

**Fort Worth Independent School District**  
**116 Lily B Clayton Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Lily B. Clayton, in partnership with parents and community, will provide a nurturing environment dedicated to integrity, citizenship and developing each child's academic potential.

## Vision

Every child... Every day!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lily B is a Title 1 school that educated about 500 students during the 2020-2021 academic year. We used the 2019-2020 TAPR results for information however, the student population did decline about 50 students this year due to Covid-19. According to the TAPR the ethnicity breakdown for the students is: 44.9% Hispanic, 47.7 % white, 4.7% African American, .9% Asian and 1/7% Other. 42% of our families qualify for free and reduced lunch. 18.1% of the students are English as a Second Language learner and the school only had a 3.5% mobility rate during the 2020 school year. There are about 50 faculty members with 32 homeroom teachers, 2 Special Education teachers, 3 special teachers and a dyslexia teachers. In addition we have a full time librarian, counselor and nurse. Lily B also has 4 teacher assistants that support instruction in the classroom. The staff at Lily B is stable and we have little turn over of staff from year to year; however for the 2020-2021 school year there are 3 brand new teachers on staff and an additional 3 teachers new to Lily B. The ethnic breakdown of the teaching staff for 2020-2021 is: 62.5% white, 31.2% Hispanic and 6.3% African American. Out of the 32 teachers, 31 are female (96.9%) and 1 male (3.1%). 72% of the teachers have more than 5 years of teaching experience.

The school will be 100 years old in the 2021-2022 school year. Lily B has a strong PTA that raises a significant amount of money each year to support the school.

### Demographics Strengths

- 100% certified teachers
- 6% turnover rate for staff in 2021
- diverse student population
- Strong PTA
- Supportive parents

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** According to the Panorama survey in the fall of 2020, only 53% of the Lily B staff has a growth mindset and believe they can change their approach to meet the needs of students academically and emotionally. **Root Cause:** Knowledge, understanding and strategies of how to work with different types of learners

# Student Learning

## Student Learning Summary

Lily B students perform above district and state standards on the State of Texas Assessment of Academic Readiness. Using the 2019-2020 TAPR results, which were carried over from the 2018-2019 school year due to Covid-19 pandemic, the math scores were: 85% approaching, 59% meets and 35% masters. All of these scores were above the district and state averages. The school scored in the top 10 of comparable schools in Academic Achievement in English Language Arts/Reading, Closing the Gap, and Comparative Academic Growth. However, when we scale down through the subgroups the gap in passing rate between our white students and our Hispanic and African American students is significant. This can be seen on the chart that is attached. Another noticing in the data is that students score better in reading than math on the state assessment. According to our MAP scores, students are performing well but student growth is limited.

Looking at the MOY MAP information all grade levels in both reading and math report a mean RIT score greater than both the district RIT score and the Norm Grade Level RIT score. Please refer to the chart that is attached. However, student growth from the BOY to MOY was below expectations.

## Student Learning Strengths

- Lily B students perform higher than district and state averages on the state assessment in all subject areas
- 90% of students in grades 3-5 scored at least Approaches on the STAAR reading test
- 85% of students in grades 3-5 scored at least Approaches on the STAAR math test
- Overall school passing rate has increased in reading and writing over the past 3 years.
- Distinctions: English Language Arts/Reading, Comparative Closing the Gap and Comparative Academic Growth

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** A gap of 15% points to 40% points exists between our white students and our Hispanic and African American students at all grade levels and all subjects as tested on the STAAR. **Root Cause:** Staff beliefs, training and planning are not meeting the needs of all of our students

# School Processes & Programs

## School Processes & Programs Summary

Lily B is fortunate to retain the majority of the teaching staff each year but we are always looking for qualified staff that match the ethnicity of our student population. The school has a 2 way Dual Language program that attracts staff and families to the school. There are 4 classrooms in grades K-4 and one of the classrooms is a 2 way Dual Language classroom. There are two prekindergarten classrooms that each have an assistant to support the classrooms and fifth grade only has 3 classrooms.

The school does provide limited after school tutoring this year for students who are not meeting classroom expectations. There is an MTSS process but it really needs to be refined to better meet the needs of students. Through our MTSS (Multi Tier Systems of Support) process, we have been able to indentify many of our dyslexia students and those students are receiving Neuhaus support daily through a full time dyslexia teacher.

The school purchases and uses 7 Mindsets, a social-emotional learning program. The PTA currently funds this for the entire school.

Currently grade levels plan together well but due to Covid restrictions and lack of substitutes in the districts, the teachers across grade levels have not had the ability to plan together and most meetings have been online, which has not been ideal for professional development. The lack of meetings and planning sessions, as well as school closures due to the Covid-19 pandemic has caused misalignment of curriculum

## School Processes & Programs Strengths

- 2 way Dual Language Program
- Dyslexia program
- Grade level teams
- 7 Mindsets (SEL program)

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Over the past 3 years students in 3rd-5th grade have scored higher in reading than in mathematics on the STAAR assessment. **Root Cause:** Teachers need additional professional development in the delivery of mathematics and time to plan across grade levels.

# Perceptions

## Perceptions Summary

The attendance rate for the 2018-2019 school year was 96.6% for all students, 96.8% for white students, 96.3% for Hispanic students, 97.1% for African American students, 96.2 for students being served in Special Education, 96.7 for ELLs, and 96.2 for the economically disadvantaged students. There is not a great discrepancy in the attendance rate for any one population. The school does not have many discipline referrals over the course of the year. Currently we have one student with multiple referrals and a couple of students with one referral. We are fortunate to not have significant discipline issues.

The school has little turnover rate, however, the Covid-19 pandemic did cause 5 teachers to go ahead and retire from teaching. Staff absences this year are mostly related to the Covid-19 restrictions but over the years the teaching staff does not take many absences and is present when the students are at school.

According to the student Panorama Survey, 89% of the students feel they have a supportive relationship with families, friends and adults at school, 77% of the students feel there is a strong connection to teachers within and beyond the classroom and 74% feel they are a valued member of the school community. 47% of the students did indicate that they do not feel they have the knowledge and skills to regulate their emotions.

According to the faculty Panorama Survey 97% of the faculty believe the school is an inviting place to work, 86% of the faculty feel they have a positive working relationship with administration, and 77% of the staff feels they have the ability and knowledge to work with students from a variety of backgrounds, however only 55% of the faculty believes that they can change their knowledge base or teaching strategies to meet the needs of all students especially students who have challenging behaviors.

## Perceptions Strengths

- Faculty feels they work in an inviting environment
- Students feel they have a supportive relationship with an adult either at home or school
- The school has a low teacher turnover rate
- The school has few discipline referrals

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** According to the Panorama survey taken by students in the fall of 2020, only 53% of our 3rd, 4th and 5th grade students feel they have the

skills needed to regulate their emotions. **Root Cause:** Students need instruction in social emotional learning and strategies to use when in stressful situations



# Priority Problem Statements

**Problem Statement 1:** According to the Panorama survey in the fall of 2020, only 53% of the Lily B staff has a growth mindset and believe they can change their approach to meet the needs of students academically and emotionally.

**Root Cause 1:** Knowledge, understanding and strategies of how to work with different types of learners

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** A gap of 15% points to 40% points exists between our white students and our Hispanic and African American students at all grade levels and all subjects as tested on the STAAR.

**Root Cause 2:** Staff beliefs, training and planning are not meeting the needs of all of our students

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Over the past 3 years students in 3rd-5th grade have scored higher in reading than in mathematics on the STAAR assessment.

**Root Cause 3:** Teachers need additional professional development in the delivery of mathematics and time to plan across grade levels.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** According to the Panorama survey taken by students in the fall of 2020, only 53% of our 3rd, 4th and 5th grade students feel they have the skills needed to regulate their emotions.

**Root Cause 4:** Students need instruction in social emotional learning and strategies to use when in stressful situations

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged 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.
- Section 504 data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

## Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data

# Goals

## Goal 1: Early Literacy





Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 75% to 82% by May 2022.

Increase the percentage of Hispanic students who score on track on Circle Phonological Awareness from 58 % to 65% by May 2022.

### HB3 Goal

**Evaluation Data Sources:** Circle Phonological Awareness in English and Spanish

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality of Tier 1 instruction through grade level planning, rigorous instruction and observation and feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> EOY campus Circle data will show an 7% in students who score on track and a 10% increase in Hispanic students who score on track.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal</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</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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## Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> A gap of 15% points to 40% points exists between our white students and our Hispanic and African American students at all grade levels and all subjects as tested on the STAAR. <b>Root Cause:</b> Staff beliefs, training and planning are not meeting the needs of all of our students</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Over the past 3 years students in 3rd-5th grade have scored higher in reading than in mathematics on the STAAR assessment. <b>Root Cause:</b> Teachers need additional professional development in the delivery of mathematics and time to plan across grade levels.</p>

**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% 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 62% to 70% 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 18.4% to 30% by May 2022.

Increase the percentage of Hispanic students Kindergarten- Grade 3 who Meet or Exceed grade level expectations on key MAP Fluency indicators from 48.5% to 60% by May 2022.

**HB3 Goal**

**Evaluation Data Sources:** MAP Fluency in English and Spanish

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All K-3 reading teachers will participate in the HB3 Reading Academy and implement new knowledge into lesson planning, instruction and assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers successfully complete the training.</p> <p>Students in K-3 will increase 8% on MAP fluency Indicators</p> <p>Spanish students in K-3 will increase 12% on Spanish MAP fluency Indicators</p> <p>Hispanic students will increase 11.5% points on MAP fluency indicators in their primary language.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 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</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> A gap of 15% points to 40% points exists between our white students and our Hispanic and African American students at all grade levels and all subjects as tested on the STAAR. <b>Root Cause:</b> Staff beliefs, training and planning are not meeting the needs of all of our students</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Over the past 3 years students in 3rd-5th grade have scored higher in reading than in mathematics on the STAAR assessment. <b>Root Cause:</b> Teachers need additional professional development in the delivery of mathematics and time to plan across grade levels.</p>

**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% 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 44% to 60% 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 50% by May 2022.

Increase the percentage of Hispanic students in Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading from 42% to 55% by May 2022.

**HB3 Goal**

**Evaluation Data Sources:** MAP Growth

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality of Tier 1 instruction through grade level planning, rigorous instruction and observation and feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> K-5 students will show a 6% increase on MAP Growth scores in English and a 15% increase on Spanish MAP Growth. The Hispanic students will demonstrate a 13% increase on their MAP growth in their primary language</p> <p><b>Staff Responsible for Monitoring:</b> Principal/asst. principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 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</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Instructional supplies and materials - Title I (211) - 211-11-6399-04E-116-30-510-000000-22F10 - \$8,456, Substitutes for planning - Title I (211) - 211-11-6112-OPD-116-30-510-000000-22F10 - \$5,200, After school tutoring - SCE (199 PIC 24) - 199-13-6117-001-116-24-313-000000- - \$1,750, STAAR Reading/ELA materials - Title I (211) - 211-11-6399-04E-116-30-510-000000-22F10 - \$6,500, Additional Library books - Title I (211) - 211-12-6329-04E-116-30-510-000000-22F10 - \$3,500, NewsELA - Title I (211) - 211-11-6329-04E-116-30-510-000000-22F10 - \$1,750</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
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**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> A gap of 15% points to 40% points exists between our white students and our Hispanic and African American students at all grade levels and all subjects as tested on the STAAR. <b>Root Cause:</b> Staff beliefs, training and planning are not meeting the needs of all of our students</p>

## School Processes & Programs

**Problem Statement 1:** Over the past 3 years students in 3rd-5th grade have scored higher in reading than in mathematics on the STAAR assessment. **Root Cause:** Teachers need additional professional development in the delivery of mathematics and time to plan across 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 34% to 45% by August 2024.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 79% to 85% by May 2022.

Increase the percentage of Hispanic students who score On Track on Circle Math from 73.3% to 80% by May 2022.

**Evaluation Data Sources:** Circle math

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement high quality professional development opportunities for PK staff to meet the needs of all learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Students on track in math will increase 6% and</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Asst Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> school visits/subs to cover - Title I (211) - 211-11-6112-04E-116-30-510-000000-22F10 - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
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**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> A gap of 15% points to 40% points exists between our white students and our Hispanic and African American students at all grade levels and all subjects as tested on the STAAR. <b>Root Cause:</b> Staff beliefs, training and planning are not meeting the needs of all of our students</p>
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**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 75% to 82% by May 2022.

Increase the percentage of Hispanic students who score On Track on TX-KEA Math from 75% to 82% by May 2022.

**Evaluation Data Sources:** TX KEA

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers use PLC to analyze data, identify trend in misconceptions, determine root cause, and create plan to reteach.</p> <p><b>Strategy's Expected Result/Impact:</b> Kindergarten KEA math scores will increase by 7%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Asst Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

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<p><b>Problem Statement 1:</b> A gap of 15% points to 40% points exists between our white students and our Hispanic and African American students at all grade levels and all subjects as tested on the STAAR. <b>Root Cause:</b> Staff beliefs, training and planning are not meeting the needs of all of our students</p>
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**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 43% to 50% by May 2022.

Increase the percentage of Hispanic students in Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 41% to 55% by May 2022.

**Evaluation Data Sources:** MAP Growth

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will plan with their grade level team and plan vertically to create protocols for problem solving.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in K-5 will increase their MAP growth scores by 7% and Hispanic students will increase their scores by 9%</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Asst Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> After school tutoring - SCE (199 PIC 24) - 199-13-6117-001-116-24-313-000000- - \$686 , STAAR materials for math - Title I (211) - 211-11-6399-04E-116-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers use PLC to analyze data, identify trend in misconceptions, determine root cause, and create plan to reteach</p> <p><b>Strategy's Expected Result/Impact:</b> K-5 teachers will increase the students growth scores on MAP math by 7% and Hispanic students will increase by 9%</p> <p>100% of teachers will use PLC time to analyze data, find trends and root cause and make a plan for reteach.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Asst Principal</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Closing the Distance-Math (grade 1-5) - Title I (211) - 211-11-6399-04E-116-30-510-000000-22F10 - \$1,750</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> A gap of 15% points to 40% points exists between our white students and our Hispanic and African American students at all grade levels and all subjects as tested on the STAAR. <b>Root Cause:</b> Staff beliefs, training and planning are not meeting the needs of all of our students</p>

## School Processes & Programs

**Problem Statement 1:** Over the past 3 years students in 3rd-5th grade have scored higher in reading than in mathematics on the STAAR assessment. **Root Cause:** Teachers need additional professional development in the delivery of mathematics and time to plan across grade levels.

**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 65% to 70% by May 2022.

Increase the percentage of Hispanic Students scoring at MEETS or above on STAAR Reading from 60% to 67% by May 2022.

**Evaluation Data Sources:** STAAR, benchmarks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create master schedule to increase direct Tier 1 instruction time and ensure teachers are following the protocol for reading instruction through observation and feedback</p> <p><b>Strategy's Expected Result/Impact:</b> 5% of students in grades 3-5 will move from Approaching to Meets or above on the STAAR test and 7% of Hispanic students will increase from approaching to Meets or higher on the STAAR test.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Asst Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> 1/2 time teacher asst. - Title I (211) - 211-11-6129-04E-116-30-510-000000-22F10 - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> According to the Panorama survey in the fall of 2020, only 53% of the Lily B staff has a growth mindset and believe they can change their approach to meet the needs of students academically and emotionally. <b>Root Cause:</b> Knowledge, understanding and strategies of how to work with different types of learners</p>
Student Learning
<p><b>Problem Statement 1:</b> A gap of 15% points to 40% points exists between our white students and our Hispanic and African American students at all grade levels and all subjects as tested on the STAAR. <b>Root Cause:</b> Staff beliefs, training and planning are not meeting the needs of all of our students</p>


**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 59% to 65% by May 2022.  
 Increase the percentage of Hispanic students in 3-5 grade students scoring at MEETS or above on STAAR Math from 41% to 50% by May 2022.


**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student progress towards measurable goals will be visible in every K-5 math classroom and every classroom will foster student ownership and goal setting.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students reaching Meets or higher on the STAAR test will increase by 6% and the number of Hispanic students reaching Meets or higher will increase by 9%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Asst Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> A gap of 15% points to 40% points exists between our white students and our Hispanic and African American students at all grade levels and all subjects as tested on the STAAR. <b>Root Cause:</b> Staff beliefs, training and planning are not meeting the needs of all of our students</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Over the past 3 years students in 3rd-5th grade have scored higher in reading than in mathematics on the STAAR assessment. <b>Root Cause:</b> Teachers need additional professional development in the delivery of mathematics and time to plan across grade levels.</p>





**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 10% to 6% by May 2022.

Decrease the number and percentage of Economically Disadvantaged students who are chronically absent from 19% to 10% by May 2022.

**Evaluation Data Sources:** Monthly and 6-weeks attendance reports  
Panorama survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a classroom and school where students want to come to school.</p> <p><b>Strategy's Expected Result/Impact:</b> Panorama survey results will increase: from 89% to 92% in Supportive Relationships, from 77%to 83% in Teacher-Student relationships and from 74% to 80% ub Sense of Belonging.</p> <p>Student chronic absences will decrease by 4% for all students and 9% for Economically Disadvantaged students</p> <p><b>Staff Responsible for Monitoring:</b> Counsleor and clerk</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p> <p><b>Funding Sources:</b> after hour PD for parents - Title I (211) - 211-31-6116-04E-116-30-510-000000-22F10 - \$500, student incentive for attendance - Title I (211) - 211-11-6499-04E-116-30-510-000000-22F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> According to the Panorama survey in the fall of 2020, only 53% of the Lily B staff has a growth mindset and believe they can change their approach to meet the needs of students academically and emotionally. <b>Root Cause:</b> Knowledge, understanding and strategies of how to work with different types of learners</p>
Perceptions
<p><b>Problem Statement 1:</b> According to the Panorama survey taken by students in the fall of 2020, only 53% of our 3rd, 4th and 5th grade students feel they have the skills needed to regulate their emotions. <b>Root Cause:</b> Students need instruction in social emotional learning and strategies to use when in stressful situations</p>





**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 positive response by students to the learning environment on the Panorama SEL Survey from 72% to 78% by May 2022.

Increase positive response of Economically Disadvantaged students on the Panorama SEL Survey from 71 % to 76% by May 2022.

**Evaluation Data Sources:** Pamorama Survey





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will participate in 7 Mindsets Social Emotional Learning curriculum over the course of the academic school year. This will be monitored by the completed lesson check in the program.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 78% of students will have a positive response to the learning environment on the Panorama SEL survey.</p> <p><b>Staff Responsible for Monitoring:</b> Melissa Ball</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 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 from 85% to 88% by May 2022.

**Evaluation Data Sources:** Parent District Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide additional opportunities for parents to engage in academic and curriculum conversations with the staff.</p> <p><b>Strategy's Expected Result/Impact:</b> The Parent survey will show an increase in Engagement score by 3%</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Asst Principal/Melissa Ball</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> snacks for parent programs - Title I (211) - 211-61-6499-04L-116-30-510-000000-22F10 - \$500, substitutes for parent conferences x 2/yer - Title I (211) - 211-11-6112-04E-116-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Kathrina Andersen	Principal
Administrator	Eric Montoya	Assistant Principal
Classroom Teacher 1	Yesenia Soto	Teacher
Classroom Teacher 2	Gloria Daniels	Teacher
Classroom Teacher 3	Brooke Green	Teacher
Classroom Teacher 4	Kristen Taylor	Teacher
Professional District-Level Staff	Elizabeth English	Diagnostician
Parent 1	Pamela Boggess	Parent
Parent 2	Ashley Miller	Parent
Parent 3	Laura Strawser	Parent
Non-classroom Professional	Melissa Ball	Counselor
Community Representative 1	Kim Dillon	Community Member
Community Representative 2	Meghan Gehrke	Community Member
Additional Representative (optional)	Karen Perry	Appointed member

# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	3	1	Instructional supplies and materials	Supplies and materials for instructional use	211-11-6399-04E-116-30-510-000000-22F10	\$8,456.00
1	3	1	Substitutes for planning	Subs for professional development	211-11-6112-0PD-116-30-510-000000-22F10	\$5,200.00
1	3	1	STAAR Reading/ELA materials	Supplies and materials for instructional use	211-11-6399-04E-116-30-510-000000-22F10	\$6,500.00
1	3	1	Additional Library books	Reading materials for library use	211-12-6329-04E-116-30-510-000000-22F10	\$3,500.00
1	3	1	NewsELA	Reading materials for classroom use	211-11-6329-04E-116-30-510-000000-22F10	\$1,750.00
2	1	1	school visits/subs to cover	Subs for supplemental instruction	211-11-6112-04E-116-30-510-000000-22F10	\$300.00
2	3	1	STAAR materials for math	Supplies and materials for instructional use	211-11-6399-04E-116-30-510-000000-22F10	\$5,000.00
2	3	2	Closing the Distance-Math (grade 1-5)	Supplies and materials for instructional use	211-11-6399-04E-116-30-510-000000-22F10	\$1,750.00
3	1	1	1/2 time teacher asst.	Teacher Assistant	211-11-6129-04E-116-30-510-000000-22F10	\$12,000.00
4	1	1	after hour PD for parents	Extra duty for counseling services after hours	211-31-6116-04E-116-30-510-000000-22F10	\$500.00
4	1	1	student incentive for attendance	Snacks or incentives for students	211-11-6499-04E-116-30-510-000000-22F10	\$500.00
4	3	1	snacks for parent programs	Snacks for parents to promote participation	211-61-6499-04L-116-30-510-000000-22F10	\$500.00
4	3	1	substitutes for parent conferences x 2/yer	Subs for supplemental instruction	211-11-6112-04E-116-30-510-000000-22F10	\$5,000.00
<b>Sub-Total</b>						\$50,956.00
<b>Budgeted Fund Source Amount</b>						\$50,956.00
<b>+/- Difference</b>						\$0.00

**SCE (199 PIC 24)**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1	After school tutoring	Tutors with degree or certified	199-13-6117-001-116-24-313-000000-	\$1,750.00
2	3	1	After school tutoring	Tutors with degree or certified	199-13-6117-001-116-24-313-000000-	\$686.00
<b>Sub-Total</b>						\$2,436.00
<b>Budgeted Fund Source Amount</b>						\$2,436.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total</b>						\$53,392.00