

Denison Independent School District
Houston Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

The mission of the Denison Independent School District is to ensure quality learning for all students...so that upon graduation they will be prepared to assume the roles and responsibilities of productive adult citizens in our society.

Our Vision at Houston is to teach all student to BARK:

Be Respectful

Act Responsibly

Reach Your Goals

Keep it Kind

Vision

Our Vision at Houston is to teach all student to BARK:

Be Respectful

Act Responsibly

Reach Your Goals

Keep it Kind

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 4
 - School Processes & Programs 5
 - Perceptions 6
- Priority Problem Statements 7
- Comprehensive Needs Assessment Data Documentation 8
- Goals 10
 - Goal 1: Every employee of the district will work to provide quality learning experiences for student success. 11
 - Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions. 24
 - Goal 3: Provide a safe and orderly school climate that is conducive to learning. 27
 - Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district. 29
- State Compensatory 34
 - Budget for Houston Elementary School 35
 - Personnel for Houston Elementary School 35
- Title I Personnel 35
- Addendums 36

Comprehensive Needs Assessment

Demographics

Demographics Summary

Houston Elementary serves approximately 250 students in EE-4th grade. Houston serves 4 Pre-K classes. Two of those pre-k classrooms are a collaborative setting, with approx half of the students having special needs. The campus population consists of 10.9% African American students, 13.2% Hispanic students, and the white population is currently 73%. Houston serves a very high number of families that are economically disadvantages, near 83%. The mobility rate is high as well.

Demographics Strengths

95% of our teachers have their ESL endorsement certification to work with our ELL population.

The Parent Involvement Coordinator works closely with famililes to improve attendance and educate them on the value of school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rate for students is slowly declining. **Root Cause:** Lack of significant consequences for truancy.

Student Learning

Student Learning Summary

	3rd Reading	3rd Math	4th Reading	4th Math	4th Writing
2020-2021	63%	71%	77%	84%	60%
2019-2020	COVID	COVID	COVID	COVID	COVID
2018-2019	86%	74%	71%	71%	58%
2017-2018	79%	72%	76%	75%	66%
2016-2017	83%	85%	71%	57%	61%
2015-2016	58%	69%	73%	57%	55%

The data for meeting the state standard (approaches) was analyzed above. The previous five years of student achievement data was analyzed, as well as the data on students not getting to the "MEETS" level on state accountability, specifically in Domain III / Closing the Gaps

Student Learning Strengths

4th grade Reading and Math STAAR scores showed an increase from two years ago.

3rd grade Math stayed fairly consistend and held thier own from 2 year old data. (COVID).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 58% of 3rd and 4th grade students did not meet grade level standard on STAAR Reading Exams in 2019. **Root Cause:** Past emphasis has been placed on the Approaches level expectation on STAAR Exams.

Problem Statement 2: 57% of 3rd and 4th grade student did not meet grade level standard on the STAAR Math Exams. **Root Cause:** Past emphasis has been placed on the Approaches level expectation on STAAR Exams.

School Processes & Programs

School Processes & Programs Summary

Houston Elementary has established high expectations for student success and an acceptance to those with learning differences or challenges. Students are viewed as individuals, each with their own set of needs. Every staff member works together to help a student achieve to their fullest potential. PLC teams meet weekly to analyze data, plan for instruction, adjust for student needs, and grow as professionals. As a campus we had the opportunity to visit the Ron Clark Academy a couple of summers ago. From that visit, we determined that additional strategies need to be implemented to raise our expectations of our students and communicate our confidence in our students.

At the end of each 9 weeks, the campus holds a Bulldog Bash to celebrate the accomplishments and successes of the students. Parents look forward to attending these events. We have great parent participation for these events. We feel like it's important to stop and recognize individual student successes. We will be starting the school year holding these events virtually.

PBIS is implemented throughout the campus

The average years of experience for Houston teaching staff is 13.5 years and remains fairly stable. Recruiting and retaining high quality staff members is not only a district goal but also a goal for Houston Elementary School. This past year we had two teacher retirements.

Various foundations and partnerships provide resources which support our students and their families. They also provide opportunities for teachers to write grants for items they need in their classroom. The number of active Houston PTO members has increased this year and many parents have taken active roles in the organization. Community members also take an active roles within the school by reading to classes and visiting the campus.

Perceptions

Perceptions Summary

High expectations for student success are the basis for decisions made at Houston. A clear focus on student achievement has been established by the implantation of professional learning communities. Time is designated PLCs. Teachers learn to analyze data, plan for instruction, adjust for student needs, and grow as professionals---all supported by principals and central office. There is an unyielding commitment to collaboration as an avenue for continuous improvement.

As a result of the COVID pandemic, we developed a Safe Return to School Plan that is aligned to TEA and CDC guidelines. Communication efforts are strong within the school as well as with stakeholders outside of the district, and it is two-way and on-going. The school regularly notifies community members and others through web sites, newsletters, Twitter, Remind, Blackboard Connect, emails, etc. There is a focus on student success.

City-wide support for the district and campus is tremendous. Multiple partnerships and foundations give millions of dollars for resources and facilities renovation. Organizations, clubs and individuals give annually so that the district can provide a quality education for all students.

Parents are vital stakeholders who actively participate in campus level decision-making.

Perceptions Strengths

There is a tremendous amount of support from our parents, community members, and foundations. We have a Book Fair during Texas Public Schools Week to encourage family involvement. Last year we added a Fall Festival to encourage families to engage with our staff. This was a great success. Our PTO provides funds to make field trips possible for all our students. Examples of strengths: Parent surveys, Church support, Backpacks with food for the weekends, school supplies, eye glasses, individual donations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff, students, and families need support and resources that will enable them to cope with the ever-changing demands of COVID-19. **Root Cause:** COVID-19 changed the landscape of education and day-to-day activities.

Problem Statement 2: Staff, students, families need reminders of our core beliefs and vision for the campus. **Root Cause:** Not everyone shares the same common language and vision for the campus.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 1: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2022 STAAR .





Targeted or ESF High Priority

Evaluation Data Sources: Domain 1: Student Achievement Report

Domain 2: Student Progress

Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct professional development session on how to use data sources to drive future instruction. Strategy's Expected Result/Impact: Teachers will gain data interpretation skills that will enable them to target individual student needs as measured by the utilization of data sources in weekly PLC discussions Staff Responsible for Monitoring: Principal, Teachers, Curriculum Department Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Require teachers to post daily objectives in kid friendly terms for every lesson Strategy's Expected Result/Impact: Students will know the goal and mastery level for each lesson as measured by student/principal discussions during walk throughs. Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher teams will plan, develop and deliver highly engaging, purposeful lessons with proper rigor to address "meets" level of STAAR exams Strategy's Expected Result/Impact: Students will experience necessary rigor and learning will increase as measured by performance on common assessments and benchmarks Staff Responsible for Monitoring: Principal, Teachers, and Reading Interventionist. ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 4 Details	Reviews			
<p>Strategy 4: PLCs will analyze common assessment and benchmark data to determine which students have mastered at the "meets" level</p> <p>Strategy's Expected Result/Impact: Teachers will identify which students have and have not mastered essential material by examining data reports</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Develop a systematic approach that utilizes differentiated instruction during "Bulldog Time" and/or before or after school tutoring to meet the needs of every learner</p> <p>Strategy's Expected Result/Impact: Ensure that every student's learning needs are met as measured by growth on common assessments and benchmarks</p> <p>Staff Responsible for Monitoring: Principal, All staff, contracted tutors.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize Curriculum Coordinators as Instructional Coaches for teachers who need to grow instructional practices</p> <p>Strategy's Expected Result/Impact: Improve instructional practice as measured by T-TESS evaluations and walkthrough data.</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Coordinators, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Encourage teachers to incorporate emerging technology in their lesson design.</p> <p>Strategy's Expected Result/Impact: Student learning will improve.</p> <p>Staff Responsible for Monitoring: Teachers/Principal/Director of Technology</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 2: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2022 STAAR Reading.

Evaluation Data Sources: Domain 1: Student Achievement Report
 Domain 2: Student Progress
 Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct professional development session on how to use data sources to drive future instruction. Strategy's Expected Result/Impact: Teachers will gain data interpretation skills that will enable them to target individual student needs as measured by the utilization of data sources in weekly PLC discussions Staff Responsible for Monitoring: Principal, Teachers, Curriculum Department Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Review campus expectations regarding the lesson cycle in Faculty Meeting and Weekly PLCs Strategy's Expected Result/Impact: Teachers will begin to incorporate effective hooks, higher order thinking skills questions, engaging lesson design qualities and creative exit tickets as measured by documentation in teacher lesson plans and walkthroughs Staff Responsible for Monitoring: Principal and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Require teachers to post daily objectives in kid friendly terms for every lesson Strategy's Expected Result/Impact: Students will know the goal and mastery level for each lesson as measured by student/principal discussions during walk throughs. Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Teacher teams will plan, develop and deliver highly engaging, purposeful lessons with proper rigor to address "meets" level of STAAR exams Strategy's Expected Result/Impact: Students will experience necessary rigor and learning will increase as measured by performance on common assessments and benchmarks Staff Responsible for Monitoring: Principal, Teachers, and Reading Interventionist. Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Teachers will write and utilize daily exit tickets to monitor student learning Strategy's Expected Result/Impact: Teachers will receive immediate feedback on level of student learning as measured by information gathered from exit tickets Staff Responsible for Monitoring: Principal and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: PLCs will analyze common assessment and benchmark data to determine which students have mastered at the "meets" level Strategy's Expected Result/Impact: Teachers will identify which students have and have not mastered essential material by examining data reports Staff Responsible for Monitoring: Principal and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Develop a systematic approach that utilizes differentiated instruction during "Bulldog Time" and/or before or after school tutoring to meet the needs of every learner Strategy's Expected Result/Impact: Ensure that every student's learning needs are met as measured by growth on common assessments and benchmarks Staff Responsible for Monitoring: Principal, All staff, contracted tutors. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: Utilize Curriculum Coordinators as Instructional Coaches for teachers who need to grow instructional practices Strategy's Expected Result/Impact: Improve instructional practice as measured by T-TESS evaluations and walkthrough data. Staff Responsible for Monitoring: Principal, Curriculum Coordinators, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
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Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 3: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2022 STAAR Mathematics.

Evaluation Data Sources: Domain 1: Student Achievement
 Domain 2: Student Progress
 Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct professional development session on how to use data sources to drive future instruction. Strategy's Expected Result/Impact: Teachers will gain data interpretation skills that will enable them to target individual student needs as measured by the utilization of data sources in weekly PLC discussions Staff Responsible for Monitoring: Principal, Teachers, Curriculum Department Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Require teachers to post daily objectives in kid friendly terms for every lesson Strategy's Expected Result/Impact: Students will know the goal and mastery level for each lesson as measured by student/principal discussions during walk throughs. Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher teams will plan, develop and deliver highly engaging, purposeful lessons with proper rigor to address "meets" level of STAAR exams Strategy's Expected Result/Impact: Students will experience necessary rigor and learning will increase as measured by performance on common assessments and benchmarks Staff Responsible for Monitoring: Principal, Teachers, and Reading Interventionist. Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will write and utilize daily exit tickets to monitor student learning Strategy's Expected Result/Impact: Teachers will receive immediate feedback on level of student learning as measured by information gathered from exit tickets Staff Responsible for Monitoring: Principal and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 5 Details	Reviews			
<p>Strategy 5: PLCs will analyze common assessment and benchmark data to determine which students have mastered at the "meets" level</p> <p>Strategy's Expected Result/Impact: Teachers will identify which students have and have not mastered essential material by examining data reports</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Develop a systematic approach that utilizes differentiated instruction during "Bulldog Time" and/or before or after school tutoring to meet the needs of every learner</p> <p>Strategy's Expected Result/Impact: Ensure that every student's learning needs are met as measured by growth on common assessments and benchmarks</p> <p>Staff Responsible for Monitoring: Principal, All staff, contracted tutors.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Utilize Curriculum Coordinators as Instructional Coaches for teachers who need to grow instructional practices</p> <p>Strategy's Expected Result/Impact: Improve instructional practice as measured by T-TESS evaluations and walkthrough data.</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Coordinators, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Utilize outdoor learning space for math opportunities for large muscle, kinesthetic math activities.</p> <p>Strategy's Expected Result/Impact: The learning space will be utilized to teach math lessons and activities. Learning will be measured by data on Imagine Math graphs, common assessments and benchmark data.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
<p>Strategy 9: Visit other campuses with similar demographics to Houston to gain ideas to strengthen our learning environment.</p> <p>Strategy's Expected Result/Impact: Apply different strategies from visit to impact instruction.</p> <p>Staff Responsible for Monitoring: Principal Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 10 Details	Reviews			
<p>Strategy 10: Provide additional supplemental math software to support all learners to strengthen math skills.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students getting to "meets" standard on STAAR tests.</p> <p>Staff Responsible for Monitoring: Classroom Teacher Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 4: English learners (ELs) will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2022 STAAR.

- Evaluation Data Sources:** 1. STAAR
2. Tejas Lee Reading Assessment
3. TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Utilize Curriculum Coordinators as Instructional Coaches for teachers who need to grow instructional practices Strategy's Expected Result/Impact: Improve instructional practice as measured by T-TESS evaluations and walkthrough data. Staff Responsible for Monitoring: Principal, Curriculum Coordinators, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide materials to meet the needs of the LEP students. Strategy's Expected Result/Impact: Materials purchased Staff Responsible for Monitoring: Director of Special Programs, Director of Instruction, Campus Principal, Textbook Coordinator	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Continue to encourage teachers to obtain ESL certification. Strategy's Expected Result/Impact: More ESL certifications Staff Responsible for Monitoring: Director of Special Programs, Director of Instruction, Campus Principal, Textbook Coordinator	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Provide notification in English and in Spanish for Pre-K notification and Parents' Right to Know (home language survey). Strategy's Expected Result/Impact: Completed documents Staff Responsible for Monitoring: Director of Special Programs, Director of Instruction, Bilingual Staff	Formative			Summative
	Nov	Jan	Mar	May
<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>				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 5: The percentage of 3rd grade students who meet or master grade level in reading will increase from 40% to 47% by May 2022. (Five year goal 2024 = 55%)


Evaluation Data Sources: Domain 1: Student Achievement


Strategy 1 Details	Reviews			
<p>Strategy 1: Assess and monitor the reading level and progress of each student in PK through 2nd grade using a district approved standardized instrument. Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel.</p> <p>Strategy's Expected Result/Impact: CIRCLE progress monitoring results and iStation results are used to guide instruction. PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth.</p> <p>Staff Responsible for Monitoring: PK-2nd grade teachers, Principals, Curriculum Coordinators, Director of Instruction, Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training to campus principals and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons.</p> <p>Strategy's Expected Result/Impact: Professional development and training agendas, sign in sheets, and notes. Lesson plans evaluated for rigor.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Principals, Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Improve balanced literacy instruction by offering principals and teachers the opportunity to engage with instructional coaches and participate in peer modeling experiences.</p> <p>Strategy's Expected Result/Impact: Coaching session minutes and notes, evaluation forms.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide focused training and specific resources for families to engage them in the education and improvement of reading skills of their children.</p> <p>Strategy's Expected Result/Impact: Meeting/session agendas and notes, Parent surveys/feedback forms,</p>	Formative			Summative
	Nov	Jan	Mar	May


improved reading scores.

Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Parents, Teachers

Title I Schoolwide Elements: 2.4, 2.6

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 6: Enhance students' technology skills and abilities.

- Evaluation Data Sources:** 1. Teacher lesson plans
 2. Student work samples
 3. Technology course gradebook

Strategy 1 Details	Reviews			
Strategy 1: Review the state expectations for technology skills by grade level. Strategy's Expected Result/Impact: Attendance Records Staff Responsible for Monitoring: Campus Principal Technology Director	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide time for elementary students to master and apply technology skills to learning assignments. Strategy's Expected Result/Impact: Student Products Staff Responsible for Monitoring: Classroom Teacher Campus Principal	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Evaluate students' abilities at the end of the school year. Strategy's Expected Result/Impact: End of Year Report Staff Responsible for Monitoring: Classroom teachers Campus Principal	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Engage learners through the use of technological tools to access, create and share content as well as collaborate with other learners throughout the world. Strategy's Expected Result/Impact: Student products, Lesson plans Staff Responsible for Monitoring: Director of Technology Curriculum Department Classroom teachers Campus Principal	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide mobile technology to students and teachers to access, share, create, collaborate, and accelerate skills and knowledge.</p> <p>Strategy's Expected Result/Impact: Student Products, Improved student performance scores. Increased % of students at "meets" level.</p> <p>Staff Responsible for Monitoring: Director of Technology Director of Special Programs Campus Principal</p> <p>Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide technology training to teachers so that skills can be embedded into instructional design.</p> <p>Strategy's Expected Result/Impact: Engaging lessons that have students using technology.</p> <p>Staff Responsible for Monitoring: Director of Instruction Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.





Performance Objective 7: Instill confidence in our students of their capability of achieving at high standards.

Targeted or ESF High Priority

Evaluation Data Sources: Celebration Boards

Benchmark data

Framed Pictures as Reminders





Strategy 1 Details	Reviews			
Strategy 1: Create bulletin boards and chart student progress. Strategy's Expected Result/Impact: Increase student results on benchmarks/STAAR. Staff Responsible for Monitoring: Teachers, Counselor, Principal ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Create a wall in the office for students to sign when meeting a classroom goal. Strategy's Expected Result/Impact: Increased confidence. Increased academic results. Staff Responsible for Monitoring: Teacher, Principal ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Display student pictures of engaging activities in the hallway. Strategy's Expected Result/Impact: Increased confidence. Increased academic results. Staff Responsible for Monitoring: Teachers, Counselor, Principal. ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Display positive quotes and pictures of staff to motivate our students. Strategy's Expected Result/Impact: Increased Confidence Increased academic results. Staff Responsible for Monitoring: All staff ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
<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>				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 8: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 34% to 49% by May 2022. (Five year goal 2024=57%)

HB3 Goal

Evaluation Data Sources: Domain I Student Achievement





Strategy 1 Details	Reviews			
<p>Strategy 1: Assess and monitor the math performance level and progress of each student in PK through 2nd grade using a district approved standardized instrument. Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel.</p> <p>Strategy's Expected Result/Impact: Image Math Blueprints is used to guide instruction. PLC notes and lesson plans identify specific instructional strategies. Assessments results show student growth.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training to teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons.</p> <p>Strategy's Expected Result/Impact: Teachers will be knowledgeable of current expectations for their students. Lesson plans will be specifically designed to meet students' needs based on data and will be developed with a focus on the inclusion of rigorous activities.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.5 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Improved mathematics instruction by offering principals and teachers the opportunity to engage with instructional coaches and participate in peer modeling experiences.</p> <p>Strategy's Expected Result/Impact: Improvement in numeracy and fluency skills will be evident with focused instruction in math.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Principal</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide focused training and specific resources for families to engage them in the education and improvement of numeracy skills of their children.</p> <p>Strategy's Expected Result/Impact: Math scores will improve.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Parents, Teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 1: Percent of students receiving PEIMS disciplinary placements will decrease.

Evaluation Data Sources: PEIMS Discipline Data for 2020-21





Strategy 1 Details	Reviews			
Strategy 1: Continue to promote Kindness and Compassion across the campus. Strategy's Expected Result/Impact: Documented Activities Discipline Records Universal Screener Staff Responsible for Monitoring: Director of Special Programs, Campus Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide students the information and support that enable them to take responsibility for their own learning. Strategy's Expected Result/Impact: Copies of documents. Staff Responsible for Monitoring: Counselor, Teachers, Principal	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Implement District RTI Behavior procedures. Strategy's Expected Result/Impact: RTI Referral Packets and data. Staff Responsible for Monitoring: Director of Special Education, Principal.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Inform all students, parents, guardians, and staff of the expected behavior as stated in the District/Campus Code of Conduct. Strategy's Expected Result/Impact: Signed letters Staff Responsible for Monitoring: Principal and classroom teachers.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Continue Positive Behavior Initiative and Support (PBIS) Strategy's Expected Result/Impact: Discipline Records PBIS data Staff Responsible for Monitoring: PBIS Team Principal Counselor All teachers and support staff	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide visual reminders for students stating our mission to: Be Respectful, Act Responsibly, Reach your goals, and Keep it Kind.</p> <p>Strategy's Expected Result/Impact: Students will be able to share with others our mission.</p> <p>Staff Responsible for Monitoring: All Houston staff</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 2: Overall student attendance for all students will remain at 95% or better.

Evaluation Data Sources: Texas Academic Performance Report (TAPR) and PEIMS attendance reports.





Strategy 1 Details	Reviews			
Strategy 1: Maintain nurse, parent involvement coordinator and counseling services. Strategy's Expected Result/Impact: Employment Records Staff Responsible for Monitoring: Assistant Superintendent of Administration, Principal, Director of Special Programs, Director of Special Education.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide parent training. Strategy's Expected Result/Impact: Minutes from meetings. Staff Responsible for Monitoring: Counselor Parent Involvement Coordinator Principal Title I Schoolwide Elements: 3.1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Improve attendance by monitoring and collaborating with parent, teachers, and school administrators. Strategy's Expected Result/Impact: Student attendance records, List of parents/students referred to justice court. Staff Responsible for Monitoring: Assistant Superintendent of Administration, Campus Principals, Parent Involvement Coordinator. Title I Schoolwide Elements: 3.1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Recognize those students with perfect attendance at Bulldog Bash celebrations as well as Student of the Week recognition (perfect attendance is required to be nominated for Student of the Week). Strategy's Expected Result/Impact: AEIS Attendance Data Staff Responsible for Monitoring: Teachers Counselors Principal	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 1: Provide a safe campus environment.

Evaluation Data Sources: District/Campus Safety Plans, emergency drills documentation, discipline records

Strategy 1 Details	Reviews			
Strategy 1: Evaluate, revise, and implement the District and Campus Emergency Operation Plan. Strategy's Expected Result/Impact: District and Campus Emergency Plans. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Educate and monitor minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. Strategy's Expected Result/Impact: Online Safety Documents Staff Responsible for Monitoring: Director of Technology Principal Counselor Classroom Teacher	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Educate staff, parents and students on conflict resolution and bullying prevention policies and procedures. Strategy's Expected Result/Impact: Copies of fliers and information shared with parents. Staff Responsible for Monitoring: Director of Special Programs Counselors Principal Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Annually train and inform staff, student, and parents regarding sexual abuse, sex trafficking, and other maltreatment. Strategy's Expected Result/Impact: Board Policy, Campus Improvement Plans, Presentation, Sign-In Sheets Staff Responsible for Monitoring: Assistant Superintendent for Administration. Director of Special Programs Director of Instruction	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Maintain, provide, and communicate to all stakeholders an effective Discipline Management Plan that includes unwanted physical or verbal aggression. Strategy's Expected Result/Impact: Board Policy, Campus Improvement Plans, Student Handbooks, Sign-In Sheets from sessions. Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs.	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide Suicide Prevention training and notification procedures for counselors, teachers, nurses, administrators, and all other staff who regularly interact with students.</p> <p>Strategy's Expected Result/Impact: Sign-In Sheets</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs, Director of Instruction, Campus Administrators.</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Classroom Guidance Lessons</p> <p>Strategy's Expected Result/Impact: Discipline Records PBIS Data Schedules Lesson Plans</p> <p>Staff Responsible for Monitoring: Counselor Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Organize procedures for a safer drop-off and pick-up zones on campus</p> <p>Strategy's Expected Result/Impact: Campus Safety Records Safety Letters to Parents Encourage parents to have their students be a "car rider" at dismissal.</p> <p>Staff Responsible for Monitoring: Principal Campus Improvement Team Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
<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>				





Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 1: Improve parent and school communication.

Evaluation Data Sources: Campus parent involvement documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent notification will be sent for students being placed on Tier II or Tier III for remediation. Strategy's Expected Result/Impact: Copies of Letters. Notification will keep parents informed and the placement will allow for specialized instruction to assist with remediation of skills. Staff Responsible for Monitoring: Principal Classroom Teachers Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent letter will be sent for students identified as At-Risk in reading and math. Strategy's Expected Result/Impact: Copies of Letters Staff Responsible for Monitoring: Director of Special Programs Principal Counselors Classroom teachers Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Meetings will be conducted with parents and teachers of students with autism. Strategy's Expected Result/Impact: Meeting Minutes and attendance records. Staff Responsible for Monitoring: Director of Special Education Diagnosticians Principal Counselor</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Meetings will be conducted with parents of students with emotional needs. Strategy's Expected Result/Impact: Meeting Minutes and attendance records. Staff Responsible for Monitoring: Director of Special Education Diagnosticians Principal Counselor.</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct activities that provide parents the opportunity to plan an active role in their student's learning experiences-strengthening ties between home and school.</p> <p>Strategy's Expected Result/Impact: Meeting Minutes and record of attendance.</p> <p>Staff Responsible for Monitoring: Principal Counselor Classroom Teachers Director of Special Programs</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Communicate information via Remind 101, Twitter and the School Website.</p> <p>Strategy's Expected Result/Impact: Rapid response time and effective communication.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Instruction Director of Public Relations Director of Special Programs Principal</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Translate documents in the home language of each child.</p> <p>Strategy's Expected Result/Impact: Translated Documents. This will provide better communication with all families.</p> <p>Staff Responsible for Monitoring: Central Administration DISD Public Relations Principal</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Continue to utilize the automated calling system for emergency situations.</p> <p>Strategy's Expected Result/Impact: Logs of calls</p> <p>Staff Responsible for Monitoring: Central Administration DISD Public Relations Office</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide access to student's grades online with the Gradebook Home Portal.</p> <p>Strategy's Expected Result/Impact: Online Gradebook provides information to parents about student progress.</p> <p>Staff Responsible for Monitoring: Central Administration DISD Public Relations Office Principal</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 10 Details	Reviews			
Strategy 10: Distribute information from the DISD Public Information Office in both print and online forms. Strategy's Expected Result/Impact: Copies of fliers, Spotlights on Education, etc. Keeping parents informed about school activities and important dates. Staff Responsible for Monitoring: DISD Public Relations Office	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.





Performance Objective 2: Develop parents' skills and capacity to be leaders at home, at school, and in the community.

Evaluation Data Sources: District and Campus decision making committee sign in sheets/meeting minutes and Family Engagement activity sign in sheets/meeting minutes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Assist preschool children in the transition from early childhood programs to kindergarten. Strategy's Expected Result/Impact: Transitions will go smoothly for students and parents. Staff Responsible for Monitoring: Central Administration Principal Title I Schoolwide Elements: 3.1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Assist students in transition from grade 4. Strategy's Expected Result/Impact: Transitions between campuses will go smoothly for students and parents. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Employ Campus Parent Involvement Coordinators to work with parents of pre-school through fourth grade on strategies to support their children academically, socially, and emotionally. Strategy's Expected Result/Impact: Better communication will be established between the campus and the home to help with student success. Staff Responsible for Monitoring: Director of Special Programs Parent Involvement Coordinator Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide focused training and specific resources for families to engage them in the education and improvement of reading skills of their children. Strategy's Expected Result/Impact: Families utilize at least one additional resource which can be used to improve the reading level of their children. Staff Responsible for Monitoring: Director of Special Programs Director of Instruction Campus Parent Involvement Coordinator Principal Teachers Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	May
<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>				

Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 3: Coordinate services to support the enrollment, attendance, and success of all children and youth.

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify needs of homeless children.</p> <p>Strategy's Expected Result/Impact: Insure all students have an opportunity to learn, regardless of their circumstances.</p> <p>Staff Responsible for Monitoring: Director of Special Programs Principal Counselor</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide services to homeless children.</p> <p>Strategy's Expected Result/Impact: Insure all students have an opportunity to learn, regardless of their circumstances.</p> <p>Staff Responsible for Monitoring: Director of Special Programs Principal Counselor</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Houston Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Houston Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jennifer Chapman	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Chapman	Teacher	Interventionist	1.0
Marian Evans	Support Staff	Support Staff	1.0
Nikki McCrary	Technology and Parent Engagement		.5

Addendums