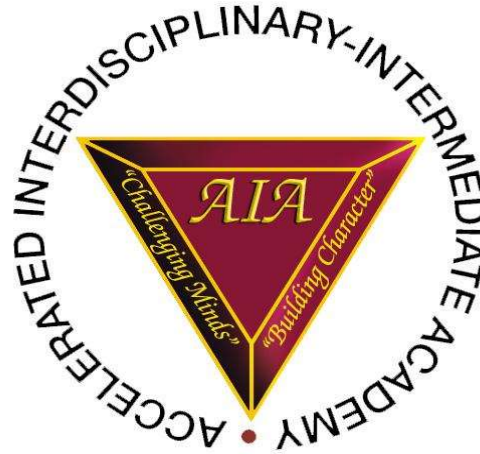


CAMPUS IMPROVEMENT PLAN

2024-2025

Accelerated Interdisciplinary Academy



Houston

KEVIN HICKS

Chief Executive Officer

AIA District

P.O. Box 20589

Houston, TX 77225-0589

Mission Statement

“A strong educational foundation develops minds and builds character”

The primary mission of the Accelerated Intermediate Academy District (AIA) is to provide students with the necessary tools to guide them into becoming productive citizens through a stimulating and challenging curriculum. Through problem solving instruction presented in a multi-cultural environment, students will become literate, self-disciplined, and confident citizens within their school and community.

Overview of School

AIA is an open-enrollment charter school district with three campuses. The school serves grades Pre-K through 8th as follows:

Houston: Accelerated Interdisciplinary Academy – Grades Pre-K – 8th

AIA operates under the 75% rule for an at-risk population. At risk defines, but not limited to, a student failing one or more grade levels, failing to pass the end-of-year assessment test, on probation, pregnant and expelled in the preceding or current school year. AIA has designed an extended instructional schedule to reduce student exposure to at-risk indicators. Research states that grade level students experience mischief within the 3:00 p.m. – 6:00 p.m. time frame. **AIA students are in school until 5:00 p.m.** This effort is one way to help protect our future!

AIA – Houston (Elementary) is located in the southwest quadrant of Houston, Texas. Currently, the school employs 100% “highly qualified” faculty members, 1 administrator, and 1 office support personnel. The staff services a student population of approximately 180 students.

The doors of the school were opened on August 20, 2001. The school was designed to contribute to the reform of education. With this in mind, AIA primarily focuses on satisfying parents who are searching and exploring alternative educational environments that will address the needs of the whole student. The classes are designed for students, who for various reasons, find it difficult to achieve their maximum potential in a traditional school setting and need a smaller class setting. Emphasis is placed on academics and personal growth.

HOUSTON

**Elementary: 12821 Summit Ridge Drive
Houston, TX 77085**

In general, the surrounding area is in a stable stage of development. The neighborhood is located approximately 10 miles southwest of the Houston central business district. The general neighborhood of the students and their families spans a large area and is bound by four major streets and/or highways. These boundaries make up a very diverse neighborhood, which is primarily residential in character, with many apartment complexes dispersed throughout. There are smaller concentrations of supportive retail, light industrial, and business/administration offices. Moreover, there are major traffic arteries traversing the neighborhood.

Demographic summary

Economically Disadvantage 173 /173= 100%

SPED 11/173 = 6.35%

At Risk 142/173 = 82.08%

Attendance = 96.46%

ESL 59/173 = 34.10%

Total Refined ADA = 146.63

Regular ADA = 146.32

Considerable percentages of our student body are classified in special needs categories. 82% of our total student population is considered at-risk, and approximately 100% of the total student population is considered economically disadvantaged. Consequently, the schools qualify for Title I funds. Special education students make up approximately 6% of the total student population, while LEP students account for approximately 34% of the total student population.

Shared Decision-Making

The Shared Decision-Making Committee (SDMC) is established as a campus level planning and decision-making group to involve the professional and paraprofessional staff of the school in establishing plans, goals, performance objectives, budget and major classroom instructional programs. The SDMC will establish academic and other performance objectives of the school for each academic excellence indicator adopted in the Texas Education Code, Section 39.051, and will review AIA’s educational goals, objectives, and major classroom instructional programs.

The SDMC meets bi-weekly.

Organizational Structure

The six areas of focus are: **Curriculum and Instruction, Assessment and Achievement, School Organization, Family and Community, Student and Staff, and Climate and Culture.** These areas are established to address the concerns of the faculty, staff, parents, community members, and students. The SDMC agenda will include regular reports from each department, including updates on the status of CIP implementation. As issues surface, the leadership team will develop plans and make recommendations regarding special concerns.



2024-2025
Shared Decision-Making Committee

Decision-Making Process

The agenda for the SDMC is established by the Executive Principal, as the Chairperson, based on the reports of each department. All items from each department are submitted in writing and/or emailed to the Principal. Other necessary items for SDMC action are identified by the Administrative Team (Chief Executive Officer, Chief Academic Officer, Chief Financial Officer, and Principal of Educational Services).

Issues on the agenda are presented and discussed. Decisions are made on a consensus basis. Any member of the staff or community may request an appointment with the committee to make a proposal and/or present an issue, or concern for discussion. Administrative veto can be exercised in cases where decisions of the SDMC are in conflict with Texas Statutes, U.S. Laws/Regulations, or current AIA Board Policy.

Method of Communication

A designee compiles all the reports of SDMC meetings. The summary of each meeting and all decisions will be presented in written form and disseminated to the staff. A comprehensive binder is maintained in the main office. Included in this binder will also be decisions made by the SDMC which require immediate action or which the committee believes to be of significance.

Membership

The SDMC consists of the following:

<p>Houston Elementary:</p> <p>Kevin Hicks, CEO Drechelle Edwards, MA, Elementary School Principal/District Testing Coordinator</p>

<p>Needs Assessment</p>

The SDMC (administrative team, department chairpersons, and appropriate district personnel) meet regularly throughout the school year to evaluate progress and identify needs for improvement/changes to the Campus Improvement Plan.

Testing data, AEIS data, and self-evaluations have been reviewed. The 2023 - 2024 data indicates that students performed satisfactorily in most areas but growth needed in other areas and the **(unofficial)** Accountability Ratings are as follows:

Positive Progress on A-F Ratings: Celebrating Success and Identifying Areas for Growth

Overall, our schools have shown commendable progress, and I am proud of the hard work and dedication that our students, teachers, and staff have put in.

Accelerated Interdisciplinary Grades 3-6 Highlights:

- School Progress - Relative Performance (STAAR Only): With a scaled score of 77, our elementary school received a grade of C. This reflects our commitment to supporting our economically disadvantaged students, who make up 99.4% of our population.
- School Progress - Academic Growth: A score of 86 earned us a B in this area, highlighting the strides our students are making in their academic journey.
- Closing the Gaps: We also received a B in this domain, with a scaled score of 86. This is a strong indicator that our efforts to ensure equity and inclusivity are yielding positive outcomes.
- Student Achievement - STAAR Performance: While we received a D with a score of 69, this is a clear area for growth, and we are already implementing targeted strategies to improve.

Accelerated Intermediate Grades 7&8 Highlights:

- Student Achievement - STAAR Performance: Our middle school scored an impressive 88, earning a B. This reflects the consistent academic performance of our students.
- School Progress - Academic Growth: With a score of 91, our middle school achieved an A, demonstrating significant academic progress among our students.
- School Progress - Relative Performance (STAAR Only): We are thrilled to have received an A with a score of 92, especially given the 96.3% economically disadvantaged rate of our students.
- Closing the Gaps: A score of 93 in this domain also earned us an A, affirming our ongoing commitment to closing achievement gaps across diverse student groups.

Where We Need to Grow: While we celebrate these successes, we recognize the importance of focusing on areas that need improvement. In particular, the Student Achievement score at the elementary level is a priority for us. We are enhancing our instructional strategies, offering additional support to students, and increasing professional development for our teachers to address this gap.

We are confident that with continued focus, collaboration, and support, we will see even greater improvements in the near future.

Student Achievement & General Trends of Subjects

The raw STAAR scores dropped to districts across Texas last night. I wanted to provide you with an update on our current 3 through 8 grade STAAR testing results.

I am pleased to share some positive achievements as well as areas where we can focus our efforts for improvement.

In the subject of Math, 72% of our students scored "Approaches" or better. While this is a commendable result, we recognize that there is room for growth to reach our target of 80%.

We are committed to honing in on our math instruction and implementing strategies that will support our students in achieving this goal.

In Reading, we have seen a significant improvement with 80% of our students scoring "Approaches" or better. This is a cause for celebration as it indicates that a majority of our students have shown strong reading skills and comprehension.

However, in the area of Science, we have observed only 44% of students scoring "Approaches" or better. This indicates a need for further attention in this subject. We will be working closely to enhance our science instruction to improve student performance.

On a positive note, our nine 8th-grade students have achieved a remarkable 100% score of "Approaches" or better in Social Studies. This is a testament to the hard work and dedication of our students who are headed to high school next year!

Overall, while we have reasons to celebrate, there is still work to be done. I am confident that with our collective efforts and the determination of our students, we will see significant growth and improvement in these areas.

Our students have shown time and again that they are capable of achieving great things, and we will continue to provide them with the support and resources they need to succeed.

Scores Pre-k through 2nd Grade

EOY Benchmark DATA:

CIRCLE- Students were tested on Language, Book and Print Knowledge, Early Writing Skills, Rapid Letter Naming, Motivation to Read

Pre- K 3

100% of students are on track or within the expected range.

Pre-k 4 Class #1

81% of students are on track or within the expected range.

Pre-k 4 Class #2

86% of students are on track or within the expected range

TEXAS KINDER READINESS

Kindergarten

95%

TPRI

First Grade

85%

Second Grade

87%

Scores By Grade Level

3rd/ 4th READING

3rd- 60% approaches or better

4th- 84% approaches or better

3rd/ 4th MATH

3rd- 55% approaches or better

4th- 73% approaches or better

5th – 8th Reading

5th- 81% approaches or better
6th- 92% approaches or better
7th- 80% approaches or better
8th- 100% approaches or better

5th – 8th Math

5th- 75% approaches or better
6th- 84% approaches or better
7th- 73% approaches or better
8th- 88% approaches or better
8th Social Studies
8th- 100% approaches or better
5th and 8th Science
5th- 18% approaches or better; 8th- 88% approaches or better

Houston Elementary

Last year, the overall goal was to achieve an Acceptable rating for all campuses. Most of these goals set for the 2023-2024 school year were not met with variable success. The goal for student achievement on the STAAR test was **80%** of all grade levels in Mathematics, Reading, and Science.

Test scores show that the following subgroups **did not** perform overall at the expected level of achievement:

Grade 3	Grade 4 th	Grade 5	Grade 6	Grade 7	Grade 8
<p>3rd Reading 60% in 3 grade Reading State average for 3rd Grade Reading is 72%</p> <p>3rd Math 55% in 3rd grade Math and the State Average is 64% for 3rd grade Math</p>		<p>5th Science 5th- 18% approaches or better</p> <p>State avg for 2023-2024 STAAR 5th- 57% approaches or better</p>			

The areas of strength for AIA were:

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	<p>READING 4th- 84% approaches or better</p>	<p>READING 5th- 81% approaches or better</p>	<p>READING 6th- 92% approaches or better</p>	<p>READING 7th- 80% approaches or better</p>	<p>READING 8th- 100% approaches or better MATH</p>

	MATH 4th- 73% approaches or better	MATH 5th- 75% approaches or better	MATH 6th- 84% approaches or better	MATH 7th- 73% approaches or better	8th- 88% approaches or better SCIENCE 8th- 88% approaches or better SOCIAL STUDIES 8th- 100% approaches or better
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Special Education / LEP / ESL

The goal for our students who have disabilities other than or in addition to speech impairment in all grades was on past years set at 75% passing (or meeting ARD expectations) on the STAAR. Test results show that the percent of students meeting ARD expectations was maintained.

The TELPAS (Texas English Language Proficiency Assessment System) measures the English language proficiency levels of our English language learners (ELLs) in four domains: listening, speaking, reading, and writing.

I am delighted to share that of the 57 ELL students tested, **89% of our students scored at the intermediate level or higher in the composite scores.** This indicates that the majority of our students are progressing well in their English language development.

Our academic programs, Summit K12; Istation and Mind Rise Tutors during the school day assisted greatly with your ELL students as well.

Based on the recent TELPAS administration, I am pleased to report the following proficiency levels for our students:

- **Beginning Level: 10%** of our students tested at this level. These students are in the early stages of English language acquisition and require significant support to develop their language skills.

- **Intermediate Level: 36%** of our students tested at this level. Students at the intermediate level have made progress in their English language proficiency and are able to comprehend and communicate in familiar contexts, although they may still require support for more complex language tasks.

- **Advanced Level: 35%** of our students tested at this level. Students at the advanced level demonstrate a high level of English language proficiency and are able to comprehend and communicate effectively in a variety of academic and social contexts.

- **Advanced High Level: 17%** of our students tested at this level. Students at the advanced high level have exceptional English language proficiency and are able to handle demanding academic tasks and engage in complex discussions with fluency.

Student Attendance

Student attendance on campus for the **2023 - 2024 school year was:**

Student attendance on campus for the **2022 - 2023 school year was:**

	Students	Percentage of Attendance
Last Year 2022-2023:	144	96.02%
1st Six week 23-24	196	97.29%
2nd Six Weeks 23-24	193	96.55%
3rd Six Weeks 23-24	188	95.34%

4th Six Weeks 23-24	175	97.22%
5th Six Weeks 23-24	175	96.68%
6th Six Weeks 23-24	173	96.46%

Attendance totals through the 6th six weeks of this school year continued to be well above 90% due to following truancy policies and increased parent communication that promote high attendance.

We are happy to report that we are meeting our district ADA goal of 95% or higher. We will continue to strive for 95% in the upcoming school year.

Probable Causal Factors

Probable causal factors contributing to the areas of concern regarding student achievement include:

- **Academic deficits** – Many students are deficient in reading comprehension, writing & problem solving
- **High mobility rate** – Students are constantly entering our school. Even though our curriculum is designed to address student mobility, student adjustments are challenging at times.
- **Attracting and retaining highly qualified/certified staff** – It is becoming increasingly difficult to acquire and keep experience teachers with a proven track record of student success.
- **Comprehensive Professional Development District Wide** – With a large populous of teachers with three-five years experience it is essential to seek out and provide on-going professional development to equip our teachers to engage students correctly for student achievement.
- **Discipline management deficiencies** – Students learn best in a classroom environment that is conducive to teaching and learning. Therefore, it is necessary for the classroom teacher to have good discipline management. Classroom/Discipline Management will be an important focus of Teacher Orientation.

Ten Title I Components of a School – Wide Program

For the 2024 – 2025 school year, AIA has been identified as a school-wide Title I school and will budget a minimum of **\$ \$177,225.00.** The ten components identified for Title I accelerated instruction are included in many existing programs implemented on campus. Listed below are brief explanations of how the required Title I components will be incorporated throughout the curriculum.

1. A comprehensive needs assessment was obtained through the evaluation of the 2023-2024 Campus Improvement Plan, an analysis of AYP results, and input from teachers, parents, and the community at large. Goals and objectives have been identified to improve the performance of students in relation to the state's content and student performance standards.
2. School-wide reform strategies include the implementation of a technology initiative, bullying initiative, and a comprehensive character education plan.
3. Highly qualified professional staff will continue to participate in professional development training to keep abreast of best practices which positively impact instruction.
4. Professional development will be provided during AIA Staff Development Days. Additionally, faculty and staff members will attend educational conferences and workshops.
5. Critical needs will be identified by the SDMC. Once critical needs are identified, strategies will be developed and implemented to build leadership capacity among all staff members. Strategies may include funding professional development, mentoring, and establishing a new teacher support team.
6. Strategies to increase parental involvement will include parent training (English, computers, etc.) Parent Advisory Committee meetings, a community Fall Festival, field day, & bridging the gap nights.
7. Plans to ensure a smooth transition for students and from elementary (AIA and all surrounding elementary schools) to middle school include open forums with 6th grade students to discuss their concerns.
8. Measures to include teachers in the decisions regarding the use of assessments will involve collaborative analysis of STAAR Summary Reports, STAAR Item Analysis, AEIS reports, STAAR Benchmark Test results, and workshops geared to help teachers interpret test data.
9. Students experiencing difficulty in mastering state standards during the year will be provided effective, timely, and additional assistance through pull-out classes, enrichment classes, and Saturday tutorials.

10. Plans for implementing a district-wide wellness program and Character Education programs for students will be coordinated.

Compensatory Education Funds

AIA is funded for compensatory education in order to provide services to students in at-risk situations. AIA will allocate a minimum of **\$177,225** of compensatory education funds to upgrade our Title I programs. Compensatory Education Funds will be used for the following:

- 1. Reduction of Class Size**
- 2. Hire Teacher Assistants**
- 3. Summer/Intersession Programs**
- 4. Improvements and enhancements to programs for limited English Proficiency (LEP) students.**
- 5. Supplemental Instructional Services in support of Title I Programs**

Staff Development Plans

The staff development plan for AIA includes a combination of in-services provided on District Staff Development and early dismissal days, national and local conferences, visiting consultants, and special program participation. The focus of the professional development plan will be on teacher learning and increasing student achievement.

In order to fully implement the strategies and activities included in the Campus Improvement Plan, it is necessary to structure the master schedule to allow time for teachers to develop skills in instructional strategies, curriculum alignment to the STAAR test, and student data analysis. Teachers' regular meeting time, as well as extended meeting opportunities on early dismissal days, allows ample time to develop these skills.

Curriculum alignment to the STAAR is essential to student success. AIA teachers need time and opportunities for team collaboration about how and what is being taught in individual classrooms. Principal will designate at least one meeting per week to curriculum alignment. Summaries of these meetings should be e-mailed or given to the principal every six (6) weeks.

Considerable staff development will also focus on the needs of our special populations, particularly in the areas of providing differential instruction, implementing modifications, and accommodating different learning styles.

AIA is continuing the focus on technology. Therefore, teachers and staff will take courses offered on campus in the areas of technology foundations and integration. We will seek opportunities for teachers to become more proficient in using technology to enhance/enrich their instructional strategies.

Our five full-day annual staff development days will support our overall goals in the Campus Improvement Plan. The 2024-2025 staff development plans are as follows:

Teacher Professional Development Week Agenda

Dates: August 5-9, 2024

Time: 7:45 AM - 4:00 PM

Monday, August 5, 2024: Safety and Compliance Day

7:45 - 8:00 AM: Welcome and Breakfast

8:00 - 12:00 PM: CPR Training with Nurse Karen

12:00 - 12:30 PM: Lunch

12:30 - 1:00 PM: Ice Breaker - Olympic Rings & Relay Challenge

- **Directions:** Divide staff into teams (Red, White, Blue). Each team must form Olympic rings with hula hoops and pass them around without letting go of each other's hands. The team that completes it first wins.
- **Directions:** Teams (Red, White, Blue) participate in a relay race with tasks such as passing a baton, hopping in a sack, or balancing an egg on a spoon. The fastest team wins.

1:00 - 2:30 PM: Principal's Address - State of AIA Meeting Part One

2:30 - 2:45 PM: Break

2:45 - 4:00 PM: Compliance and Safety Training Updates

Tuesday, August 6, 2024: State of AIA and Classroom Prep

7:45 - 8:00 AM: Morning Welcome and Coffee

8:00 - 10:00 AM: Principal's Address - State of AIA Meeting Part Two

10:00 - 10:15 AM: Break

10:15 - 12:00 PM: Collaborative Discussions on School Policies

12:00 - 12:30 PM: Lunch

12:30 - 1:00 PM: Ice Breaker - Olympic Trivia

- **Directions:** Teams (Red, White, Blue) compete in a trivia game focused on Olympic history and fun facts. The team with the most correct answers wins.

1:00 - 2:30 PM: Classroom Setup - Strategies and Best Practices

2:30 - 2:45 PM: Break

2:45 - 4:00 PM: Classroom Preparation

Wednesday, August 7, 2024: Classroom Management Training

7:45 - 8:00 AM: Morning Welcome and Coffee

8:00 - 10:00 AM: Classroom Management Workshop Part One with REGION 4

10:00 - 10:15 AM: Break

10:15 - 12:00 PM: Classroom Management Workshop Part Two with REGION 4

12:00 - 12:30 PM: Lunch

12:30 - 2:30 PM: Classroom Management Workshop Part Three with REGION 4

2:30 - 2:45 PM: Break

2:45 - 4:00 PM: Implementation Strategies and Q&A

Thursday, August 8, 2024: State of AIA Part Three and Meet the Teacher Prep

7:45 - 8:00 AM: Morning Welcome and Coffee

8:00 - 10:00 AM: Principal's Address - State of AIA Meeting Part Three

10:00 - 10:15 AM: Break

10:15 - 12:00 PM: Presentations by Front Office and AIA Lead Teachers

12:00 - 12:30 PM: Lunch

12:30 - 1:00 PM: Ice Breaker - Olympic Tug-of-War

- **Directions:** Teams (Red, White, Blue) compete in a classic tug-of-war. The winning team receives a small prize.

1:00 - 2:30 PM: AIA Technology Assistance Workshop

2:30 - 2:45 PM: Break

2:45 - 3:00 PM: Classroom Preparation for Meet the Teacher Evening

3:00 - 4:00 PM: Meet the Teacher Event

Friday, August 9, 2024: Classroom Ready Day

7:45 - 8:00 AM: Morning Welcome and Coffee

8:00 - 10:00 AM: Final Classroom Setup

10:00 - 10:15 AM: Break

10:15 - 12:00 PM: Lesson Plan Submission and Administrative Tasks

12:00 - 12:30 PM: Lunch

12:30 - 1:00 PM: Ice Breaker - Olympic Scavenger Hunt

- **Directions:** Teams (Red, White, Blue) search for hidden items related to the Olympics around the school. The team that finds all items first wins.

1:00 - 2:30 PM: Final Classroom Checks with Lead Teachers

2:30 - 2:45 PM: Break

2:45 - 4:00 PM: Lesson Plan Submission and Administrative Tasks

Campus Improvement Plan 2024 – 2025

School: **Accelerated Interdisciplinary/Intermediate Academy**
Executive Principal: **Kevin Hicks**
Houston Elementary Principal: **Drechelle Edwards, MA**
District: **AIA**

Goal 1: To Increase Student Achievement

Objective 1.1	80% of all students in each subgroup including special education, & ESL will pass the Reading, Math, and Science subjects of the 2023-2024 standard administration of the STAAR test
Summative Evaluation	The Spring 2024 STAAR scores will be disaggregated by AEIS. Data will be analyzed to determine the percentage of students in each subgroup meeting expectations. 75% of all students will pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.
Formative Evaluation including incremental dates or frequency	Each 6 Week Period: Review Benchmark tests measuring TEKS/STAAR Readiness standards for Reading, Math, and Science.
Person(s) responsible for formative evaluation	Principal (Pre-K-8th): Drechelle Edwards, MA – Elementary School
Objective 1.2	80% of all students in Pre-K will meet or exceed expectations in the following areas: letter ID, concepts about print, phonological and phonemic awareness. 80% of students in Grade K-2 will be assessed using CLI/TPRI, and observational surveys and Stanford 10 to determine if they are at or above their present grade level in all content areas. 75% of all students in Grade 1 & 2 will meet fluency standards based on CLI/TPRI assessment results
Summative Evaluation	The Spring 2024 CLI/TPRI scores, and observational surveys will be analyzed to determine if students met expectations in Math and reading. Each semester: Review CLI/TPRI to measure state objectives for Reading and Math.
Formative Evaluation	Principal (Pre-K-8th): Drechelle Edwards, MA – Elementary School
Person(s) responsible for formative evaluation	

Objective 1.3

80% of all students in grades PK-2 with disabilities will meet ARD expectations in all subjects and fluency standards based on TPRI or similar assessment as determined by the ARD Committee.

75% of all students in grades 3-7 with disabilities will meet ARD expectations in all subjects for the standard administration of the STAAR.

Summative Evaluation

The Spring 2024 STAAR scores will be examined to determine if 75% was achieved. The 2024 scores will be compared to the Spring 2023 scores to determine increases/decreases.

Formative Evaluation including incremental dates or frequency

Each 6 Week Period: Review Benchmark tests to measure IEP objectives for Math, Reading, and Science.

Person(s) responsible for formative evaluation

Principal (PreK-8th): Drechelle Edwards, MA – Elementary School and Special Education Consultants

Objective 1.4.

80% of all LEP students will pass all subjects for the 2023 – 2024 standard administration of the STAAR test, meeting the 80% passing target.

80% of all LEP students in PK-2 will meet or exceed expectations in Reading and Math based on CLI/TPRI and observational surveys.

Summative Evaluation

The Spring 2024 STAAR scores will be examined to determine if 80% was achieved. The 2023 scores will be compared to 2024 scores to determine increases/decreases.

Formative Evaluation including incremental dates or frequency

Each 6 Week Period: Review Benchmark tests measuring TEKS readiness standards for Math, Reading, and Science.

Person(s) responsible for formative evaluation

Principal (Pre-K-8th): Drechelle Edwards, MA – Elementary School

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Funds Allocated	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
<p>1. Teachers will create road maps to guide instruction based on grade appropriate TEKS/STAAR and provide benchmark testing to monitor student progress. Teachers will monitor & adjust instruction based on weekly assessments.</p>	<p>Monitor(s): Leadership Team Evaluator(s): D. Edwards</p>	<p>Region 4 – Reading Academies</p>	<p>Title I Title III</p>	<p>Every 6 weeks</p>	<p>Weekly: Learning plans will be reviewed by administrators; periodic assessments & Benchmark scores</p>
<p>2. Teachers will be trained how to implement direct instruction throughout all grade levels based on teacher modeling, guided instruction and provide opportunities for independent practice to meet individual student needs. (SPED & ESL)</p>	<p>Monitor(s): All Teachers Evaluator(s): D. Edwards</p>	<p>SRA McGraw Hill Eureka Math Amplify Region 4</p>	<p>Title I Title III IDEA-B Pre-K Funds ESSER</p>	<p>Weekly</p>	<p>Submission of Weekly Lesson Plans and review by administrators</p>

<p>3. Teachers will incorporate Reading Transformation in Pre-K- 7 as a supplemental program in their daily instructional plan to increase achievement in struggling readers (SPED, ESL 504).</p>	<p>Monitor(s): Classroom Teacher, Special Education Teacher, Intervention Teacher</p> <p>Evaluator(s): D. Edwards</p>	<p>SRA McGraw Hill Read Transformation</p>	<p>Title I - Title III IDEA-B ESSER</p>	<p>Daily</p>	<p>Submission of Weekly Lesson Plans and review by administrators</p>
<p>4. Vocabulary and Spelling will be taught in all content areas to increase oral language and vocabulary development in PK-7 targeting our ESL/SPED students. Pre K – K will implement Language for Learning.</p>	<p>Monitor(s): Classroom Teacher, Special Education Teacher, Intervention Teacher</p> <p>Evaluator(s): D. Edwards</p>	<p>Reading Transformation SRA McGraw-Hill Ampify Region 4 Reading Academies</p>	<p>Teachers who will be trained to implement teaching strategies for Print Awareness as skills.</p>	<p>Daily</p>	<p>Submission of Weekly Lesson Plans and review by administrators</p>
<p>5. Teachers schedule at least 90 minutes of daily math instruction in all grades implementing fact drills, problem solving models, intervention groups, and expanding the use of manipulatives at math stations to provide concrete experience with math concepts. PreK-2nd will implement Singapore Math and 3rd-8th will implement Texas Go Math</p>	<p>Monitor(s): Principal</p> <p>Evaluator(s): Principal</p>	<p>Eureka Texas Go Math Sirius</p>	<p>Instructional Budget Title I ESSER</p>	<p>Daily</p>	<p>Weekly: Learning plans will be reviewed and walkthroughs will be conducted by administrators.</p>

<p>6. Science teachers in Pre-K- 8th will implement PHD Science and Science Fusion to provide hands-on instruction to enhance learning and innovative activities.</p>	<p>Monitor(s): Science Chair Evaluator(s): Principal</p>	<p>Science Fusion- Eureka Science Rice University</p>	<p>Instructional Budget Title I ESSER</p>	<p>Daily Bi-weekly</p>	<p>Weekly: Lesson plans and walkthroughs</p>
<p>7. Teachers K-7 grades will implement the 5E model and the scientific process to increase interactions with science materials in science labs to increase student achievement in the area of science activities focusing on TEKS and STAAR Readiness Standards to increase student achievement.</p>	<p>Monitor(s): Principal Evaluator(s): Principal</p>	<p>Texas Science Fusion Foss in the Science Laboratory (bi- weekly) Eureka Science Rice University</p>	<p>Title I ESSER</p>	<p>Bi-Weekly</p>	<p>Bi-weekly Lesson Plans and walk- throughs</p>
<p>8. Teachers will implement web-based programs (content specific) in their classrooms/computer lab especially for use with At-Risk/ESL/SPED students.</p>	<p>Monitor(s): Principal Evaluator(s): Principal</p>	<p>Education Galaxy Reading Transformation Amplify</p>	<p>Title I IMAT Title III ESSER</p>	<p>Weekly</p>	<p>Bi-weekly Lesson Plans and walk- throughs</p>
<p>9. Teachers will attend horizontal house meetings across grade levels monthly in order to plan how to meet TEKS/STAAR Readiness Standard to increase student achievement.</p>	<p>Monitor(s): Principal Evaluator(s): Principal</p>	<p>TEKS, Road Map, STAAR Readiness Standards</p>	<p>N/A</p>	<p>Bi-Weekly</p>	<p>Bi-Weekly: minutes of meeting Weekly: Lesson plans with reference to TEKS and STAAR readiness standards</p>

<p>10. Teachers/Principals will disaggregate and analyze student Diagnostic Assessments data to improve instruction and align content to STAAR and TPRI standards.</p>	<p>Monitor(s): Principal Evaluator(s): Principal</p>	<p>Benchmark Data</p>	<p>N/A</p>	<p>Every 6 weeks for STAAR BOY and EOY for TPRI</p>	<p>Results of Benchmark/STAAR /TPRI summary reports will be reviewed and analyzed.</p>
<p>11. Teachers in Pre-K – 2 will be trained to disaggregate and analyze data to align content and instruction to address deficiencies. Teachers will provide all trainings to implement small group differentiated instruction (tutoring/enrichment) to meet the needs of students who are deficient in math, science, and reading skills during in school tutorials 3pm- 4pm to meet requirements for RTI.</p>	<p>Monitor(s): Principal Evaluator(s): Principal</p>	<p>CLI TPRI Amplify Eureka Math Eureka Science</p>	<p>Title I Title IV ESSER</p>	<p>Daily</p>	<p>Report cards, summative test results, teacher recommendations</p>
<p>12. Create a grade placement /leadership committee to discuss performance of students at risk of failing to avoid retention.</p>	<p>Monitor(s): Principal Evaluator(s): Principal</p>	<p>Monitor failure rate forms every six weeks and grade sheets.</p>	<p>N/A</p>	<p>Every 6 weeks</p>	<p>Every 6 weeks: specific students identified.</p>

<p>13. Special Education/ESL teachers will attend house meetings in their respective grade level(s) and content areas to ensure the needs of all SPED students are being met based on their IEP.</p>	<p>Monitor(s): Principal Evaluator(s): Principal</p>	<p>TEKS, other instructional materials Conaway Consultants</p>	<p>N/A</p>	<p>Bi-weekly: August through May</p>	<p>Monthly: Review of departmental sign-in sheets and Benchmark results for Special Education students.</p>
<p>14. During the 90-minute reading and math blocks, teachers will implement an intensive, daily intervention program (RTI) for students who do not master the TEKS/Skills/ Benchmark/ Assessment.</p>	<p>Monitor(s): Principal Evaluator(s): Principal</p>	<p>Fast Focus Read Well & other instructional materials</p>	<p>Title III Title I ESSER</p>	<p>Daily</p>	<p>Every 3 weeks</p>
<p>15. General and Special Education teachers will collaborate weekly to plan & create activities based on the STAAR readiness standards.</p>	<p>Monitor(s): Classroom Teacher, Intervention Teacher Evaluator(s): Principal</p>	<p>N/A</p>	<p>N/A</p>	<p>Weekly</p>	<p>Meeting every week</p>
<p>16. Spelling and Fluency will be implemented using Reading Transformation and Amplify in every classroom in K – 8th grades in order to address ESL/At-Risk/Sped Students.</p>	<p>Monitor(s): Classroom Teacher, Intervention Teacher Evaluator(s): Principal</p>	<p>Region 4 Reading Academies Reading Transformation Amplify</p>	<p>Title I Title III ESSER</p>	<p>Daily</p>	<p>Submission of Weekly Lesson Plans and review by administrators</p>

<p>17. Rice University will partner with AIA to train teachers in Prek – 8th on science strategies and STEM activities.</p>	<p>Monitor(s): Classroom Teacher, Intervention Teacher</p> <p>Evaluator(s): Principal</p>	<p>Rice University Eureka Science Science Fusion</p>	<p>Title IV ESSER</p>	<p>Daily</p>	<p>Submission of Weekly Lesson Plans and review by administrators</p>
<p>18. Teachers will time students and use rapid word/letter/phrases/sentences recognition strategies weekly in order to promote reading fluency in all grade levels.</p>	<p>Monitor(s): Classroom Teacher, Intervention Teacher</p> <p>Evaluator(s): Principal</p>	<p>Mc Graw Hill Rapid Word recognition Choral Reading</p>	<p>N/A</p>	<p>Weekly</p>	<p>Lesson plans and walkthroughs</p>
<p>19. Teachers will integrate poetry in order to increase ESL students’ comprehension of figurative language.</p>	<p>Monitor(s): Classroom Teacher, Intervention Teacher</p> <p>Evaluator(s): Principal</p>	<p>Reading Transformation Big Books</p>	<p>N/A</p>	<p>Monthly:</p>	<p>Lesson plans and walkthroughs</p>
<p>20. Training will be provided to the teachers on how to integrate ELPS in lesson plans, and the implementation of lessons.</p>	<p>Monitor(s): Principal</p> <p>Evaluator(s): Principal</p>	<p>Consultants: Region 4</p>	<p>Staff Development -</p>	<p>Staff Development days</p>	<p>Surveys/Agenda</p>
<p>21. Phonics will be integrated into the 90-minute Reading block.</p>	<p>Monitor(s): Principal</p> <p>Evaluator(s): Principal</p>	<p>SRA Mc Graw Hill Amplify</p>	<p>N/A</p>	<p>Daily</p>	<p>Lesson plans and walkthroughs</p>

<p>22. Teachers will be provided training on the Reading Transformations comprehension components to increase student comprehension.</p>	<p>Monitor(s): Principal Evaluator(s): Principal</p>	<p>SRA Mc Graw Hill</p>	<p>ESSER</p>	<p>Staff Development days</p>	<p>Lesson plans and walkthroughs</p>
<p>23. During the intervention groups, students will use manipulatives and will be given extra time to master the four fundamental operations, measurement, and estimation.</p>	<p>Monitor(s): Principal Evaluator(s): Principal</p>	<p>Eureka Math Go Math</p>	<p>N/A</p>	<p>Daily</p>	<p>Report cards, summative test results, teacher recommendations</p>
<p>24. Primary teachers will be provided training on how to teach math, academic, vocabulary and the four fundamental operations, measurement, and estimation using manipulatives.</p>	<p>Monitor(s): Principal Evaluator(s): Principal</p>	<p>Eureka Math Go Math</p>	<p>N/A</p>	<p>Staff Development days</p>	<p>Lesson plans and walkthroughs</p>

Goal 2. To recruit and retain effective staff in compliance with ESSA

Objective 2.1 100% of all core academic classes will be taught by highly qualified staff.

Summative Evaluation Actively recruit Highly Qualified teachers and professionals using Texas Workforce Commission ad and district website.

Formative Evaluation including incremental dates or frequency

All folders/binders will be reviewed each semester to determine the status of documentation.

Person responsible for formative evaluation

Principal (PreK-8): Drechelle Edwards, MA – Elementary School

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and Evaluated	Resources	Funds Allocated	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Actively recruit highly qualified staff	Evaluator(s):Principal	AIA website, ACP programs	N/A		Completed timeline
2. Retain highly qualified staff by providing a mentor to newly hired staff	Evaluator(s):Principal	Feedback Forms	N/A	weekly	Every 6 weeks
3. Promote a conducive working environment that maintains high employee morale	Evaluator(s): Principal	Birthday celebrations, Luncheons, Certificates	Local funds	Bi-monthly: August through May	Per semester: Reports

Goal 3

To Improve Parent & Community Support and Confidence in Schools

Objective 3.1

Improve parental Involvement, i.e. attendance at school programs, conferences, and/or volunteer efforts as well as parental involvement in student academics.

Summative Evaluation Parent sign-in sheets from each activity will be collected. A non-duplicated count of parents from sign-in sheets will be made. The percentage of parents attending various activities will be compared to previous years' data.

Formative Evaluation including incremental dates or frequency Monthly: Sign-in sheets will be monitored for various activities.

Person responsible for formative evaluation Principal

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Funds Allocated	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
<p>1. Implement school-wide family/staff nights including Reading/Writing, and Math/Science so that staff members can familiarize parents with the school expectations and curriculum and provide parents with at-home learning strategies.</p>	<p>Monitor(s): Grade Level Administrator Evaluators: Principal</p>	<p>School Class Dojo Newsletters</p>	<p>N/A</p>	<p>Each semester</p>	<p>Sign-in logs from parent events and school calendar</p>

<p>2. Administrative team will involve parents in support of the school through school sponsored events such as Fall Festival, Reading to Succeed, Field Day, PAC, volunteers, and LPAC.</p>	<p>Monitor(s): Grade Level Administrator Evaluator(s): Principal</p>	<p>Flyers, Newsletter and school calendars Class Dojo</p>	<p>N/A</p>	<p>Monthly</p>	<p>Monthly: Folder of all newsletters, calendars, and communications to parents regarding events being held.</p>
<p>3. Provide quarterly PAC meetings regarding curriculum, quarterly activities, and parent concerns.</p>	<p>Monitor(s): Grade Level Administrator Evaluator(s): Principal</p>	<p>Newsletter and school calendars Class Dojo</p>	<p>N/A</p>	<p>Monthly</p>	<p>Monthly: Folder of all newsletters, calendars, and communications to parents regarding events being held.</p>
<p>4. Plan parent conferences each semester to discuss student progress and areas of concern especially with At-Risk, SPED, & ESL students.</p>	<p>Monitor(s): Teachers, Principal Evaluator(s): Principal</p>	<p>Progress Reports, Report cards and portfolio</p>	<p>N/A</p>	<p>Per semester</p>	<p>Monthly: Students and staff being recognized and showcased throughout school</p>
<p>5. Increase parent communication through: Daily Homework folders, Spanish/English flyers, newsletters, positive parent phone calls, e-mails, Information Board, District website and school-wide events</p>	<p>Monitor(s): Teachers Evaluator(s): Principal</p>	<p>Newsletter Phone, Flyers, Website, Homework Folders Class Dojo</p>	<p>N/A</p>	<p>August – June Daily/Weekly</p>	
<p>6. Partner with local businesses, community members and parents to support our academic endeavors</p>	<p>Monitor(s): Teachers, PAC Evaluator(s): Principal</p>	<p>PAC Website</p>	<p>N/A</p>	<p>August – June</p>	

Goal 4	To Create a Safe & Positive Learning Environment
Objective 4.1	Seek to reduce the number of incidents involving bullying, violence, tobacco, alcohol and other drug use.
Summative Evaluation	Enforce ongoing monitoring of data in PEIMS and the number of discipline referrals
Formative Evaluation	10% reduction in the number of incidents and office referrals.
Person responsible for formative evaluation	Principal (PreK-8): Drechelle Edwards, MA – Elementary School

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Funds Allocated	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Teachers/Administrators and staff will implement a school-wide discipline plan using STAR	Monitor(s): Principal Evaluator(s): Principal	Staff Binders	N/A	August-June	Attendance and participation
2. A Character Education Program will be implemented, and broadcasted on the P.A. system during morning announcements.	Monitor(s): Teachers Evaluator(s): Principal	Word of the Day	N/A	Daily	Number of Discipline Referrals decreased
3. School administration will provide training during orientation on bully prevention & Crises Prevention.	Monitor(s): Teachers Evaluator(s): Principal	Staff Development	N/A	August	Review of sign-in sheets, presentations, and implementation of classroom strategies.

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Funds Allocated	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
<p>4. Teachers and Administrators will maintain consistent school-wide expectations for desired student behavior through incentives i.e. Fun Fridays, Star Students (citizenship award) for each six- week period, Safety Patrol/Hall Monitors, etc.</p>	<p>Monitor(s): Staff Evaluators: Elementary Principal</p>	<p>Certificates/Rewards, Badges/Jackets, Name/Picture posted in the classroom...</p>	<p>N/A</p>	<p>November - June</p>	
<p>5. School Administration will promote a safe and drug free environment through student programs such as Red Ribbon week.</p>	<p>Evaluators: Principal</p>	<p>Positive Promotions</p>	<p>Instructional Budget</p>	<p>October</p>	

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Funds Allocated	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
6. School Administration will provide training on the EOP (Emergency Operation Plan)	Evaluator(s) Principal	Region 4	ESSER Title I	August January	Review of sign-in sheets, presentations, and implementation of practice drills
7. School Administration will hire an armed security guard for each campus.	Evaluator(s) Principal		ESSER	August – May	

Goal 5

To increase percentage of mainstreamed special education students

Objective 5.1

The special education department will work toward meeting state and federal inclusion requirements by increasing the percentage of mainstream special education students.

Summative Evaluation Special education instructional setting data will be disaggregated, analyzed, and compared to 2023-2024.

Formative Evaluation Every 6 weeks review the instructional setting to determine mainstream percentage.
including incremental dates or
frequency

Person responsible for Principal (PreK-8): Drechelle Edwards, MA – Elementary School
formative evaluation

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Funds Allocated	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Teachers will receive training on modifications for students with disabilities.	Monitor(s): SPED Consultants Evaluator(s): Principal	ARD Process Modification Sheets/Charts IEP's	N/A	First 2 wks of school. Bi-monthly thereafter	Weekly Classroom Observation
2. ARD committee will review student progress annually to determine current instructional placement.	Monitor(s): Evaluator(s): Principal	IEP's, Modification pgs., Teacher Input, Student Portfolios, documented observation	N/A	At time of ARD, Bi-monthly staffing	Folder audit at the end of each (6) weeks.

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Funds Allocated	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
3. Provide content mastery groups in all content areas during school (3-4p.m.)	Monitor(s): SPED Teacher Evaluator(s): Principal	Individual Teacher Assignment sheets, Modifications, & IEPs	N/A	August – June	Folder audit at the end of each six weeks.
4. Provide intervention support at each student’s instructional level in the area of Math, Reading and Language Arts with the goal of helping to transition more Special Education students into mainstream classrooms on grade level.	Monitor(s): SPED Teacher Evaluator(s): Principal	Reading Transformation Amplify Eureka Math	ESSER	August –June	Weekly: Learning plans will be reviewed by administrators; periodic assessments, & Benchmark score
5. Teachers will utilize a web-based intervention program to increase student performance in the area of decoding and reading comprehension and get them on grade level.	Monitor(s): Teacher, SPED Teacher Evaluator(s): Principal	Khan Academy Education Galaxy STEM	ESSER	August – June	Weekly: Learning plans will be reviewed by administrators; periodic assessments, &

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Funds Allocated	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
					Benchmark score

Goal 6 Improve referral process for non-special education students

Objective 6.1 Staff will follow referral procedures paying attention to timelines and needed documentation.

Summative Evaluation The designated CIC will meet on a regular basis to discuss and identify students for possible referral.

Formative Evaluation **Every 2 weeks**, CIC will meet to determine if current interventions should continue or Further evaluation is needed.

Person responsible for Formative evaluation Elementary Principal

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Funds Allocated	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Teachers will receive training on the response to intervention in order to decrease our student referral to Special Education.	Monitor(s): Evaluator(s): Sped Consultants	SPED Consultants Referral Packets and Student Portfolios (work samples) Region 4	N/A	First 2 wks of school, during each teacher in-service	Committee chair will monitor weekly.
2. Teachers will monitor student performance and maintain documentation to support each referral.	Monitor(s): Evaluator(s): Elementary Principal	IEP's, Test Data, Daily Assignments, Observations, and initial assessments	N/A	August-June	Sped Teachers will update IEP's every 6 weeks. Progress will be discussed during bi-weekly meetings.
3. The Campus Intervention Committee (CIC) will meet with the teacher of identified students to review RTI results prior to being referred for Special Education.	Monitor(s): Classroom Teacher, Intervention Teacher Evaluator(s): Principal	Teacher RTI documentation, portfolio, report card	N/A	Monthly	Meeting every 6-weeks