

Houston Independent School District

158 Garden Villas Elementary School

2022-2023 Campus Improvement Plan



Mission Statement

We will provide scholars with rigorous instruction intergrated through arts and academics; foster safe and engaging learning environments; and develop critical thinking skills through authentic learning experiences.

Vision

Every student will be at or above grade level in reading and mathematics by the end of second grade.

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Board Goals

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

Goal 1: By the end of the 2022- 2023 school year, the percentage of students scoring in the Meets Grade Level Standard on STAAR Reading will increase 3 points to 36%.

Strategic Priorities:

Transforming Academic Outreach

Measurable Objective 1: Teachers will prove their capacity to use data to drive instruction.

Evaluation Data Sources: CFUs, Campus Based Assessments, Exit Tickets, TEA Interim, HFWE, STAAR, R360, Benchmark Running Records

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize Lead4Ward to develop checks for understanding that are aligned to lesson objectives. Strategy's Expected Result/Impact: Campus goals for reading are met and/or exceeded. Staff Responsible for Monitoring: Tealisha Riley, Kimberly Thompson Action Steps: Content Leaders will model how to use Lead4Ward in conjunction with the Scope and Sequence to create checks for understanding that are aligned to lesson objectives. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Funding Sources: Saturday Planning Sessions - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$7,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize Lead4Ward IQ Released Tests and Field Guides along with The HUB Scope and Sequence and Unit Planning Guides to create question stimuli aligned to TEKS and the resources used for instruction. Strategy's Expected Result/Impact: Campus goals for reading are met and/or exceeded. Staff Responsible for Monitoring: Tealisha Riley, Kimberly Thompson Action Steps: During Planning PLCs, teachers will utilize Lead4Ward IQ Released Tests and Field Guides along with The HUB Scope and Sequence and Unit Planning Guides to create question stimuli aligned to TEKS and the resources used for instruction. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Funding Sources: Saturday Planning Sessions - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$7,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will conduct "At Bat's" to practice implementing the stimuli created during planning and to receive feedback from PLC members on best practices to improve instruction. Strategy's Expected Result/Impact: Campus goals for reading are met and/or exceeded. Staff Responsible for Monitoring: Tealisha Riley, Kimberly Thompson Action Steps: Teachers will conduct "At Bat's" to practice implementing the stimuli created during planning and to receive feedback from PLC members on best practices to improve instruction. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Saturday Planning Sessions - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$7,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Teachers will form groups of 3-5 students for small group instruction that will focus on increasing reading levels and closing student gaps related to TEKS. Strategy's Expected Result/Impact: Campus goals for reading are met and/or exceeded. Staff Responsible for Monitoring: Ugoeze Newkirk, Kimberly Thompson, Tealisha Riley Action Steps: Campus interventionist will use student data to form reading small groups of students and provide daily intervention to students, along with an I-Education Tutor Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: ESSER Interventionist - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$65,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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: For the 2022-2023 school year, the percentage of students scoring in the Meets Grade Level Standard on STAAR will increase 3 points to 30%

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Teachers will prove their capacity to use data to drive their instruction.

Evaluation Data Sources: Exit Tickets, Post-Assessments, DFAs, TEA Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize Lead4Ward to develop checks for understanding that are aligned to lesson objectives. Strategy's Expected Result/Impact: Campus math goals are met and/or exceeded. Staff Responsible for Monitoring: Kimberly Thompson Action Steps: Content Leaders will model how to use Lead4Ward in conjunction with the Scope and Sequence to create stimuli aligned lesson plans, instruction, and checks for understanding. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Funding Sources: Saturday Planning Sessions - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$7,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize IQ released tests to lesson plan and will incorporate all stimuli into all facets of the 5E math block. Strategy's Expected Result/Impact: Campus math goals are met and/or exceeded Staff Responsible for Monitoring: Kimberly Thompson, Math Teachers Action Steps: Content Leaders will model how to use Lead4Ward in conjunction with the Scope and Sequence to create stimuli aligned lesson plans, instruction, and checks for understanding. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Funding Sources: Saturday Planning Session - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$7,500		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Teachers will conduct "At Bat's" to practice implementing the stimuli created during planning and to receive feedback from PLC members on best practices to improve instruction. Strategy's Expected Result/Impact: Campus math goals are met or exceeded. Staff Responsible for Monitoring: Math Teachers, Kimberly Thompson Action Steps: Teachers will conduct "At Bat's" to practice implementing the stimuli created during planning and to receive feedback from PLC members on best practices to improve instruction. Title I: 2.5 - TEA Priorities: Build a foundation of reading and math Funding Sources: Saturday Planning Session - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$7,500		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in professional develop that is rooted in high-yield, research-based math instructional strategies. Strategy's Expected Result/Impact: Content knowledge will increase. Staff Responsible for Monitoring: Math Teachers, Kimberly Thomson Action Steps: Teachers will participate in a Vontoure Learning math session that is focused on the following: Developing number sense and number fluency for students in Kinder - Grade 5 Modeling research-based instructional strategies that are based on number sense, number fluency, and place value relationships Title I: 2.4, 2.6 Funding Sources: - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$2,850	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers will form groups of students based on ability for small group instruction and Tier 3 intervention. Strategy's Expected Result/Impact: Campus math goals are met/exceeded. Staff Responsible for Monitoring: Math Teachers, Kimberly Thompson Action Steps: Campus interventionist will use student data to form math small groups of students and provide daily intervention to students, along with an iEducate tutor. Title I: 2.4, 2.5, 2.6 Funding Sources: ESSER Interventionist - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$65,000	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% 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.

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

Goal 1: By the end of the 2021-2022 school year, all SPED students will demonstrate at minimum .5 year's growth as demonstrated on R360.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Teachers will utilize IEPs to modify instruction and assessment tasks that are aligned to lesson objectives.

Evaluation Data Sources: CFUs, DFA, Campus Based Assessments, Mock STAAR, STAAR, HFWE, R360, Imagine Reading

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize student IEPs to modify lesson plans and plan for student instructional tasks that are aligned to standard, but designed to meet student need. Strategy's Expected Result/Impact: Campus goals are met or exceeded. Staff Responsible for Monitoring: All Teachers, Kimberly Thompson, Tealisha Riley, Action Steps: SPED Admin & Resource Teacher will model how to utilize student IEPs to modify instruction and student instructional tasks. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: SPED Admin & Resource Teacher will model how to utilize student IEPs to modify instruction and student instructional tasks. Strategy's Expected Result/Impact: Campus goals are met or exceeded. Staff Responsible for Monitoring: Kimberly Thompson, Vanessa Kengni Action Steps: SPED Admin & Resource Teacher will model how to utilize student IEPs to modify instruction and student instructional tasks. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: During Planning PLCs, teachers will utilize student IEPs to prepare designated supports. Teachers will conduct "At-Bat's" to practice implementing the supports created during planning and to receive feedback from SPED admin & resource teacher. Strategy's Expected Result/Impact: Campus goals are met or exceeded. Staff Responsible for Monitoring: Kimberly Thompson, Vanessa Kengni Action Steps: During Planning PLCs, teachers will utilize student IEPs to prepare designated supports. Teachers will conduct "At-Bat's" to practice implementing the supports created during planning and to receive feedback from SPED admin & resource teacher. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
		0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Measurable Objective 2: Teachers will prove their capacity to use data to drive their instruction.

Evaluation Data Sources: CFUs, DFAs, Campus Based Assessment, Mock STAAR

Strategy 1 Details		Reviews			
Strategy 1: Teachers will utilize data from CFUs & District Level Assessments to identify student strengths/areas for growth and develop plans to address skill deficiencies. Strategy's Expected Result/Impact: Campus goals will be met or exceeded Staff Responsible for Monitoring: All Teachers, Kimberly Thompson, Tealisha Riley Action Steps: During Data PLCs, teachers will analyze student assessment data (CFUs, DFAs, Campus Assessments, R360) to determine areas of strengths and weaknesses that their students are exhibiting during instruction and assessment. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will form groups of students based on ability for small group instruction and Tier 3 intervention. Teachers will plan small group lessons and utilize assessment data as well as student IEPs to target skill deficiencies and develop lessons based on student need. Strategy's Expected Result/Impact: Campus goals will be met or exceeded. Staff Responsible for Monitoring: Kimberly Thompson, Vanessa Kengni Action Steps: Teachers will form groups of students based on ability for small group instruction and Tier 3 intervention. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will plan small group lessons and utilize assessment data as well as student IEPs to target skill deficiencies and develop lessons based on student need. Strategy's Expected Result/Impact: Campus goals will be met or exceeded. Staff Responsible for Monitoring: Kimberly Thompson, Vanessa Kengni Action Steps: Teachers will plan small group lessons and utilize assessment data as well as student IEPs to target skill deficiencies and develop lessons based on student need. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

By the end of the 2022-2023 year, our yearly attendance will improve from 90.3% to 96%

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Decrease the number of students who are absent 10 more days in one semester by 25%.

Evaluation Data Sources: A4E, Attendance Call Logs, Grade Level Attendance Tracker, PowerSchool

Strategy 1 Details	Reviews			
Strategy 1: A truancy/delinquent letter will be created and sent out to parents. Strategy's Expected Result/Impact: Campus attendance goal is met or exceeded. Staff Responsible for Monitoring: Alyssa Valdez (Counselor), Cedric Darden (Wraparound Specialist), Yolanda Salinas (SIRS Clerk), Kimberly Thompson Action Steps: A4E will be run daily. Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Incentives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: The parents of students with 10 or more absences in one semester will be required to attend a truancy attendance meeting with the designated administrator and a plan of action will be created and signed by the parent and administrator. Strategy's Expected Result/Impact: Campus attendance goal is met or exceeded. Staff Responsible for Monitoring: Alyssa Valdez, Yolanda Salinas Action Steps: The parents of students with 10 or more absences in one semester will be required to attend a delinquent attendance meeting with the designated administrator and a plan of action will be created and signed by the parent and administrator. Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Designated staff member(s) will analyze who are the students with chronic poor attendance through the use of attendance call logs and find resources to aide students in getting to school each day. Strategy's Expected Result/Impact: Campus attendance goal will be met or exceeded. Staff Responsible for Monitoring: Alyssa Valdez (Counselor), Wrap-Around Specialist Action Steps: Wrap-Around Specialist and Counselor will communicate with the parents and conclude what are the reasons for causing their student's lack of attendance. Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

For the 2022-2023 year, the number of Out of School Suspensions will remain less than 2.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of all students will be taught specific self-management strategies

Evaluation Data Sources: T-TESS Dimensions 3.1 & 3.2

Strategy 1 Details	Reviews			
Strategy 1: First 10 Days of Core Value Instruction Strategy's Expected Result/Impact: Campus discipline goal is met or exceeded Staff Responsible for Monitoring: Tealisha Riley, Alyssa Valdez Action Steps: Students will receive instruction in the First 10 Days of Core Value Instruction Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Classroom Thinkery and Campus Thinkery have been established. Strategy's Expected Result/Impact: Campus discipline goal is met or exceeded. Staff Responsible for Monitoring: Alyssa Valdez, Tealisha Riley Action Steps: Teachers will incorporate de-escalation strategies. Title I: 2.5, 2.6 Funding Sources: SEL Resources - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$3,463.30	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will incorporate de-escalation and conflict resolution strategies to decrease disciplinary referrals and improve student achievement. Strategy's Expected Result/Impact: Campus discipline goal is met or exceeded. Staff Responsible for Monitoring: Alyssa Valdez, Tealisha Riley Action Steps: T.E.A.C.H. management strategies will be utilized in all classrooms. Teachers will receive professional development training periodically. T.E.A.C.H staff will provide individualized coaching to classroom teacher at least twice a month. Teachers will also have an opportunity to receive training during PLC meetings (two during the fall semester and two during the spring semester). Title I: 2.5, 2.6 Funding Sources: TEACH - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

For the 2022-2023 academic school year, the number of bullying complaints will be reduced by 50%.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of staff members will complete training on Bullying, Child Abuse and Sexual Abuse.

Evaluation Data Sources: One Source Learning History

Strategy 1 Details	Reviews			
Strategy 1: Staff members will complete OneSource Compliance courses. Strategy's Expected Result/Impact: Campus goal will be met or exceeded. Staff Responsible for Monitoring: Principal Thompson Action Steps: All staff members will take the required asynchronous Houston ISD compliance courses through One Source. Each staff member will pass each compliance course quiz with at least 80% accuracy. After each teacher receives a passing score a certificate will be issued. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 100% of students will attend assemblies on bullying/bully prevention. Strategy's Expected Result/Impact: Decrease in bullying complaints. Staff Responsible for Monitoring: Alyssa Valdez Action Steps: The school counselor will coordinate bullying/bully prevention courses specific to the needs of the campus. Student assemblies will be both grade and age specific (i.e., Pre-K - 2nd and 3rd- 5th). Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide at least two sessions for parents to be informed about bullying/bully prevention. Strategy's Expected Result/Impact: Parents will be informed on bullying and prevention and be provided to support their student understanding. Staff Responsible for Monitoring: Alyssa Valdez Action Steps: The topic of bullying/bully prevention will be discussed during parent meetings. Opportunities will be presented for parents to attend sessions related to bullying/bullying sessions. Parents will be equipped with specific strategies they can use to review and discuss with their student on how to identify a bully and report any occurrences of bullying to a teacher or campus administrator. Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

By the end of the 2022-2023 school year, all SPED students will demonstrate at minimum .5 year's growth as demonstrated on R360.

Strategic Priorities:

Transforming Academic Outreach

Measurable Objective 1: Teachers will utilize IEPs to modify instruction and assessment tasks that are aligned to lesson objectives.

Evaluation Data Sources: Lesson plans

Student Work Samples

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will utilize student IEPs to modify lesson plans and plan for student instructional tasks that are aligned to standard, but designed to meet student need. Strategy's Expected Result/Impact: At least 80% of SPED students will meet annual goals based on IEP Staff Responsible for Monitoring: Kimberly Thompson Vanessa Kengni Action Steps: SPED Admin & Resource Teacher will model how to utilize student IEPs to modify instruction and student instructional tasks. During Planning PLCs, teachers will utilize student IEPs to modify student assignments and prepare designated supports. Teachers will conduct "At-Bat's" to practice implementing the supports created during planning and to receive feedback from SPED admin & resource teacher. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will prove their capacity to use data to drive their instruction. Strategy's Expected Result/Impact: 80% of SPED students meet annual goals as determined by IEP Staff Responsible for Monitoring: Kimberly Thompson Vanessa Kengni Action Steps: During Data PLCs, teachers will analyze student assessment data (CFUs, DLAs, R360) to determine areas of strengths and weaknesses that their students are exhibiting during instruction and assessment. Teachers will form groups of students based on ability for small group instruction and Tier 3 intervention. Teachers will plan small group lessons and utilize assessment data as well as student IEPs to target skill deficiencies and develop lessons based on student need. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

For the 2022-2023 school year, PK-5th grade students will complete a monthly writing prompt and will be scored using a standardized rubric; 70% will increase by one proficiency level on TELPAS.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: School wide Content Based Learning Instruction will be developed to allow students to transition from the bilingual setting and into the general education setting.

Evaluation Data Sources: Teacher lesson plans, Classroom walkthroughs/observations, Summit K-12, TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: School wide Content Based Learning Instruction will provide teachers with instructional strategies that benefit the learning of students who are English Learners. Strategy's Expected Result/Impact: At least 80% increase one proficiency level on TELPAS Staff Responsible for Monitoring: Kimberly Thompson Amisha Blake Action Steps: The SI Coach will model for teachers best practices for the implementation of sheltered instruction strategies. The SI Coach will observe classroom instruction and provide explicit feedback to teachers with a focus on their implementation of SI Strategies. Based on observations, professional development will be created for teachers to assist them in effectively implementing sheltered instructional strategies. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
Strategy 2: Monthly writing prompts and the GVE School Wide Writing Plan will be created for teachers to implement in the classroom. Strategy's Expected Result/Impact: At least 70% of ELs demonstrated one level proficiency growth Staff Responsible for Monitoring: Amisha Blake Kimberly Thompson Action Steps: Monthly writing prompts and the GVE School Wide Writing Plan will be introduced to teachers during pre-service. Ms. Blake will model the effective implementation of writing instruction across grade levels and across content areas. Teachers will incorporate writing strategies, Patterns of Power and the monthly writing prompts into their daily instruction. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

By the end of the 2022- 2023 school year, GVE will increase the number of school volunteers which includes parent and community members from 2 to 7 which will assist with the earning of the "Family Friendly Diamond Certified campus.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Increase our number of parent participants at events/volunteer opportunities.

Evaluation Data Sources: Parent event sign-in sheets, more parents joining events and volunteering (more parent turn-out), earning FACE diamond status for the 2022-2023 school year.

Strategy 1 Details	Reviews			
Strategy 1: Use ClassDojo and School Messenger as the primary avenue to promote and advertise events and opportunities for parental involvement. Strategy's Expected Result/Impact: Maintain FACE Diamond Family Friendly School Status Staff Responsible for Monitoring: Alyssa Valdez Action Steps: A School Class Dojo will be established and managed by all administrators. Class Dojo will be adopted as the campus primary means of communication. All teachers will establish Class Dojo accounts. Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use Microsoft Forms as the primary avenue to solicit volunteers for campus events. Strategy's Expected Result/Impact: Increase in parent volunteers for school events. Staff Responsible for Monitoring: Alyssa Valdez	Formative			Summative
	Nov	Jan	Mar	June

Kimberly Thompson Action Steps: Create a sign up for each campus wide event to allow parents to sign up to volunteer. Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

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

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 30 , 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 9 , 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 9, 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 9, 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: 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 6: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

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

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

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 158 Garden Villas Elementary School

Total SCE Funds: \$91,386.36

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

The majority of these funds are being utilized for teacher salaries. The remaining balance of \$504.00 will be utilized to fund after school tutorials.

Personnel for 158 Garden Villas Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ingrid Atwell	Tchr, Second Grade	1
Kendra Washington	Tchr, First Grade	1

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

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:

- SDMC
- EOY Teacher Planning Sessions
- Pre-Service

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:

- BOY, MOY, EOY progress monitoring
- Unit & Summative Assessments
- Data Conferences

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
- Hardcopy is available upon request

The SIP was made available to parents by:

- School Website

- Hardcopy is available upon request

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:

Power Hour, which has been designed to close gaps. Students are grouped and engaged in the following daily:

Reading: Fountas & Pinnell LLI

- Systematic reading program designed to improve student levels every 10 instructional days

Math: Numerical Fluency & Focused Mathematics Intervention

- Running Records on Addition & Multiplication Facts (depends on student ability); and
- Scripted math intervention program.

2.5: Increased learning time and well-rounded education

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

Power Hour (see descriptor above), as well as DEAR and D.E.W.

Each morning following announcements, students engage in 15 minutes of uninterrupted reading. In the lower grades, some students listen to a read-aloud by their teacher.

- The purpose of this is to encourage a love of reading among our students and to build their stamina.

D.E.W. Day occurs the first Wednesday of each month. This is a day where the entire campus writes according to a planned prompt that has been designated by grade level. The writing is evaluated using grade level rubrics.

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:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The schoolwide is evaluated annually in the following ways:

- Review state testing data to determine if goals have been met; and
- Meet with a cohort of teachers, admin and other stakeholders to refine goals and objectives and strategies.

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:

- Parent - Yadith Salazar
- Parent - Sarita Ortiz
- Teachers - Kenia Fero
- Counselor - Alyssa Valdez
- Principal - Kimberly Thompson

The PFE was distributed

- On the campus website

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- FACE Parent Series
- Coffee with the Principal
- PTO
- Fall Festival
- Spring Festival/Field Day

4.2: Offer flexible number of parent involvement meetings

- Meeting #1 - September 15
- Meeting #1 Alternate - September 14
- Meeting #2 - October 20
- Meeting #2 Alternate - October 21
- Meeting #3 - December 1

- Meeting #3 Alternate - December 2
- Meeting #4 - January 19
- Meeting #4 Alternate - January 20

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marisol Lara	Tchr, Class-Size Bilingual	Bilingual	1

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Saturday Planning Sessions	6100 - Payroll	\$7,500.00
1	1	1	2	Saturday Planning Sessions	6100 - Payroll	\$7,500.00
1	1	1	3	Saturday Planning Sessions	6100 - Payroll	\$7,500.00
2	1	1	1	Saturday Planning Sessions	6100 - Payroll	\$7,500.00
2	1	1	2	Saturday Planning Session	6100 - Payroll	\$7,500.00
2	1	1	3	Saturday Planning Session	6100 - Payroll	\$7,500.00
5	1	1	1	Incentives	6300 - Supplies and Materials	\$1,500.00
Sub-Total						\$46,500.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	4	ESSER Interventionist	6100 - Payroll	\$65,000.00
2	1	1	4		6200 - Contracted Services	\$2,850.00
2	1	1	5	ESSER Interventionist	6100 - Payroll	\$65,000.00
5	2	1	2	SEL Resources	6300 - Supplies and Materials	\$3,463.30
5	2	1	3	TEACH	6200 - Contracted Services	\$20,000.00
Sub-Total						\$156,313.30