



HOUSTON CLASSICAL
CHARTER SCHOOL

Houston Classical Charter School
Campus Improvement Plan/District Improvement Plan
Address: 6403 Addicks Clodine Rd, Houston, TX 77083
Date Approved: September 14, 2023

CIP/DIP Team Members

NAME	ROLE
Deyvis Salazar	Superintendent (School Leadership)
Loretta Guido	Director of Talent
Madelyn Marrs	Principal
Tonya Williams	Assistant Principal Of Academic
Dr. John Parker	Vice President Of Operations
Kentasha McMorris	Director Of Ece (Enrollment, Community & Engagement)
Tiffany Valentine	Program Coordinator
Adrienne Admin	Board Member
Brenda Ward	Director of SPED
Lizbeth Benitez	Enrollment and Community Engagement Manager
Melissa Ortega	Enrollment and Community Engagement Manager
Stephanie Medina	Peims Coordinator
Lyn Koeuth	Compliance Officer/Emergent Bilingual
Krisni Tang	Parent
Alexis Torres	Parent
Justin Davis	Teacher
Cindy Gutierrez	Teacher

Parent and Family Engagement Committee

Name	Role
Deyvis Salazar	Superintendent
Loretta Guido	Director of Talent
Madelyn Marrs	Principal
Tonya Williams	Assistant Principal of Academic/Director of Interventionist
Dr. John Parker	Vice President Of Operations
KenTasha McMorris	Director Of Ece (Enrollment, Community & Engagement)
Tiffany Valentine	Program Coordinator
Cindy Gutierrez	Teacher
Justin Davis	Teacher
Lizbeth Benitez	Enrollment and Community Engagement Manager
Melissa Ortega	Enrollment and Community Engagement Manager
Krisni Tang	Parent
Alexis Torres	Parent

Mission

HCCS educates K-8 scholars through a classical approach, rigorous academics, structured environment, and character development to ensure high school, college, and life success.

Vision

Our vision is that Houston Classical Charter School's ("Houston Classical") alumni will all graduate from high school, will have college degree attainment levels exceeding, not only Alief but the highest attainment communities of Houston; and will have developed the academic and social campus conference held the meeting habits to propel them to a life of success.

Strategic Priorities

Comprehensive Needs Assessment

School Profile

Houston Classical Charter School is the only campus in Houston Classical Charter School District in Houston TX. Houston Classical Charter School opened its doors in August 2020 during the pandemic and serves 71% of low-income students (qualifies as a CEP campus). Its charter focus is Student achievement in Academics and providing a culture conducive to our students. Houston Classical Charter School plans to serve 350 students in grades PK-4 for the 2023-2024 school year. Last year, 185 students were served by the campus, which is an increase of over 89%. We see ourselves as an elementary school as of now but will grow to accommodate middle school students as well. As such, teachers specialize in content areas and rotate into student classrooms (named after philosophers). We have an extended day, after-school programming, available to all students.

The student population is 51% African-American, 4% Anglo, 7% Asian, 36% Hispanic, 49% male, and 51% female with the low socioeconomic status of 71%. The staff population is 23.3% African-American, 26.1% Anglo, 11% Asian, 39.5% Hispanic, 18.1% male, and 81.9% female with an average of 2 years of experience.

The overall mobility rate for the campus is approximately 21%, with a drop-out rate of 0%. The average daily attendance rate for students is 97%. The average daily attendance rate for staff is 97%. In 2022-2023, we had an increase of 10 referrals over the year before with our student body growing by 131 students. We had a decrease in ICR (in class reflection) by 10. This year, our Emergent Bilingual and SPED population did receive more referrals than other school populations. In addition, our Black, hispanic and African American students were not over-represented in any area of discipline (referrals, ICR). That is an improvement from the previous year. Houston Classical will support efforts to reduce the overuse of discipline practices that remove students from the classroom by training teachers in de-escalation tactics, adding Houston Classical Fellows, hiring a AP of Culture and Climate, and mental health support.

Houston Classical serves 27 Emergent Bilinguals (14%), 4 students identified for 504 services (3%), and 17 students served through special education services (9%). We have an economic disadvantage of 71% and an At-Risk population of 49%.

Comprehensive Needs Assessment Process

Houston Classical's needs assessment process is described below. The school support team evaluated the 2022-23 data. We reviewed the following data:

- STAAR (used interim data)-STAAR did not release until August 2023
- Attendance
- Discipline
- TELPAS (used holistic scores for grades K-1)-TELPAS did not release until July 2023
- Staff Quality
- Homeless Students
- Economically Disadvantaged
- Emergent Bilingual
- Parent Participation
- Report Cards
- Special Student Populations – 504, Special Education
- Staff Development
- Standardized Tests
- Surveys and Interviews of Students/Staff/Parents
- Teacher Turnover Rates
- RTI
- Testing/ Master Schedule
- Fundamental Five
- Technology Inventory

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The School Support Team met on June 1, 2023, and again on July 18 to develop the CNA. The first meeting was held in the CCM and via Zoom at 1:00 p.m. on June 1, 2023, and the second meeting was held on July 18, 2023, via Zoom at 1 p.m. We plan to meet again on August 28, 2023, December 15, 2023, March 6, 2024, and June 10, 2024.

At the first meeting on June 1, 2023, the school support team reviewed the purpose of a CNA and agreed upon the data to review. At the second meeting on July 18, 2023, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team came to a consensus on three main priorities. A Root Cause Analysis was completed on the top three priorities.

The School Support Team reviewed the data listed above to identify areas of strengths and problems.

<p>Demographics:</p> <p>See data above</p>	<p>Strengths: Reflective of the community in newcomers and Emergent Bilingual population</p> <p>Problems: Although we partnered with our vendors in order to receive services for our scholars. We lacked consistent staff member specialized in SPED outside of our vendors</p>
<p>Student Achievement:</p> <p>See STAAR Scores Summary/Academic Data Dashboard, NWEA Map Data dashboard</p>	<p>Strengths: High achievement scores with returning scholars and in their writing abilities.</p> <p>Problems: Scholars who are coming to our school for the first time or in their first year. Need to develop better systems for support, interventions, and other forms of support necessary to ensure their overall success on the STAAR exams.</p>
<p>Family and Community Involvement:</p> <p>85% satisfaction on the survey, 80% attendance at conferences</p>	<p>Strengths: Communication is very transparent and informative to the parent in a language they can understand (i.e Spanish, Arabic)</p> <p>Problems: Due to virtual participation, increase in lack of clarity about family compact and student code of conduct. Due to new operations team members, increase in confusion on phone calls</p>

	and in the main office when responding to parent needs. Houston Classical will implement effective parent and family engagement needs under Section 1116. We will provide parents and families with the parent and family compact, and assess our Improvement plan, and our Parent and Family Engagement policy.
Curriculum, Instruction, and Assessment:	Strengths: Strong curriculum based on scholar engagement, results, and general understanding from our staff.
	Problems: Modify and align our assessments using ANET to ensure we capture all scholars who have been identified as low, medium, or high in the continuum of reading, writing, and math.
Staff Quality, Recruitment and Retention: % retention	Strengths: Staff diversity to reflect the students and increase in experienced teachers.
	Problems: Recruiting and hiring the highest performing staff from the beginning. Hiring teachers with ESL supplemental or Bilingual certification that are also a mission fit.
School Culture and Climate: See data above	Strengths: Classroom culture strong, transition of culture to virtual learning, new virtual learning student handbook, consistency classroom to classroom, reduction in discipline reports
	Problems: At-Risk Students are still slightly over-represented in referrals.
School Context and Organization:	Strengths: Struggling students are pulled out of class when needed for small group instruction, including RtI, SPED, and EB. Small group instruction also occurs in class time.
	Problems: Because our school is growing, we are hiring for many positions. Certified bilingual teachers have been hard to find.

Technology:	Strengths: The school provides all students with a chromebook for use in the classroom and regularly uses technology platforms like Google classroom to engage students in learning.
	Problems: We are working with teachers to improve some basic technology skills in our students (typing, appropriate use of websites for research).

Summary of Identified Problems and Related Strategies (The Bridge)

Based upon the prioritized problem the school support team identified several intervention strategies:

Student Achievement

- 1) There is an identified problem in that our students (across the board) are reading two years below grade level. Virtual learning and COVID-19 only increased this reading gap. Although we implemented phonics intervention for the first time this year, virtual learning and COVID-19 significantly disrupted our ability to provide intervention at a regular rate of three times per week.
 - a) This year, we are hiring 5 paraprofessionals, 5 teaching fellows, and a Director of Intervention/Vice Principal of Academics to ensure that phonics, oral reading fluency, and comprehension intervention happen on a regular basis with a high dosage to ensure growth. We are allowing teachers, Paraprofessionals, and teaching fellows the opportunity to receive stipends for providing interventionist services.
 - b) In addition, we will be training all staff in teaching literacy to ensure we provide accelerated instruction. See additional details in the plan below (Universal Reading Growth Goal).
- 2) There is an identified problem in that our students with IEPs are reading (on average) at a 1st-grade level. This is substantially lower than our schoolwide average. While our students with IEPs are coming in reading at lower levels than the general population, we set ambitious goals for each student this year to improve their reading fluency and comprehension and get closer to reading on grade level.
 - a) We are utilizing an additional reading intervention software program (Amplify) that is research-based and proven to increase reading levels. We also use (a reading and writing platform proven to increase reading levels by 2+ grades). This year we hired a separate special education teacher and coordinator (which used to be combined roles) to ensure students receive robust services and support.
 - b) We are also hiring at least two additional SPED teachers for the first time to add additional support for students with 504s and IEPs.
 - c) Finally, we added one on one and small group dyslexia support for our students with dyslexia that are not making adequate progress.
- 3) There is an identified problem in that our students come into 3rd grade with significant gaps in foundational math skills and math problem-solving skills.
 - a) Many of our 3 graders lack mastery of subtraction, multiplication, and division. In addition, student literacy challenges hinder their ability to comprehend and solve multi-step math problems. For strategies to address this problem, see our Deliberate Build regarding math fluency in the outline below.

Family and Community Engagement

- 4) There is an identified problem in that our students, due to virtual participation, increase in lack of clarity about family compact and student code of conduct. Due to new operations team members, increase in confusion on phone calls and in the main office when responding to parent needs.
 - a) Houston Classical will implement effective parent and family engagement needs under Section 1116. We will provide parents and families with the parent and family compact, and assess our Improvement plan, and our Parent and Family Engagement policy
 - b) There is an identified problem in that our virtual family orientation, virtual conferences, and turnover in operations team members lead to a lack of clarity for parents around Houston Classical's expectations for students and parents.
 - c) The first strategy we will implement is returning to in-person orientations and conferences for parents to ensure high levels of understanding and face-to-face time with all staff.

Staff Quality, Recruitment and Retention:

- 5) There is an identified problem with our low retention percentage for staff. Our goal is to attract and retain high-quality teachers who are committed to the profession and the students they serve. This objective can be achieved by implementing strategies that support teacher development, provide opportunities for growth, and create a positive work environment.
 - a) Enroll our teachers grades K-3 in Reading Academy to learn strategies and develop a plan for each student
 - b) Increase one-on-one check-in with an open door policy; teachers as well as staff feel supported
 - c) Have wellness wednesdays every other month
 - d) Increase Professional Development for teachers
 - e) Offer teachers the opportunity to receive their teaching certification through a third party

CIP and PFE Information

The campus improvement plan will be available at the following locations:

Campus and District Front Office, Campus Website, and Open House. It was also posted on the apartment complexes where our students reside based on our bus routes. We notified all parents of our CIP through website posting.

The CIP is available in English and Spanish per our translation policy.

The Parent and Family Engagement (PFE) Policy will be provided to parents at the following events:
Annual Title I Meeting and Open House

Parents can find a copy of the PFE Policy at the following locations:

District and Campus Website, the Campus Front Office, and posted at the apartment complexes where our students reside based on our bus routes. The PFE will be available in English and Spanish per our translation policy.

Parents are encouraged to participate in the Parent and Family Engagement Committee. They are invited to join the committee every April. Invitations are sent home to all parents in March. The committee meets twice a year: April and February. Each meeting is provided twice. Each meeting is on a different day of the week and time to help increase parent participation. The purpose of the April Meeting is to evaluate the PFE plan and to plan for the upcoming year. The purpose of the September meeting is to discuss the new plan. The February meeting is to review and evaluate the plan.

The Annual Title I Meeting will be held on October 9th at 10:30 a.m. and on April 11 at 5 p.m. Parents were emailed about the two options. We also used our automated phone service and attached notices to our registration packets.

Parent Trainings: Parent Trainings will occur on the first appointed date always at 5:30 p.m., and a second opportunity will be the following date at 12:15 p.m.

The Goals of 2023-2024

Student Achievement

Goal 1: Houston Classical will enhance the quality of instructional programs to improve performance and enable students to meet their academic goals

Objective 1: Students will perform 5% greater on the STAAR in each performance category in 3rd - 4th grade ELA

Objective 2: Students will perform 5% greater on the STAAR in each performance category in 3rd - 4th grade Math

Objective 3: Pre-K-4 grade we intend to have 15% growth between the 1st and 4 quarter in NWEA Map

Family and Community Engagement

Goal 2: Houston Classical will provide a learning community that is inclusive of parents to strengthen the home-school connection.

Objective 1: To Increase the family engagement by 15%, Houston Classical will host several in-person events and offer opportunities for parents to volunteer throughout the year to build trust and cultivate a relationship between school and family relationships

Staff Quality, Recruitment and Retention:

Goal 3: Our goal is to attract and retain high-quality teachers who are committed to the profession and the students they serve. This objective can be achieved by implementing strategies that support teacher development, provide opportunities for growth, and create a positive work environment.

Objective 1: Increase the percentage of teachers who participate in professional development opportunities by 20% within the next academic year.

Objective 2: Reduce teacher turnover rate by 10% within the next two academic years.

Objective 4: Increase the percentage of teachers who report feeling supported by their colleagues and administration by 15% within the next academic year.

Scholar Achievement

Goal 1: Houston Classical will enhance the quality of instructional programs to improve performance and enable students to meet their academic goals

Objective 1: Students will perform 5% greater on the STAAR in each performance category in 3rd - 4th grade ELA

Activity/Strategy	Personal Responsible	Timeline	Funding Source	Data Source	Resource
AT-RISK Students will be given additional practice through our online curriculum. The Interventionist will be working with all students identified as At-Risk.	Principal, VP of Operation, SPED coordinator, EB coordinator	August 2023-June 2024 (Daily)	Title 1 and State Comp ED	Special programs evaluations STAAR, TELPAS, and MAP Growth and achievement projections aggregated by special populations	PD for the teachers Binders for interventionists to track progression/ Exit Tickets
ALL STUDENTS will create academic reading goal and track their needs with the help from their teachers	Principal, VP of Operation, SPED coordinator, EB coordinator	August 2023-June 2024 (Quarterly)	Title 1 and Local	STAAR, TELPAS, and MAP Growth and achievement projections Campus created interim assessments Semester exam grades HB 4545 , HB 1416 Student surveys	Supplies for the students PD for the teachers Order benchmark curriculum

Hired 5 paraprofessionals and 5 teaching fellows to ensure that phonics, oral reading fluency, and comprehension intervention happen on a regular basis with a high dosage to ensure growth.	Principal,VP of Operation,SPED coordinator, EB coordinator	By the end of the 1st Quarter	Title I and Local	STAAR, TELPAS, and MAP Growth and achievement projections Campus created interim assessments Semester exam grades HB 4545, HB 1416 Student surveys	
ALL students will receive highly trained teachers to help increase reading growth	Principal,VP of Operation,SPED coordinator, EB coordinator	August 2022-June 2023 (Quarterly)	Local	STAAR, TELPAS, and MAP Growth and achievement projections Campus created interim assessments HB 4545, HB 1416 Semester exam grades Student surveys	PD for the teachers
For our students with disabilities we will hire at least two SPED Teachers for the first time to add additional support for students with 504s and IEPs.	Principal,VP of Operation,SPED coordinator, EB coordinator	By the End of Quarter 1	Title 1 and ESSER	Special programs evaluations HB 4545, HB 1416 STAAR, TELPAS, and MAP Growth and achievement projections aggregated by special populations	personnel
Our well-rounded Afterschool programs will give students hands-on experience with academic/enrichment projects while working alongside skilled professionals who will help skills development and	Principal,VP of Operation,SPED coordinator, EB coordinator	(Afterschool: Monday-Friday)	TCLAS	STAAR HB4545 and HB1416	Hiring after school tutors Commitments for teachers wanting to help with the Afterschool Program PD for Teachers Supplies

expose students to rewarding opportunities					
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Student Achievement

Goal 1: Houston Classical will enhance the quality of instructional programs to improve performance and enable students to meet their academic goals

Objective 2: Students will perform 5% greater on the STAAR in each performance category in 3rd - 4th grade Math

Activity/Strategy	Personal Responsible	Timeline	Funding Source	Data Source	Resource
AT-RISK Students will be given additional math practice through our online curriculum. The Interventionist will be working with all students identified as At-Risk.	Principal, VP of Operation, SPED coordinator, EB coordinator	August 2023-June 2024 (Daily)	Title 1 State CompED Title III	Special programs evaluations STAAR, TELPAS, and MAP Growth and achievement projections aggregated by special populations	PD for the teachers Hiring 4 Teaching Fellows to assist with student intervention to track academic progression Order benchmark curriculum
ALL STUDENTS will create academic math goal and track their needs with the help from their teachers	Principal, VP of Operation, SPED coordinator, EB coordinator	August 2023-June 2024 (Quarterly)	Title 1 Local	STAAR, TELPAS, and MAP Growth and achievement projections Campus created interim assessments Semester exam grades Student surveys	Supplies for the students PD for the teachers
Hired a Director of Intervention/ AP of Academics	Principal, VP of Operation, SPED coordinator, EB coordinator	By the End of Quarter 1	Title I Local	STAAR, TELPAS, and MAP Growth and achievement projections Campus created interim assessments	Supplies for the students PD for the teachers

				Semester exam grades Student surveys	
For our students with disabilities we will hire at least two SPED Teachers for the first time to add additional support for students with 504s and IEPs.	Principal, VP of Operation, SPED coordinator, EB coordinator	By the End of Quarter 1	Title 1 ESSER	Special programs evaluations STAAR, TELPAS, and MAP Growth and achievement projections aggregated by special populations	personnel Hiring 4 Classical Fellows to assist with student and Director of Culture and Climate
Our well-rounded Afterschool programs will give students hands-on experience with academic/enrichment projects while working alongside skilled professionals who will help academic growth, and skills development and expose students to rewarding opportunities	Afterschool Project Manager and the Principal	August 2023-June 2024 (Afterschool: Monday-Friday)	TCLAS	STAAR HB4545 and HB 1413	Hiring after school tutors Commitments for teachers wanting to help with the Afterschool Program PD for Teachers Supplies

Student Achievement

Goal 3: Houston Classical will enhance the quality of instructional programs to improve performance and enable students to meet their academic goals

Objective: K-4 grade we intend to have 15% growth between the 1st and 4th quarter in NWEA Map.

Activity/Strategy	Personal Responsible	Timeline	Funding Source	Data Source	Resource
Ensure that the reading TEKS and guidelines are being met with 100% fidelity with opening first year	Principal, VP of Operation, SPED coordinator, EB coordinator	August 2023-June2024 (Daily)	Local and Blended Learning Grant	lesson plans, walk-through documentation, minutes of team meetings	Teacher's Reading Academy
Ensure teachers use supplies and materials for continued implementation of scientifically based reading and instruction	Principal, VP of Operation, SPED coordinator, EB coordinator	August 2023-June2024 (Daily)	Title 1 and Local	MAP Growth and achievement projections Campus created interim assessments Semester exam grades Parent surveys	supplies and materials
Conduct reading assessments for students in grades K-4 to identify areas of need for struggling readers	Superintendent and SPED Coordinator	August 2023-June2024 (Weekly)	Title 1 and Local	MAP Growth and achievement projections Campus created interim assessments	
Ensure sustained silent reading and/or read-aloud time for all students on a daily basis	Principal, Assistant Principal, and SPED coordinator	August 2023-June2024 (Daily)	Local	Walk-through documentation, Master Schedule	classroom book sets Personnel
Implement a goal based program in grades K-4 to encourage	Principal, VP of Operation, SPED coordinator, EB coordinator	August 2023-June2024 (Daily)	Local	Reading Logs	supplies and materials

independent reading					
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Family and Community Engagement

Goal 2: Houston Classical will provide a learning community that is inclusive of parents to strengthen the home-school connection.

Objective 1: To Increase the family engagement by 15%,Houston Classical will host several in-person events and offer opportunities for parents to volunteer throughout the year to build trust and cultivate a relationship between school and family relationships

Activity/Strategy	Person Responsible	Timeline	Funding Source	Data Source	Resources
Provide opportunities for parent engagement, such as Family Literacy Series, parent advisory council, campus representative council, including hospitality items for events.	Principal,VP of Operations, SPED coordinator, EB coordinator	August 2023-June2024 (Monthly on the Second Tuesday of the Month)	Title 1 Local	feedback survey texted to families Family involvement in reading activities, community attendance at campus event	Supplies, materials and hospitality Employ a Family Engagement Team to help the school with our accountability to our parents/Families
Parent Workshops to further advance EB students growth with english	Principal,VP of Operation, SPED coordinator, EB coordinator	August 2023-June2024 (Monthly on the Second Tuesday of the Month)	Title 1 Title III	Demographics TELPAS	Supplies, materials and hospitality
Hire a Director of Parent and Family Engagement along with an engagement team	Principal	July 2023-June2024	Local	feedback survey texted to families Biannual family surveys	Supplies, materials and hospitality

In-person parent/teacher conferences to discuss the regression or growth of students academic goals	Principal, VP of Operation, SPED coordinator, EB coordinator	July 2023-June2024 (Quarterly)	Title I Local	feedback survey Biannual family surveys Report Cards	Supplies, materials and hospitality
Encourage parents to volunteer by providing a list of ways that they can help	Principal, EB Coordinator, and SPED coordinator	August 2023 - June 2024 (Monthly)	Local	Family in-person attendance	hospitality
Collaborate with PTO in hosting family learning nights including reading/math nights	Principal,, EB Coordinator, and SPED coordinator	August 2023-June2024 (Monthly on the Second Tuesday of the Month)	Title I Local	feedback survey	Supplies, materials and hospitality
Provide student and family attendance incentives such as incentive wheel	Principal, EB Coordinator, and SPED coordinator	August 2023-June2024 (Monthly on the Second Tuesday of the Month)	Local	feedback survey	Supplies, materials and hospitality
Increase parent communication about absences and the importance of coming to school.	Principal, EB Coordinator, and SPED coordinator	August 2023-June2024 (Monthly on the Second Tuesday of the Month)	Local	feedback survey	Supplies, materials and hospitality

Staff Quality, Recruitment and Retention:

Goal 3: Our goal is to attract and retain high-quality teachers who are committed to the profession and the students they serve. This objective can be achieved by implementing strategies that support teacher development, provide opportunities for growth, and create a positive work environment.

Objective 1: Increase the percentage of teachers who participate in professional development opportunities by 20% within the next academic year.

Activity/Strategy	Person Responsible	Timeline	Funding Source	Data Source	Resources
Focus on teacher engagement: Engage teachers in the planning process and offer them a way to have informal conversations. Use the survey findings to plan more engaging learning opportunities for teachers, administrators, and staff, both online and off.	Principal, EB Coordinator, and SPED coordinator	August 2023-June2024 (Daily)	Title I Local Title III	Teacher engagement survey	Supplies
Use student and teacher performance data: Use both student and teacher performance data to make informed decisions about future areas of focus and strategies to enhance student learning. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in	Principal, EB Coordinator, and SPED coordinator, Emergent Bilingual Principal,	August 2023-June2024 (Afterschool: Monday-Friday)	TCLAS Title III Title I Staff evaluations	Student and staff surveys Student referral and suspension data	Contracts with outside vendors (tutoring and enrichment services) Commitments for teachers wanting to help with the Afterschool Program Supplies

order to ensure all students achieve success.					
Offer a variety of professional development opportunities: Teachers have different needs and interests, so offering a variety of professional development opportunities can increase participation. These opportunities can include workshops, conferences, online courses, and peer-to-peer learning.	Principal, EB Coordinator, and SPED coordinator	August 2023-June2024 (monthly)	Local Title I Title III	Staff Survey	PD for Teachers Supplies

Objective 2: Reduce teacher turnover rate by 10% within the next two academic years.

Activity/Strategy	Person Responsible	Timeline	Funding Source	Data Source	Resources
Provide incentives: such as stipends, professional growth credits, or recognition can motivate teachers to participate in professional development opportunities.	Principal, EB Coordinator, and SPED coordinator	August 2023-June2024 (monthly)	Local Title I	Staff surveys	Supplies
High-quality induction and mentoring programs	Principal, EB Coordinator, and SPED coordinator, Emergent Bilingual Principal,	August 2023-June2024 (Afterschool: Monday-Friday)	TCLAS Title III	Staff surveys	Contracts with outside vendors (tutoring and enrichment services)

			Title I		Commitments for teachers wanting to help with the Afterschool Program PD for Teachers Supplies
Have wellness days to combat mental health and burn among our teachers	Principal	August 2023-June2024 (Once a month)	Local		

Objective 3: Increase the percentage of teachers who report feeling supported by their colleagues and administration by 15% within the next academic year.

Activity/Strategy	Person Responsible	Timeline	Funding Source	Data Source	Resources
Have monthly incentives of appreciation	Principal, EB Coordinator, and SPED coordinator	August 2023-June2024 (Monthly)	Local	Staff survey	Supplies
Have weekly teacher/Coach meeting	Principal, EB Coordinator, and SPED coordinator, Emergent Bilingual	August 2023-June2024 (Weekly)	Local	Staff surveys	Supplies