

# **Fort Worth Independent School District**

## **146 M.H. Moore Elementary School**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

Providing meaningful, equitable, and rigorous instruction that inspires lifelong learners.

## Vision

Creating a learning community that empowers all students to imagine, grow, and achieve Moore.

## Core Beliefs

At M. H. Moore Elementary, we believe in:

1. Providing meaningful, equitable, and rigorous instruction to prepare students for college, career, and community leadership.
2. Empowering students to strive for excellence
3. Developing students socially, emotionally, and academically
4. Nurturing a culture that promotes diversity, inclusion, collaboration, and academic excellence
5. Partnering with all stakeholders to provide the best learning opportunities for our students

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# Comprehensive Needs Assessment

Revised/Approved: September 20, 2021

## Demographics

### Demographics Summary

M.H. Moore Elementary is a Title 1 school that truly is a neighborhood school. We are in the Diamond Hill Pyramid within Fort Worth ISD. All our students either walk or drive to school from surrounding homes or apartments. We have PreK - 5th grade on our campus with half of the classes being dual language one way. We also have students in the district's Gifted and Talented program. We have a RISE classroom to meet the needs of special education children in our area, we have increased our servicing of dyslexia students from 3% to 6%, and a walk-in Speech program for qualifying students who are too young for our PreK program. Our pyramid is the only one in FWISD where all the schools participate in a special STEM program called Project Lead The Way. M.H. Moore is proud to have been awarded a PLTW Distinguished Campus Award for the last two years. M. H. Moore was the first elementary school in Texas to become part of the Blue Zone program which promotes healthy living. A fun Blue Zone activity that we have participated in yearly is our Walking School Bus where we meet at a certain block in the neighborhood and walk, picking up more students and parents along the way, until we reach school. Blue Zone has helped us be a community resource for food. We have given away a Veggie and Fruit bag to our families for each of the past three months. This is scheduled to continue through this school year. Prior to Covid, we had a thriving after school sports program and several clubs based on student interests. We look forward to bringing those back.

We work to meet the needs of individual students not just academically, but also behaviorally. The number of behavioral referrals has decreased the past three years. We have 0 suspensions this year and 0 students have repeat office referrals. We have less than 5 office referrals this year. Teachers and staff work to build relationships with each student and meet their individual academic and behavioral needs as much as possible.

Our community is a tight knit community that is primarily Hispanic. Many households are multigenerational. This is wonderful because we get to know many of the important people in our children's families and our children have lots of people in their home invested in their learning. M. H. Moore is 94% Hispanic, 2% AA, 2% White and .4% Asian and 1.4% Two or More Races. Of those students, 93% are coded economically disadvantaged, 10% are in the Special Ed program as a student on campus or a Walk-In Speech student and 52% are coded as English Language Learners (English is not their primary language). Our mobility rate is 11% which is an asset because that means many of our students start and finish their elementary school careers with us. Our classroom ratio last year was within the 22:1 ratio. Our current enrollment is 470 which is down from previous years. The primary reason is because of Covid, which caused our families to move for economic reasons. We have lost some students due to Coronavirus COVID 19 concerns and availability of virtual programs in charter schools. Our community has several neighborhood churches who lend helping hands to our school during different times in the year.

More than half of our teachers have at least three years of teaching experience and around 30% have more than ten years of teaching experience. Having a veteran staff helps to build a bond with our community. They also have built their toolbox of teaching strategies and knowledge and can share this with new teachers. We have teachers that have Bilingual, ESL, GT and SpEd certifications. Several of our teachers have advanced Degrees in Education. Our Kindergarten - 3rd grade teachers are participating in the TEA created Reading Academy to further expand their knowledge in literacy instruction.

### Demographics Strengths

- Low mobility rate (11%)

- Multigenerational families in a household
- Close knit community
- PLTW and Blue Zone school
- Office referrals have decreased and 0 suspensions so far this year
- Dual language classes (biliteracy model)
- Large number of teachers have more than three years of experience

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** We have lost several students to external virtual programs and ILT Charter school. **Root Cause:** Parental concerns due to Coronavirus COVID 19 pandemic and lack of marketing strategy to showcase the great things that are happening at M. H. Moore Elementary using multiple platforms.

**Problem Statement 2:** M.H. Moore PTA membership numbers decreased at least 25% this school year. **Root Cause:** The PTA had limited access and knowledge of technology to organize and/or hold online membership drive within our school community.

**Problem Statement 3 (Prioritized):** Parental engagement was extremely low. Family nights and other school events that helped connect with our parents did not occur. **Root Cause:** Safety protocols and concerns prevented parents from engaging in face to face school activities and events. The campus did not organize virtual events last year.

**Problem Statement 4 (Prioritized):** Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services. **Root Cause:** Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.

# Student Learning

## Student Learning Summary

### Student Progress

For school years 2015-2016 through 2017-2018, M. H. Moore say increases in all domains (Student Achievement, School Progress and Closing the Gap). In the school year 2018-2019, we saw a decrease in each of these domains that resulted in a “C” rating. This rating carried over to the school year of 2019-2020 because of Covid-19.

- Student Achievement:

2015-2016 - 76	2016-2017 - 78	2017-2018 - 77	2018-2019 - 69
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- Student Progress

2015-2016 - 52	2016-2017 - 55	2017-2018 - 87	2018-2019 - 76
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- Closing the Performance Gap

2015-2016 - 46	2016-2017 - 47	2017-2018 - 84	2018-2019 - 68
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### STAAR Academic Performance 2018-2019

For the school year 2018-2019, we saw a decrease in student performance in most groups for the different tests. While this happened, our scores were ahead of district scores in all groups and tests except for 5<sup>th</sup> grade Science (Approaches, Meets and Masters) and 4<sup>th</sup> grade Writing (Masters). The Masters percentage on the Science test increased from the previous testing year.

#### ELA/Reading 2018-2019

Approaches %		Meets %	Masters %
AA	80	20	0
H	70	31	16
W	83	50	17

#### Math 2018-2019

Approaches %		Meets %	Masters %
AA	80	40	0
H	80	39	15

W	83	50	33
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#### Writing 2018-2019

Approaches %	Meets %	Masters %
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AA	*	*	*
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H	58	31	6
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W	*	*	*
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#### Science 2018-2019

Approaches %	Meets %	Masters %
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AA	*	*	*
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H	53	24	10
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W	*	*	*
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#### STAAR Academic Performance 2020-2021

For the school year 2020-2021, we saw a decrease in student performance in all groups compared with 2018-2019. More than half of our students were virtual learning during last school year, which affected their academic progress.

#### ELA/Reading 2020-2021

Approaches %	Meets %	Masters %
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AA	67	33	33
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H	56	24	12
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W	67	0	0
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#### Math 2020-2021

Approaches %	Meets %	Masters %
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AA	0	0	0
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H	49	19	8
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W	33	0	0
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#### Writing 2020-2021

Approaches %	Meets %	Masters %
AA	*	*
H	37	13
W	50	0

#### Science 2020-2021

Approaches %	Meets %	Masters %
AA	0	0
H	37	8
W	0	0

Looking at the Circle Assessment for Pre-Kindergarten students, the results show that they have made progress at midyear in both Literacy and Math. Both our Spanish and English-speaking groups had average scores that were approximately 75% of the maximum number of points able to be scored. Our students had slightly better average scores in math. Our kindergarten students were assessed using the KEA test. While our kindergarteners made slight gains, the average gains were less than 50% the amounts of points able to be scored in both Literacy and Math. Like PrK, they were slightly stronger in Math. Based on the KEA, Kindergarten has opportunities for growth in all areas of phonics in order to increase their reading readiness.

Based on our growth measures on the NWEA Map data, 1<sup>st</sup> and 2<sup>nd</sup> grade made some progress in Reading and Math. 1<sup>st</sup> grade shows greater growth in Reading than Math, but still did not meet grade level projected growth norms. 2<sup>nd</sup> grade had almost the same level of growth in Reading and Math, but like first grade, did not meet grade level projected growth norms.

#### Student Learning Strengths

\*TELPAS scores show emergent bilingual students are making progress

#### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** EL students' literacy scores have decreased as evidenced in the STAAR scores and NWEA MAP growth reports. **Root Cause:** Foundational Reading



skills have not been taught in a consistent and systematic (phonics, phonemic awareness, etc.) way across the campus.

**Problem Statement 2:** Third grade students struggle with comprehension skills which causes an inability to reach projected NWEA MAP growth. **Root Cause:** Lack of training and support for teachers on how to implement a systematic and explicit schoolwide phonics program.

**Problem Statement 3 (Prioritized):** Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent STAAR Scores and NWEA MAP Growth scores. **Root Cause:** Teachers have not had professional development on high leverage practices to teach math and vocabulary strategies.

**Problem Statement 4:** Emergent bilingual students and RP students are lacking reading comprehension skills which affects all subjects as evidenced in the most recent STAAR scores and MOY NWEA growth scores. **Root Cause:** There was not a schoolwide instructional system based on high leverage strategies to teach literacy and engage all students in rigorous instruction.

**Problem Statement 5 (Prioritized):** Students in grades K-2 are lacking foundational reading skills on phonemic and phonological awareness as evidenced in CLI, KEA, NWEA MAP growth reports and STAAR scores. **Root Cause:** The campus does not have a systematic and explicit system to teach foundational literacy skills. Teachers need more training and resources.

**Problem Statement 6:** We have lost several students to external virtual programs and ILT Charter school. **Root Cause:** Parental concerns due to Coronavirus COVID 19 pandemic and lack of marketing strategy to showcase the great things that are happening at M. H. Moore Elementary using multiple platforms.

**Problem Statement 7 (Prioritized):** Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services. **Root Cause:** Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.

# School Processes & Programs

## School Processes & Programs Summary

### Student Engagement

There is no real difference between the student groups on campus for attendance. Our attendance rate is at 96.5% this year, which has been the same for the last few years. Our disciplinary patterns have improved. The number of referrals has decreased along with suspensions and repeat referrals. There is no disproportion of referrals across races. Before covid, we reduced conflict because we had mentors who came in and worked with identified students, our counselor holds restorative circles as needed with students, and last year's student council theme promoted kindness.

### Staff engagement

Staff turnover rate is 8% on average for the last 5 years. They are leaving because of promotions, other positions within the district, and for life stages, i.e. retirement, marriage, moving to a new city. Staff attendance is strong. Most absences occur because of Covid or instances related to Covid.

### Parent/community engagement

One way that we engage our parents is to have family nights where we have good attendance. Especially the participation rates from museum nights. Parents are proud of our school being a PLTW program and well as being a recognized campus for 2 years in a row. We are a Top Gold Ribbon Elementary in Tarrant County for children at Risk for two years. We are also a Blue Zone campus. We have a parent liaison that works at engaging our parents. By helping them register for school and parent portal to connect with the school. The community tries to help as much as they can. We work closely with our neighborhood REC center in promoting family activities. Many of our parents are working class, so they volunteer as they can.

### Students

According to a recent survey of 3<sup>rd</sup>-5<sup>th</sup> grade students, they feel they have supportive relationships with staff, favor their teachers, are engaged in the classroom, have a sense of belonging, and feel that they know how to show empathy. Students felt like they needed more support with emotional regulation, specifically with regulating emotions, and pulling out of a bad mood. Some examples of relationships with students: a student was having trouble outside of the school and came up to the school to feel safe. Another student left a thank you note on our door. A student had difficulty at their last school and has made significant progress with their behaviors.

### Parents and Guardians

More than half of our parents first language is Spanish. We make sure that we have staff that can support them in their home language which makes them feel respected and welcome. We send out information in both languages. We communicate through several forms such as paper, blackboard, Facebook, and teacher preferred communication.

### Teachers

Teachers feel this school is challenging but rewarding. We feel safe and have a sense of belonging. Our teachers love to teach and see the results of their work with students. Teachers have been given professional development through FLEX hours where teachers choose trainings appropriate for them. K-3<sup>rd</sup> teachers are in the TEA Reading Academy. Teachers work together to support each other.

### All Stakeholders

Before Covid, we invited parents and others to come to our school and see what we are doing. We opened our doors to UIL, sports, after school clubs, and for other districts to come and observe PLTW in action. We have high expectations for our students. We were a center for our community and would like to get back to that when Covid ends.

## School Processes & Programs Strengths

Based on the Panorama Survey, student engagement and relationships are high. Students want to be here.

Relationships with parents and community is strong even if our PTA is small

100% of Highly Qualified

most of our teachers are veteran teachers

We have after school clubs and sports when not during Covid times.

PLTW program is a proud point with our community.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Finding resources to meet the needs of unique disabilities or learning needs is difficult for teachers (based on Panorama survey). **Root Cause:** Teachers haven't had specific Professional Development on meeting the needs of struggling tier 2 students.

**Problem Statement 2 (Prioritized):** Based on the panorama survey, only 47% of teachers have a growth mindset with with underperforming students. **Root Cause:** Teachers have not had specific professional development on growth mindset, restorative practices, and high leverage strategies (Kagan) to engage all students.

**Problem Statement 3:** The campus MTSS process is not consistent and students have fallen through the cracks with intervention documentation and possible special education screening. **Root Cause:** Teachers did not have enough MTSS Professional Development with hands on application and there was not a consistent MTSS plan that was followed by all grade levels.

**Problem Statement 4:** We have lost several students to external virtual programs and ILT Charter school. **Root Cause:** Parental concerns due to Coronavirus COVID 19 pandemic and lack of marketing strategy to showcase the great things that are happening a M. H. Moore Elementary using multiple platforms.

**Problem Statement 5:** M.H. Moore PTA membership numbers decreased at least 25% this school year. **Root Cause:** The PTA had limited access and knowledge of technology to organize and/or hold online membership drive within our school community.

**Problem Statement 6 (Prioritized):** Parental engagement was extremely low. Family nights and other school events that helped connect with our parents did not occur. **Root Cause:** Safety protocols and concerns prevented parents from engaging in face to face school activities and events. The campus did not organize virtual events last year.

**Problem Statement 7 (Prioritized):** Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services. **Root Cause:** Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.

**Problem Statement 8:** EL students' literacy scores have decreased as evidenced in the STAAR scores and NWEA MAP growth reports. **Root Cause:** Foundational Reading skills have not been taught in a consistent and systematic (phonics, phonemic awareness, etc.) way across the campus.

**Problem Statement 9 (Prioritized):** Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent STAAR Scores and NWEA MAP Growth scores. **Root Cause:** Teachers have not had professional development on high leverage practices to teach math and vocabulary strategies.

**Problem Statement 10:** Third grade students struggle with comprehension skills which causes an inability to reach projected NWEA MAP growth. **Root Cause:** Lack of training and support for teachers on how to implement a systematic and explicit schoolwide phonics program.

**Problem Statement 11:** Emergent bilingual students and RP students are lacking reading comprehension skills which affects all subjects as evidenced in the most recent STAAR scores and MOY NWEA growth scores. **Root Cause:** There was not a schoolwide instructional system based on high leverage strategies to teach literacy and engage all students in rigorous instruction.

**Problem Statement 12 (Prioritized):** Students in grades K-2 are lacking foundational reading skills on phonemic and phonological awareness as evidenced in CLI, KEA, NWEA MAP growth reports and STAAR scores. **Root Cause:** The campus does not have a systematic and explicit system to teach foundational literacy skills. Teachers need more training and resources.

**Problem Statement 13 (Prioritized):** At least 5% of students have attendance issues. **Root Cause:** Safety concerns with Coronavirus Covid 19, lack of reliable transportation, and oversleep.

# Perceptions

## Perceptions Summary

### Professional Practices:

- Our campus develops instructional leaders by providing professional development, collaboration with colleagues across grade levels, and assigning teachers to lead roles such as bilingual lead, math lead and ELA lead. Their roles are clear as they meet with their respective departments to obtain information and knowledge that will then share with the rest of the staff on campus.
- Teachers help to collaborate in developing our campus CNA plan.
- Campus Instructional Coach and District Content Coaches are asked to model and provide professional development to teachers.

### Programs and opportunities for students:

- Technology has now moved to a 1 to 1 ratio.
- Project Lead The Way (STEM)

### Procedures:

- The Instructional Scope and Sequence are used district wide. Our teachers use the them to plan, monitor, and adjust their lessons based on their students' needs.
- Technology is integrated into the classroom by using sites such as Google Meets, Google Classroom, and Seesaw.
- Teachers post their daily schedule in their classroom and outside of their classroom. They use this schedule to help guide them in meeting the required minutes for each content that they teach.
- Equity is demonstrated through inclusive environments, accommodating learning styles and programs such as GT, dyslexia, RISE and Special Education.
- We use restorative practices which is a strategy that seeks to repair relationships that have been damaged.

## Perceptions Strengths

- Teachers lean on one another as instructional sources/mentors.
- We use our Instructional Coach or District Coaches to provide teachers' support in instructional delivery, the use of FWISD Instructional Framework, Literacy Framework and lesson structure.
- As a campus, we meet and collaborate to identify and plan for campus needs.
- Technology ratio is 1 to 1 where all students in grades PK-5 have a Chromebook.
- The use of Restorative Practices is used to mend broken relationships.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The campus MTSS process is not consistent and students have fallen through the cracks with intervention documentation and possible

special education and dyslexia screening. **Root Cause:** Teachers did not have enough MTSS Professional Development with hands on application and there was not a consistent MTSS plan that was followed by all grade levels.

**Problem Statement 2:** We have lost several students to external virtual programs and ILT Charter school. **Root Cause:** Parental concerns due to Coronavirus COVID 19 pandemic and lack of marketing strategy to showcase the great things that are happening at M. H. Moore Elementary using multiple platforms.

# Priority Problem Statements

**Problem Statement 1:** Students in grades K-2 are lacking foundational reading skills on phonemic and phonological awareness as evidenced in CLI, KEA, NWEA MAP growth reports and STAAR scores.

**Root Cause 1:** The campus does not have a systematic and explicit system to teach foundational literacy skills. Teachers need more training and resources.

**Problem Statement 1 Areas:** Student Learning - School Processes & Programs

**Problem Statement 2:** Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent STAAR Scores and NWEA MAP Growth scores.

**Root Cause 2:** Teachers have not had professional development on high leverage practices to teach math and vocabulary strategies.

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs

**Problem Statement 3:** The campus MTSS process is not consistent and students have fallen through the cracks with intervention documentation and possible special education and dyslexia screening.

**Root Cause 3:** Teachers did not have enough MTSS Professional Development with hands on application and there was not a consistent MTSS plan that was followed by all grade levels.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services.

**Root Cause 4:** Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.

**Problem Statement 4 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 5:** Based on the panorama survey, only 47% of teachers have a growth mindset with with underperforming students.

**Root Cause 5:** Teachers have not had specific professional development on growth mindset, restorative practices, and high leverage strategies (Kagan) to engage all students.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** At least 5% of students have attendance issues.

**Root Cause 6:** Safety concerns with Coronavirus Covid 19, lack of reliable transportation, and oversleep.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Parental engagement was extremely low. Family nights and other school events that helped connect with our parents did not occur.

**Root Cause 7:** Safety protocols and concerns prevented parents from engaging in face to face school activities and events. The campus did not organize virtual events last year.

**Problem Statement 7 Areas:** Demographics - School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio



**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

# Goals

Revised/Approved: September 20, 2021

## Goal 1: Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 19% to 55% by August 2024.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 81% to 86% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 96% to 98% by May 2022.

### HB3 Goal

**Evaluation Data Sources:** Circle data BOY, MOY and EOY, teacher data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Improve quality of Tier 1 instruction in Literacy (emphasis in phonics instruction) through culturally responsive instruction through standards aligned collaborative planning, lesson delivery and performance data using best practices and performance standards. Supplies, technology, substitutes and materials will be purchased to support this strategy. Staff will be trained in Kagan Strategies in order to plan for highly engaging meaningful lesson and continuous formative assessments using multiple contexts. Dual language teachers will receive training and resources to implement Estrellita, a robust systematic literacy program.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Observed lessons and student work will increase from 70% to 80% in their alignment to the level of rigor of the standards as measured by leadership walkthroughs and gallery walks with peer feedback. 2. 85% of phonics lesson will show consistent and effective use of the schoolwide phonics program. 3. The schoolwide phonics program will be taught with fidelity and 86% of PK students will master their grade level phonics standards at EOY as measured by CLI. 4. 86% Of PK students will be able to identify 20 letters and know the sounds that go with these letters by the end of the year as measured by the CLI assessment.</p> <p><b>Staff Responsible for Monitoring:</b> ILT (including data analyst) and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b> - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> General Supplies - Title I (211) - 211-11-6399-04E-146-30-510-000000-22F10 - \$9,152</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Develop the capacity of the ILT by implementing protocols for distributive leadership in the area/s of instructional planning, school culture, data driven instruction and observation and feedback. Campus learning walks and PLCs will help instructional leaders identify strengths and opportunities for growth to create action plans. <b>Strategy's Expected Result/Impact:</b> 1. Campus wide understanding of the non-negotiables for engagement, instruction and dealing with students' behaviors. 2. Common vision developed collaboratively so that "all in the boat are paddling in the same direction" towards the same goals. 3. ILT roles are clearly defined and understood with a system in place. <b>Staff Responsible for Monitoring:</b> Admin team, ILT, and teachers. <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 3, 5 - School Processes & Programs 9, 12		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent STAAR Scores and NWEA MAP Growth scores. <b>Root Cause:</b> Teachers have not had professional development on high leverage practices to teach math and vocabulary strategies.
<b>Problem Statement 5:</b> Students in grades K-2 are lacking foundational reading skills on phonemic and phonological awareness as evidenced in CLI, KEA, NWEA MAP growth reports and STAAR scores. <b>Root Cause:</b> The campus does not have a systematic and explicit system to teach foundational literacy skills. Teachers need more training and resources.
School Processes & Programs
<b>Problem Statement 9:</b> Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent STAAR Scores and NWEA MAP Growth scores. <b>Root Cause:</b> Teachers have not had professional development on high leverage practices to teach math and vocabulary strategies.
<b>Problem Statement 12:</b> Students in grades K-2 are lacking foundational reading skills on phonemic and phonological awareness as evidenced in CLI, KEA, NWEA MAP growth reports and STAAR scores. <b>Root Cause:</b> The campus does not have a systematic and explicit system to teach foundational literacy skills. Teachers need more training and resources.

**Goal 1: Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 19% to 55% by August 2024.

**Performance Objective 2:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 41% to 46% by May 2022.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 32% to 37% by May 2022.

**HB3 Goal**

**Evaluation Data Sources:** MAP Fluency Data BOY, MOY and EOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve quality of Tier 1 instruction in Literacy (emphasis in phonics instruction) through culturally responsive instruction through standards aligned collaborative planning, lesson delivery and performance data using best practices and performance standards. Supplies, technology, substitutes and materials will be purchased to support this strategy. Staff will be trained in Kagan Strategies in order to plan for continuous formative assessments throughout lessons. Teachers will receive training and resources to implement robust foundational literacy programs (Neuhaus, Estrellita, Lunita, Esperanza, and Escalera).</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Observed lessons and student work will increase from 70% to 80% in their alignment to the level of rigor of the standards as measured by leadership walkthroughs and gallery walks with peer feedback.  2. 85% of phonics lesson will show consistent and effective use of the schoolwide phonics program.  3. The schoolwide phonics program will be taught with fidelity and 80% of K - 3 students will master their grade level phonics standards at EOY as measured by NWEA Map fluency.  4. NWEA Map Growth data for K-5th grade students will show a 10% increase in growth from BOY to MOY to EOY through Tier 1 instruction and small group supports.</p> <p><b>Staff Responsible for Monitoring:</b> ILT (including data analyst) and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 5, 7 - School Processes &amp; Programs 7, 12</p> <p><b>Funding Sources:</b> small group supports - Title I (211) - 211-11-6116-04E-146-30-510-000000-22F10 - \$4,000, supplies - SCE (199 PIC 24) - 199-11-6399-001-146-24-313-000000- - \$4,776</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 4:** Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services. **Root Cause:** Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.

### Student Learning

**Problem Statement 5:** Students in grades K-2 are lacking foundational reading skills on phonemic and phonological awareness as evidenced in CLI, KEA, NWEA MAP growth reports and STAAR scores. **Root Cause:** The campus does not have a systematic and explicit system to teach foundational literacy skills. Teachers need more training and resources.

**Problem Statement 7:** Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services. **Root Cause:** Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.

### School Processes & Programs

**Problem Statement 7:** Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services. **Root Cause:** Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.

**Problem Statement 12:** Students in grades K-2 are lacking foundational reading skills on phonemic and phonological awareness as evidenced in CLI, KEA, NWEA MAP growth reports and STAAR scores. **Root Cause:** The campus does not have a systematic and explicit system to teach foundational literacy skills. Teachers need more training and resources.

**Goal 1: Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 19% to 55% by August 2024.

**Performance Objective 3:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 36% to 75% by May 2022.





Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 35% to 75% by May 2022.

**Targeted or ESF High Priority****HB3 Goal**

**Evaluation Data Sources:** MAP Growth Assessment BOY, MOY and EOY, KEA for kindergarten students

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve quality of Tier 1 instruction in Literacy through culturally responsive instruction through standards aligned collaborative planning, lesson delivery and performance data using best practices and performance standards. Supplies, technology, substitutes and materials will be purchased to support this strategy. Staff will be trained in Kagan Strategies in order to plan for continuous formative assessments throughout lessons and provide highly interactive Tier I instruction. Teachers will receive training and resources to implement robust foundational literacy programs (Neuhaus, Estrellita, Lunita, Esperanza, and Escalera). Increase library circulation numbers to at least 6,000 books per six weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Observed lessons and student work will increase from 70% to 80% in their alignment to the level of rigor of the standards as measured by leadership walkthroughs and gallery walks with peer feedback.</p> <p>2. Teachers will use Kagan Strategies during Tier I instruction to keep student engagement level above 85%.</p> <p>3. 85% of phonics lesson will show consistent and effective use of the schoolwide phonics program.</p> <p>4. The schoolwide phonics program will be taught with fidelity and 80% of K - 3 students will master their grade level phonics standards at EOY as measured by NWEA Map fluency.</p> <p>5. NWEA Map Growth data for K-5th grade students will show a 10% increase in growth from BOY to MOY to EOY through Tier 1 instruction and small group supports.</p> <p><b>Staff Responsible for Monitoring:</b> ILT (including data analyst) and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 5, 7 - School Processes &amp; Programs 7, 12 - Perceptions 1</p> <p><b>Funding Sources:</b> Professional Development - Title I (211) - 211-13-6299-04E-146-30-510-000000-22F10 - \$8,600</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Monitor student progress towards goals using multiple sources of data to improve instructional practices and overall performance. Data sources include: MAP growth and fluency, Lexia, My Path, district benchmarks, and running records (Fountas and Pinnell). Teachers and students will have data binders. Data analyst will provide reports for teachers. <b>Strategy's Expected Result/Impact:</b> Increase knowledge of students' strengths and weaknesses to adjust instructional practices accordingly. <b>Staff Responsible for Monitoring:</b> ILT, data analyst, and teachers. <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 3, 5 - School Processes & Programs 9, 12 <b>Funding Sources:</b> Printer for data analyst - Title I (211) - 211-13-6396-04E-146-30-510-000000-22F10 - \$800		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 4:</b> Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services. <b>Root Cause:</b> Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.
Student Learning
<b>Problem Statement 3:</b> Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent STAAR Scores and NWEA MAP Growth scores. <b>Root Cause:</b> Teachers have not had professional development on high leverage practices to teach math and vocabulary strategies.
<b>Problem Statement 5:</b> Students in grades K-2 are lacking foundational reading skills on phonemic and phonological awareness as evidenced in CLI, KEA, NWEA MAP growth reports and STAAR scores. <b>Root Cause:</b> The campus does not have a systematic and explicit system to teach foundational literacy skills. Teachers need more training and resources.
<b>Problem Statement 7:</b> Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services. <b>Root Cause:</b> Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.
School Processes & Programs
<b>Problem Statement 7:</b> Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services. <b>Root Cause:</b> Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.

### School Processes & Programs

**Problem Statement 9:** Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent STAAR Scores and NWEA MAP Growth scores. **Root Cause:** Teachers have not had professional development on high leverage practices to teach math and vocabulary strategies.

**Problem Statement 12:** Students in grades K-2 are lacking foundational reading skills on phonemic and phonological awareness as evidenced in CLI, KEA, NWEA MAP growth reports and STAAR scores. **Root Cause:** The campus does not have a systematic and explicit system to teach foundational literacy skills. Teachers need more training and resources.

### Perceptions

**Problem Statement 1:** The campus MTSS process is not consistent and students have fallen through the cracks with intervention documentation and possible special education and dyslexia screening. **Root Cause:** Teachers did not have enough MTSS Professional Development with hands on application and there was not a consistent MTSS plan that was followed by all grade levels.







## Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 3% to 50% by August 2024.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 92% to 97% by May 2022.

**Evaluation Data Sources:** CLI testing, teacher assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Improve quality of Tier 1 instruction in Math through culturally responsive instruction through standards aligned collaborative planning, lesson delivery and performance data using best practices and performance standards. Supplies, technology, substitutes and materials will be purchased to support this strategy. Staff will be trained in Kagan Strategies in order to plan for continuous formative assessments throughout lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Observed lessons and student work will increase from 70% to 80% in their alignment to the level of rigor of the standards as measured by leadership walkthroughs and gallery walks with peer feedback. 2. 85% of math lessons will show consistent and effective use of the best practices and lessons will follow the concrete to abstract math learning continuum program. 3. 97% of PK students will master their grade level math standards at EOY as measured by CLI.</p> <p><b>Staff Responsible for Monitoring:</b> ILT (including data analyst) and teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 9</p> <p><b>Funding Sources:</b> technology for instructional use - Title I (211) - 211-11-6396-04E-146-30-510-000000-22F10 - \$4,900</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 3:</b> Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent STAAR Scores and NWEA MAP Growth scores. <b>Root Cause:</b> Teachers have not had professional development on high leverage practices to teach math and vocabulary strategies.</p>
School Processes & Programs
<p><b>Problem Statement 9:</b> Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent STAAR Scores and NWEA MAP Growth scores. <b>Root Cause:</b> Teachers have not had professional development on high leverage practices to teach math and vocabulary strategies.</p>

## Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 3% to 50% by August 2024.

**Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 19% to 40% by May 2022.

**Evaluation Data Sources:** BOY, MOY and EOY TX-KEA Math results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Improve quality of Tier 1 instruction in all content areas through culturally responsive instruction through standards aligned collaborative planning, lesson delivery and performance data using best practices and performance standards. Supplies, technology, substitutes and materials will be purchased to support this strategy. Lesson plans will indicate strategies being utilized from Kagan training.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Observed lessons and student work will increase from 70% to 80% in their alignment to the level of rigor of the standards as measured by leadership walkthroughs and gallery walks with peer feedback. 2. 85% of math lessons will show consistent and effective use of the best practices and lessons will follow the concrete to abstract math learning continuum program. 3. 24% of K students will master their grade level math standards at EOY as measured by CLI.</p> <p><b>Staff Responsible for Monitoring:</b> ILT (including data analyst) and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy</b> - <b>Targeted Support Strategy</b> - <b>Additional Targeted Support Strategy</b> - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 9</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

## Performance Objective 2 Problem Statements:

Student Learning
<p><b>Problem Statement 3:</b> Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent STAAR Scores and NWEA MAP Growth scores. <b>Root Cause:</b> Teachers have not had professional development on high leverage practices to teach math and vocabulary strategies.</p>
School Processes & Programs
<p><b>Problem Statement 9:</b> Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent STAAR Scores and NWEA MAP Growth scores. <b>Root Cause:</b> Teachers have not had professional development on high leverage practices to teach math and vocabulary strategies.</p>

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 3% to 50% by August 2024.

**Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Math from 42% to 75% by May 2022.

**Evaluation Data Sources:** MAP Growth Data, KEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Improve quality of Tier 1 instruction in Literacy and Math through culturally responsive instruction through standards aligned collaborative planning, lesson delivery and performance data using best practices and performance standards. Supplies, technology, substitutes and materials will be purchased to support this strategy. Staff will be trained in Kagan Strategies in order to plan for continuous formative assessments throughout lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Observed lessons and student work will increase from 70% to 80% in their alignment to the level of rigor of the standards as measured by leadership walkthroughs and gallery walks with peer feedback.  2. 85% of Literacy and Math lessons will show consistent and effective use of the best practices and lessons will follow the concrete to abstract math learning continuum program.  3.NWEA Map Growth data for K-5th grade students will show an increase of at least 10% in growth from BOY to MOY to EOY through Tier 1 instruction and small group supports .</p> <p><b>Staff Responsible for Monitoring:</b> ILT (including data analyst) and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction -</p> <p><b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 3, 5, 7 - School Processes &amp; Programs 7, 9, 12</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 4:</b> Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services. <b>Root Cause:</b> Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.</p>
Student Learning
<p><b>Problem Statement 3:</b> Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent STAAR Scores and NWEA MAP Growth scores. <b>Root Cause:</b> Teachers have not had professional development on high leverage practices to teach math and vocabulary strategies.</p>

### Student Learning

**Problem Statement 5:** Students in grades K-2 are lacking foundational reading skills on phonemic and phonological awareness as evidenced in CLI, KEA, NWEA MAP growth reports and STAAR scores. **Root Cause:** The campus does not have a systematic and explicit system to teach foundational literacy skills. Teachers need more training and resources.

**Problem Statement 7:** Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services. **Root Cause:** Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.

### School Processes & Programs

**Problem Statement 7:** Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services. **Root Cause:** Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.

**Problem Statement 9:** Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent STAAR Scores and NWEA MAP Growth scores. **Root Cause:** Teachers have not had professional development on high leverage practices to teach math and vocabulary strategies.

**Problem Statement 12:** Students in grades K-2 are lacking foundational reading skills on phonemic and phonological awareness as evidenced in CLI, KEA, NWEA MAP growth reports and STAAR scores. **Root Cause:** The campus does not have a systematic and explicit system to teach foundational literacy skills. Teachers need more training and resources.

### Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.





**Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 22% to 36% by May 2022.

#### Targeted or ESF High Priority

#### HB3 Goal

**Evaluation Data Sources:** STAAR EOY scores, campus/district benchmark scores, MAP Fluency and Growth scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Improve quality of Tier 1 instruction in Reading through culturally responsive instruction through standards aligned collaborative planning, lesson delivery and performance data using best practices and performance standards. Supplies, technology, substitutes and materials will be purchased to support this strategy. Staff will be trained in Kagan Strategies in order to plan for continuous formative assessments throughout lessons and provide highly interactive Tier I instruction. Teachers will receive training and resources to implement robust foundational literacy programs (Neuhaus, Estrellita, Lunita, Esperanza, and Escalera).</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Observed lessons and student work will increase from 70% to 80% in their alignment to the level of rigor of the standards as measured by leadership walkthroughs and gallery walks with peer feedback. 2. 85% of Literacy lessons will show consistent and effective use of the best practices and lessons will follow the concrete to abstract math learning continuum program. 3.NWEA Map Growth data for K-5th grade students will show an increase of at least 10% in growth from BOY to MOY to EOY. 4. Reading STAAR scores will increase from 31% to 36% through Tier 1 instruction and small group supports.</p> <p><b>Staff Responsible for Monitoring:</b> ILT (including data analyst), teachers and teacher assistant to be paid with title 1 funds</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction -</p> <p><b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 5, 7 - School Processes &amp; Programs 7, 12</p> <p><b>Funding Sources:</b> Data Analyst - Title I (211) - 211-13-6119-04E-146-30-510-000000-22F10 - \$76,851, library reading materials - Title I (211) - 211-12-6329-04E-146-30-510-000000-22F10 - \$1,000, TA - Title I (211) - 211-11-6129-04E-146-30-510-000000-22F10 - \$27,868</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Campus wide MTSS system will be in place to identify appropriate candidates for dyslexia screening and special education testing. <b>Strategy's Expected Result/Impact:</b> 1. General education teachers will be able to assess individual student needs, identify targeted goals, monitor data on students' progress, and use this data to inform instructional decisions. 2. Consistent MTSS campus wide system will be in place to identify students in need of dyslexia or special education screening, or should continue with interventions. 3. Number of identified students receiving dyslexia services will be in line with the best practices number of 10% of the schools population. 4. Teachers will be proficient in using Branching Minds and the tools that this program includes. <b>Staff Responsible for Monitoring:</b> ILT (including data analyst), teachers, diagnostician, dyslexia teacher, counselor <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 4 - Student Learning 7 - School Processes & Programs 2, 7 - Perceptions 1		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 4:</b> Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services. <b>Root Cause:</b> Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.
Student Learning
<b>Problem Statement 5:</b> Students in grades K-2 are lacking foundational reading skills on phonemic and phonological awareness as evidenced in CLI, KEA, NWEA MAP growth reports and STAAR scores. <b>Root Cause:</b> The campus does not have a systematic and explicit system to teach foundational literacy skills. Teachers need more training and resources. <b>Problem Statement 7:</b> Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services. <b>Root Cause:</b> Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.
School Processes & Programs
<b>Problem Statement 2:</b> Based on the panorama survey, only 47% of teachers have a growth mindset with with underperforming students. <b>Root Cause:</b> Teachers have not had specific professional development on growth mindset, restorative practices, and high leverage strategies (Kagan) to engage all students.

### School Processes & Programs

**Problem Statement 7:** Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services. **Root Cause:** Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.

**Problem Statement 12:** Students in grades K-2 are lacking foundational reading skills on phonemic and phonological awareness as evidenced in CLI, KEA, NWEA MAP growth reports and STAAR scores. **Root Cause:** The campus does not have a systematic and explicit system to teach foundational literacy skills. Teachers need more training and resources.

### Perceptions

**Problem Statement 1:** The campus MTSS process is not consistent and students have fallen through the cracks with intervention documentation and possible special education and dyslexia screening. **Root Cause:** Teachers did not have enough MTSS Professional Development with hands on application and there was not a consistent MTSS plan that was followed by all grade levels.

### Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 19% to 35% by May 2022.

**Evaluation Data Sources:** STAAR EOY scores, campus/district benchmark scores, MAP Fluency and Growth scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Improve quality of Tier 1 instruction in Math through culturally responsive instruction through standards aligned collaborative planning, lesson delivery and performance data using best practices and performance standards. Supplies, technology, substitutes and materials will be purchased to support this strategy. Staff will be trained in Kagan Strategies in order to plan for continuous formative assessments throughout lessons and provide highly interactive Tier I instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Observed lessons and student work will increase from 70% to 80% in their alignment to the level of rigor of the standards as measured by leadership walkthroughs and gallery walks with peer feedback. 2. 85% of Math lessons will show consistent and effective use of the best practices and lessons will follow the concrete to abstract math learning continuum program. 3.NWEA Map Growth data for K-5th grade students will show an increase of at least 10% in growth from BOY to MOY to EOY. 4. Math STAAR scores will increase from 39% to 44% through Tier 1 instruction and small group supports.</p> <p><b>Staff Responsible for Monitoring:</b> ILT (including data analyst) and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 9</p> <p><b>Funding Sources:</b> substitutes for professional development - Title I (211) - 211-11-6112-OPD-146-30-510-000000-22F10 - \$4,000, extra duty pay for teachers - Title I (211) - 211-11-6116-OPD-146-30-510-000000-22F10 - \$2,000</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

### Performance Objective 2 Problem Statements:

Student Learning
<p><b>Problem Statement 3:</b> Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent STAAR Scores and NWEA MAP Growth scores. <b>Root Cause:</b> Teachers have not had professional development on high leverage practices to teach math and vocabulary strategies.</p>



### School Processes & Programs





**Problem Statement 9:** Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent STAAR Scores and NWEA MAP Growth scores. **Root Cause:** Teachers have not had professional development on high leverage practices to teach math and vocabulary strategies.

**Goal 4: Learning Environment (based on the BOE constraints)**

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 1:** Decrease the number and percentage of students who are chronically absent from 15% to 10% by May 2022.

**Evaluation Data Sources:** FOCUS program (Excessive Absence Attendance results through the year)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a system with the ILT and support staff to track, monitor and support students/families that have chronic absentee issues. Supplies, technology and materials will be purchased to support this strategy. Attendance clerk and family engagement specialist will contact parents daily to address attendance concerns and offer support. Reward families with perfect attendance every six weeks. Monitor weekly attendance using bulletin board and reward classes and teachers every six weeks.  <b>Strategy's Expected Result/Impact:</b> 1. Chronic absentee rate will fall to 10% by the EOY. 2. Student performance in all contents will increase by EOY as measured by local/district assessments, NWEA Growth and STAAR scores.  <b>Staff Responsible for Monitoring:</b> ILT (including Data Analyst), Family Engagement Specialist and support staff (including the pyramid stay in school coordinator)  <b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b> <b>Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>  <b>Problem Statements:</b> School Processes & Programs 13	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 13:</b> At least 5% of students have attendance issues. <b>Root Cause:</b> Safety concerns with Coronavirus Covid 19, lack of reliable transportation, and oversleep.





**Goal 4: Learning Environment (based on the BOE constraints)**

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 2:** Increase the overall school culture and learning environment for all students. Help students self-regulate as measured by the EOY Panorama SEL Survey from 40% to 60% by May 2022. Increase the sense of belonging from 65% to 70% as measured by EOY Panorama SEL survey by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** EOY Panorama data results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To strengthen relationships with all students, teachers follow the processes of Restorative Practices and cultivate a Growth Mindset in all students. Supplies, technology, substitutes and materials will be purchased to support this strategy. Teachers will receive Restorative Practices training and use it consistently in the classroom to build and strengthen relationships with students. New sensory path will be installed on the new wing and teachers will receive training on research based strategies to use the sensory path with their classes. Teachers will use these strategies to help students self-regulate and cope with emotions. A campus-wide reward system will be implemented, including the Mustang Corral and a campus currency to celebrate desired behaviors, attendance, and academic success. The family engagement specialist will implement "Warm Call" system to reach out to parents to share positive comments about their students.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. All teachers and staff will have an understanding of what a Growth Mindset is and how to cultivate it in all our students by MOY.  2. Teachers and students will follow the steps and processes of Restorative Practices to help build positive relationships with all students and help students regulate their emotions towards themselves, their classmates and adults on campus by MOY.  3. Students' positive behavior and academic performances will be constantly rewarded.</p> <p><b>Staff Responsible for Monitoring:</b> ILT (including Data Analyst) , support staff and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Supplies - Title I (211) - 211-13-6399-04E-146-30-510-000000-22F10 - \$1,722, Book study on Growth Mindsets and Restorative Practices. - Title I (211) - 211-13-6329-04E-146-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Performance Objective 2 Problem Statements:**

### School Processes & Programs





**Problem Statement 2:** Based on the panorama survey, only 47% of teachers have a growth mindset with with underperforming students. **Root Cause:** Teachers have not had specific professional development on growth mindset, restorative practices, and high leverage strategies (Kagan) to engage all students.

**Goal 4: Learning Environment (based on the BOE constraints)**

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 3: Increase the positive perception of parents on Engagement on the district's Parent Survey by 10% by May 2022.**

**Evaluation Data Sources:** MOY and EOY Panorama Survey results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Through multiple parent and school partnership opportunities, families will feel a positive connection with M.H. Moore. Supplies and materials will be purchased to support this strategy. The campus will have monthly meeting with the community (e.g. Coffee with the Principals, family nights, and Spring Fiesta among other). The campus will increase its presence in social media (Facebook, Tweeter, and Instagram) by 30% compared with last school year.</p> <p><b>Strategy's Expected Result/Impact:</b></p> <ol style="list-style-type: none"> <li>1. Increased number of families of families will feel welcomed and participate in our organized family activities.</li> <li>2. Organized schoolwide parent conferences will be embedded in the school year.</li> <li>3. Family numbers in Parent Portal will increase by 10% which means parents will stay connected with their student's progress.</li> <li>4. Social Media footprint will be organized and used more through the year to promote the happenings at M. H. Moore.</li> <li>5. PK and Kindergarten Camp with students and parents before school starts will help new families feel welcomed and a part of M. H. Moore.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> ILT (including Data Analyst), Family Engagement Specialist, support staff and teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 6</p> <p><b>Funding Sources:</b> extra duty for teacher assistants - Title I (211) - 211-61-6116-04L-146-30-510-000000-22F10 - \$500, extra duty pay for planning during the summer - Title I (211) - 211-13-6116-04E-146-30-510-000000-22F10 - \$2,000, snacks or incentives to promote parent participation - Title I (211) - 211-61-6499-04L-146-30-510-000000-22F10 - \$1,500, Museum Night at Museum and Stem Museum Night at MHM - Title I (211) - 211-61-6299-04E-146-30-510-000000-22F10 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 3:</b> Parental engagement was extremely low. Family nights and other school events that helped connect with our parents did not occur. <b>Root Cause:</b> Safety protocols and concerns prevented parents from engaging in face to face school activities and events. The campus did not organize virtual events last year.</p>

### School Processes & Programs

**Problem Statement 6:** Parental engagement was extremely low. Family nights and other school events that helped connect with our parents did not occur. **Root Cause:** Safety protocols and concerns prevented parents from engaging in face to face school activities and events. The campus did not organize virtual events last year.

# Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher 1	Kathryn Medrano	Kindergarten Teacher (team leader)
Classroom Teacher 2	Kristen McClure	Kindergarten Teacher
Classroom Teacher 3	Christopher Gasca	Third Grade Teacher
Classroom Teacher 4	Casey Alexander	Fifth Grade Teacher
DERC Representative 1	Mapy Lugo	Data Analyst
Community Representative 2	Patricia Mendiola	Community Representative
Business Representative 1	Sylvia Ayala	Business Representative
Non-classroom Professional	Jose Carranza	Instructional Coach
Parent 1	Marina Casarrubias	Parent (PTA)
Parent 2	Erendida Lara	Parent (PTA)
Parent 3	Edith Avila	Parent (PTA)
Community Representative 1	Dayami Sijo	Community Representative
Administrator	Ricardo Alvarez Uzcategui	Principal
Administrator	Katy Myers	Assistant Principal
DERC Representative 2	Kathryn Medrano	Teacher
District-level Professional	Alex Falcon	District Level Professional
Paraprofessional	Llayra Elliott	Family Engagement Specialist

# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	General Supplies	Supplies and materials for instructional use	211-11-6399-04E-146-30-510-000000-22F10	\$9,152.00
1	2	1	small group supports	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-146-30-510-000000-22F10	\$4,000.00
1	3	1	Professional Development	Contracted professional development	211-13-6299-04E-146-30-510-000000-22F10	\$8,600.00
1	3	2	Printer for data analyst	Technology for data analyst	211-13-6396-04E-146-30-510-000000-22F10	\$800.00
2	1	1	technology for instructional use	Technology for instructional use	211-11-6396-04E-146-30-510-000000-22F10	\$4,900.00
3	1	1	Data Analyst	Data Analyst	211-13-6119-04E-146-30-510-000000-22F10	\$76,851.00
3	1	1	library reading materials	Reading materials for library use	211-12-6329-04E-146-30-510-000000-22F10	\$1,000.00
3	1	1	TA	Teacher Assistant	211-11-6129-04E-146-30-510-000000-22F10	\$27,868.00
3	2	1	substitutes for professional development	Subs for professional development	211-11-6112-0PD-146-30-510-000000-22F10	\$4,000.00
3	2	1	extra duty pay for teachers	Extra duty pay for PD after hours	211-11-6116-0PD-146-30-510-000000-22F10	\$2,000.00
4	2	1	Supplies	Supplies and materials for professional development	211-13-6399-04E-146-30-510-000000-22F10	\$1,722.00
4	2	1	Book study on Growth Mindsets and Restorative Practices.	Reading materials for professional development	211-13-6329-04E-146-30-510-000000-22F10	\$2,000.00
4	3	1	extra duty for teacher assistants	Extra duty for family engagement activities after hours	211-61-6116-04L-146-30-510-000000-22F10	\$500.00
4	3	1	extra duty pay for planning during the summer	Extra duty for summer planning (off contract days)	211-13-6116-04E-146-30-510-000000-22F10	\$2,000.00
4	3	1	snacks or incentives to promote parent participation	Snacks for parents to promote participation	211-61-6499-04L-146-30-510-000000-22F10	\$1,500.00
4	3	1	Museum Night at Museum and Stem Museum Night at MHM	Family Science Night	211-61-6299-04E-146-30-510-000000-22F10	\$1,500.00
<b>Sub-Total</b>						<b>\$148,393.00</b>



Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
<b>Budgeted Fund Source Amount</b>						\$148,393.00
<b>+/- Difference</b>						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	1	supplies	Supplies and materials for instructional use	199-11-6399-001-146-24-313-000000-	\$4,776.00
<b>Sub-Total</b>						\$4,776.00
<b>Budgeted Fund Source Amount</b>						\$4,776.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total</b>						\$153,169.00

# Addendums