to 85% showing 1 year's growth by EOY NWEA assessment in May 2024.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Progress monitoring and professional development</p> <p><b>School Leaders' Actions</b></p> <p>Administrators and Teacher Specialist will develop an instructional block breakdown for each core content area that includes each element of the lesson cycle and time stamps. Principal Carter and the admin team will provide teachers instructional feedback weekly on lesson objective, DOL, purposeful instruction, and engagement. During vertical meetings and PLCs, the campus administration will model specific instructional strategies to assist teachers in providing more rigorous instruction. During weekly PLC and vertical meetings, the administration will facilitate At-Bats to address rigor in lesson objectives, demonstration of learning, purposeful instruction, and student engagement.</p> <p><b>Staff Actions</b></p> <p>Teachers will actively participate in instructional strategy PLCs and ongoing campus and district training. Teachers will implement taught instructional strategies and expectations in the classroom daily with fidelity. Teachers will participate in ongoing coaching sessions with administrators. Teachers will implement the instructional block breakdown and adhere to campus instructional expectations for each element of the lesson cycle. Teachers will adjust and implement instructional strategies to reflect the feedback provided by their appraiser on T-TESS W/Ts, observations, and coaching sessions. During weekly PLC and vertical meetings, the administration will facilitate At-Bats to address rigor in lesson objectives, demonstration of learning, purposeful instruction, and student engagement.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Key Action 3:** Teachers will implement Eureka lessons with fidelity in order to increase student understanding and achievement.

**Strategic Priorities:**


Expanding Educational Opportunities


**Indicator of Success 1:** Increase in Math Performance


**Indicator 1:** 70% of math classroom observations by the leadership team will reflect Eureka math implementation with fidelity based on the lesson observation tool provided by Eureka by December. This percentage will increase to 90% by May 2024.


**Indicator 2:** The percentage of students performing at the Approaches level in grades 3-5 will increase from 49% to 60%, Meets from 22% to 35%, and Masters from 5% to 20% as measured by the 2024 STAAR Math Assessment.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Progress monitoring and professional development</p> <p><b>School Leaders' Actions</b></p> <p>Administrators will attend Eureka training to familiarize themselves with the program to support teachers with implementation. Administrators will develop Eureka expectations for teachers, leaders, and students based on the curriculum training. Principal Carter will schedule Eureka walks to determine trends and next steps for leaders and teachers. Administrators will conduct effective PLCs that focus on Eureka specific instructional strategies. Ms. Proctor will lead weekly vertical meetings that focus on lesson internalization, DOL and data driven purposeful instruction. Administration will conduct weekly Eureka coaching sessions and provide feedback using the lesson observation tool. Principal Carter and Ms. Proctor will review lesson plan annotations weekly for customization and MRS strategies (at least every 4-6 minutes per lesson).</p> <p><b>Staff Actions</b></p> <p>Math teachers will actively participate in instructional strategy PLCs, vertical meetings, open labs, and ongoing campus and district training. Teachers will implement Eureka instructional strategies and expectations in the classroom daily with fidelity according to Campus Eureka expectations as outlined in the handbook. Teachers will internalize Eureka lessons weekly and submit annotations to administrators every Wednesday by 4:30pm for review of MRS and customization. Teachers will participate in weekly coaching sessions with administrators to discuss effectiveness of implementation and student outcomes.</p>	Formative			Summative
	Feb	Mar	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Key Action 4:** Increase the academic performance of special education students in reading and math.

**Strategic Priorities:**





Increasing Organizational Efficiency

**Indicator of Success 1:** Mid-Year Goals Growth

**Indicator 1:** 85% of special education students will meet their mid-year goals as measured by their IEP and progress monitoring, this percentage will increase to 90% by their annual ARD in spring 2024.

**Indicator 2:** 50% of special education resource students will show growth on MOY NWEA, this will increase to 60% showing 1 year's growth by EOY NWEA assessment in May 2024.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Progress monitoring and professional development</p> <p><b>School Leaders' Actions</b></p> <p>Principal Carter will share special education training offered by the district to special education teachers to ensure teachers are abreast of best instructional strategies. Principal Carter will review all IEPs and monitor each students' progress. Principal Carter will conduct monthly meetings with all special education teachers to discuss students' progress, ARDS, trainings, and compliance concerns. Principal Carter will conduct weekly meetings with SPED Chairperson, Mrs. Matthews. Principal Carter will serve as the administrator for all ARDS and will attend ARDS for all Pk-5 students. The Special Education Chairperson will create an ARD calendar for all special education students, which will be reviewed by Principal Carter. Principal Carter will create expectations for SPED Chairperson to ensure all pertinent information is shared with general education and special education teachers in a timely manner.</p> <p><b>Staff Actions</b></p> <p>Special education teachers must attend mandatory SPED trainings, implement all instructional strategies, and adhere to all district and state mandates and policies. All special education teachers will ensure students are being progress monitored in a timely manner and according to the district's timeline. Special education teachers will not only provide general education teachers with students' IEPs but will train general education teachers on how to read the document. Chairperson will conduct SPED meeting the Monday following all monthly SPED chairperson meetings to keep the department up to date. Special education teachers will meet all compliance deadlines. Special education teachers will adhere to the campus ARD calendar.</p>	Formative			Summative
	Feb	Mar	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

# State Compensatory

## Budget for 225 Reynolds Elementary School

**Total SCE Funds:** \$54,112.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

-In school and afterschool tutorials, focusing on reading math, are funded through SCE (HB4545) for students that failed STAAR and Tier 2/3 students. -Amira reading intervention program was purchased for all K-5 students. -Texas A+ Tutoring Service for 3rd-5th grade students in reading and math. -All In Learning- Online testing platform for reading. math, and science

# Title I

## 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was developed by campus administration.

There is a delay in the issuance of TEA 2023 A-F Accountability Ratings. However, it is projected that Reynolds will have an overall B rating for the 2022-2023 school year.

Here is a list of our SMART Goals for the 2023-2024 school year:

- By the end of the 2023-2024 school year, the percentage of 3rd-5th grade students in Reading meeting Approaches will increase from 57% to 70%, Meets from 23% to 35%, and Masters from 7% to 20%.
- By the end of the 2023-2024 school year, the percentage of 3rd-5th grade students in Math meeting Approaches will increase from 45% to 60%, Meets from 17% to 30% and Masters from 4% to 15%.
- By the end of the 2023-2024 school year, the percentage of 2nd-5th grade students showing at least 10% growth on MAP Reading will be 70%.
- By the end of the 2023-2024 school year, the percentage of 1st-5th grade students showing at least 10% growth on MAP Math will be 70%.
- By the end of the 2023-2024 school year, student attendance will increase from 88.6% to 98.0%.
- By the end of the 2023-2024 school year, PTO will have 15 active members.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed with the involvement of parents, staff members, and community stakeholders during the SDMC meeting on September 13, 2023.

## 2.2: Regular monitoring and revision

We will monitor the progress of our Campus Improvement Plan by:

- administrative instructional walk-throughs and observations with coaching and feedback
- weekly calibrated walks by campus administration
- weekly PLCs with classroom teachers addressing Tier 1 instruction and RTI
- weekly vertical planning meetings for reading and math teachers
- monthly data dives with classroom teachers
- weekly lesson plan feedback provided by administrators
- daily attendance reports provided by the SIR

If the strategies need revision to meet the goals set in our Campus Improvement Plan, this will be done during coaching sessions, weekly vertical planning meetings, PLCs, and weekly leadership meetings.

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



The Campus Improvement Plan is available to parents in the following locations:

- Campus Website
- Front Office
- Title I Crate

The Campus Improvement Plan was made available to parents by:

- PDF via Class Dojo
- During Parent Meetings
- Printed (Available Upon Request)

We provide the Campus Improvement Plan to parents in the following language(s):

- English
- Spanish

## **2.4: Opportunities for all children to meet State standards**

Opportunities for all students to meet State standards include these school-wide reform strategies:

- Daily intervention block outside of core-content blocks embedded in the master schedule (60 minutes daily)
- Daily implementation of small group intervention to meet the needs of all students
- School-wide focus on using Multiple Responses Strategies to increase student engagement, check for understanding, and differentiate
- In-school tutoring provided by consultants and volunteers
- After-school tutorials provided by classroom teachers
- Wraparound Specialist providing student services and supports for all students
- Counselor providing SEL support for all students

## **2.5: Increased learning time and well-rounded education**

Ways we increase learning time for students include:

- Implementation of tight transition, consistent daily instructional schedules and master schedules
- Promoting daily attendance through school-wide attendance incentives
- In-school tutoring provided by consultants and volunteers
- after-school tutorials provided by classroom teachers

Ways we ensure a well-rounded education include:

- in school field lessons

- objective driven field trips
- daily enrichment classes (music, technology, physical education, library)
- implementation of Leader in Me SEL education
- implementation of Character Counts SEL education

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

An important campus focus is on school-wide reform strategies that provide opportunities for all student, particularly those students who are at risk of not meeting the 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:

- increase the level of student engagement through the use of Multiple Response Strategies
- Build teacher capacity in their content and instructional areas
- Grow staff capacity to provide the highest quality of first instruction (Tier 1 instruction) in all content areas
- Increase the academic performance of special education students in Reading and Math
- Implement Eureka and Amplify lessons with fidelity to increase student understanding and achievement
- Facilitate small group instruction based on DOLs and assessment data

## **3.1: Annually evaluate the schoolwide plan**

The following data was reviewed to evaluate the school-wide program to determine its effectiveness in addressing major problem areas and in increasing student achievement:

- STAAR Results
- TELPAS Results
- Campus Based Assessments Reports
- District Based Assessments Reports
- Attendance Reports

## **4.1: Develop and distribute Parent and Family Engagement Policy**

The following individuals assisted with the development of the Parents and Family Engagement Policy:

Tyisha McCray - Parent

Carnesha Franklin - Parent

Addie Edwards - Parent

Roda Jackson - Teacher

Ingrid Matthews - Teacher

Lawanna Pierce - Teacher

Rhonda Pickett - Non-Instructional Staff Member

Marlon Johnson - Business Member

Diane Levy - Community Member

Pervis Hall - Community Member

Renesiaha Carter - Principal

Erika Mahoney - Assistant Principal

Jeanitra Proctor - Teacher Specialist

Jasmine Bocard - Counselor

Alicia Adams - Media Services Specialist

The Parent and Family Engagement Policy was made available to parents by:

- PDF via Class Dojo
- PDF via Campus Website
- During Parent Meetings
- Printed (Available Upon Request)

The languages in which the Parent and Family Engagement Policy was distributed include:

- English

Strategies to increase Parents and Family Engagement include:

- Incentives for 100% parent enrollment on Class Dojo
- Multiple parent meeting dates and times scheduled
- Scheduled parent engagement nights such as Open House, Math and Science Night, and Literacy Night
- Outreach by Wraparound Specialist

## **4.2: Offer flexible number of parent involvement meetings**

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

Meeting 1A: October 2, 2023

Meeting 1B: October 4, 2023

Meeting 2A: November 2023

Meeting 2B: November 2023

Meeting 3A: January 2023

Meeting 3B: January 2023

Meeting 4A: March 2023

Meeting 4B: March 2023

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

Please see Title1Crate for the following documentation.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Raichelle Lloyd	ESL Teacher (5th Math)		100%