

Fort Worth Independent School District
118 Hazel Harvey Peace Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hazel Hrvey Peace Elementary School was built in 2007, at 7555 Trail Lake Dr. Ft. Worth, TX 76133. Hazel Harvey Peace was the first CHPS (Collaborative of High Performance Schools) project for Fort Worth ISD. HHP was named after Hazel Harvey Peace (1903-2008), our school's namesake, was a teacher, debate team coach, counselor, dean of girls, and vice principal in an education career spanning nearly fifty years. After retiring from Fort Worth ISD, Hazel Harvey Peace served as the director of student affairs at Bishop College in Dallas, Texas. She also taught at Paul Quinn College in Waco, Huston-Tillotson College in Austin, and Prairie View A&M University in Prairie View.

HHP is a Title I Part A Schoolwide Program School. Student enrollment is 418. Demographics makeup of the school is 54% African Americans, 23% Hispanic, 8.7% White, 7.2% two or more races, and 6% Asian. The total number of teachers and staff is 64. Our special population groups makeup is English Learners 70 (17%), SpEd 46 (11%) Homeless 16 (3.8%), Migrant 0, GT 28 (17.6%) and At-Risk 209 (50%). HHP has been a recognize campus, received distinctions in reading, college career readiness, but currently is rated as a D campus. (Students did not take STAAR in 2019-2020 school year)

There are currently 6 discipline referrals for this 2020-2021 school year in FOCUS.

Demographics Strengths

1. The cultural and ethnic diversity strengthens our focus toward cultural sensitivity.
2. Our campus holds events throughout the year to celebrate different cultures such as the Black History Program, displaying monthly cultural items throughout the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Over a five year trend there has been a decrease in enrollment. **Root Cause:** Due to the absence of effective marketing student enrollment has decreased.

Student Learning

Student Learning Summary

Our fourth and third grade students continually improve and grow throughout the year, scoring high above a majority of the district elementary schools in STAAR benchmarks. HHP is the top scoring elementary school in the Southwest Pyramid for MAP based on data provided by the district. Although we do have areas to improve, our students and teachers are constantly working hard to reach their goals.

Student Learning Strengths

1. Expectations related to school wide student writing have led to school wide literacy progress.
2. Grades 3- 5 used specific materials for STAAR preparation.
3. Students have increased access to technology for digital learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: African American Kinder students scored 17% in Math on the Feb. Map MOY testing in 2021. They are underperforming by 33% and didn't meet the 50% growth level. **Root Cause:** Lack of instructional rigor in math instruction and a lack of utilizing the learning continuum during instruction.

Problem Statement 2: African American 5th grade students scored 28% in Math on the MOY Map testing in 2021. They are underperforming by 22% and didn't meet the 50% growth level. **Root Cause:** The campus did not effectively tailor quality Tier I instruction to meet the needs of African American students.

Problem Statement 3: 2nd grade African American students scored 14% in Reading on Map MOY testing. They are underperforming by 36% and didn't meet the 50% growth level in Reading. **Root Cause:** Absence of a structured coaching and development approach for new teachers with a focus on classroom management, Tier 1 instruction and relationships.

School Processes & Programs

School Processes & Programs Summary

Aligned instruction has led to more focus lessons.

Teachers use a variety of resources to accumulate the necessary data on student achievement.

A deeper understanding of universal screener data.

School Processes & Programs Strengths

1. Grade level PLC's for curriculum analysis and student data.
2. Professional Development has been focused on alignment between the state curriculum, district curriculum and student classwork expectations.
3. Professional Development has been provided related to creating and maintaining effective online classrooms.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of proficient implementation of the Literacy Framework. **Root Cause:** The school didn't prioritize increasing the frequency of capacity building opportunities to support the virtual trainings of Fundamental Four and programs like HB3 Reading, Lexia/Core5, and Pathblazers. These were not sufficient for teachers to fully grasp the importance and skills.

Perceptions

Perceptions Summary

Teachers are involved in planning and decision-making on all levels.

Administrative and leadership team works with staff to create collaborative environment.

Several systems used to improve campus communication.

Perceptions Strengths

1. We celebrate our diversity through family engagement activities.
2. Beginning implementation of Restorative Practices has led to improve relationships between students and teachers.
3. The campus has begun using systems to engage students in social-emotional learning character education.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 10 parents completed parent survey indicating low parent/community involvement in our school. **Root Cause:** There is a need for a focused effort in building the PTA to bring parent voice, support teachers and the growth of the school.

Problem Statement 2: Chronic student absences **Root Cause:** Virtual students not logging or consistent logging in Pandemic

Problem Statement 3: Out of 147 responses from Panorama Survey 47% of students do not know how to regulate their emotions. **Root Cause:** Lack of teacher -student relationships.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

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 64 % to 70% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 61% to 70% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Circle

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher capacity through observation and feedback cycles with a focus on Classroom Environment and Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: - Circle MOY 67% for all students.</p> <p>- Circle MOY 66% for African-American students</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers use PLCs to ensure alignment to the depth and complexity of the TEKS, ELPS and FWISD curriculum (Literacy Framework & Creative Curriculum) including just in time scaffolds utilizing the Learning Continuum.</p> <p>Strategy's Expected Result/Impact: 90% of PLCs observed will focus on alignment of depth and complexity of TEKS, ELPS and Creative Curriculum and evidence will show in weekly checks of Lesson Plans</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</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 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 34% to 45% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 30% to 40% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Map Testing, Benchmarks,

Strategy 1 Details	Reviews			
Strategy 1: Build teacher capacity through observation and feedback cycles with a focus on Classroom Environment and Tier 1 instruction. Strategy's Expected Result/Impact: - 50 % of students will meet growth on MAP MOY.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers use PLCs to ensure alignment to the depth and complexity of the TEKS, ELPS and FWISD curriculum (Literacy Framework & Creative Curriculum) including just in time scaffolds utilizing the Learning Continuum. Strategy's Expected Result/Impact: - 50 % of students will meet growth on MAP MOY. Staff Responsible for Monitoring: Principal/Assistant Principal Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-118-30-510-000000-22F10 - \$74,020	Formative			Summative
	Nov	Jan	Mar	June
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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 50% by May 2022.

Increase the percentage of ED students by instruction on our campus from 43% to 50 % by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: NWEA

Strategy 1 Details	Reviews			
Strategy 1: Build teacher capacity through observation and feedback cycles with a focus on Classroom Environment and Tier 1 instruction. Strategy's Expected Result/Impact: - 50 % of students will meet growth on MAP MOY.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers use PLCs to ensure alignment to the depth and complexity of the TEKS, ELPS and FWISD curriculum (Literacy Framework & Creative Curriculum) including just in time scaffolds utilizing the Learning Continuum. Strategy's Expected Result/Impact: - 50 % of students will meet growth on MAP MOY. Staff Responsible for Monitoring: Principal/Assistant Principal Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	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>				

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 78% to 82% by May 2022.

Increase the percentage of economically disadvantaged students by instruction on our campus from 77% to 83% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Circle Math Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher capacity through observation and feedback cycles with a focus on Classroom Environment and Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: - CLI MOY at 80%.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal/ILT, Data Analyst</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers use PLCs to ensure alignment to the depth and complexity of the TEKS, ELPS and the Creative Curriculum including just in time scaffolds.</p> <p>Strategy's Expected Result/Impact: 90% of PLCs observed will focus on alignment of depth and complexity of TEKS, ELPS and Creative Curriculum and evidence will show in weekly checks of Lesson Plans</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal</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>				

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 42% to 50% by May 2022.

Increase the percentage of ED students on our campus from 38% to 43% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: NWEA Math Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement professional learning to develop the capacity of Kindergarten teachers to plan and deliver standard aligned assessments and instructions and reflect/respond to student progress/mastery through data analysis using established Tier 1 instructional protocols to increase the achievement of Kindergarten students in Math.</p> <p>Strategy's Expected Result/Impact: 50% or more Kindergarten students will be On Track in Tx-KEA Math by May 2022.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, and Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: ILT will establish Tier 1 data driven instructional protocols, and professional learning, to plan and deliver standard aligned assessments and instruction, execute a normed observation and feedback cycle, and reflect/respond on student progress/mastery through data analysis.</p> <p>Strategy's Expected Result/Impact: 50% or more Kindergarten students will be On Track in Tx-KEA Math by May 2022.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, and Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Targeted Support Strategy</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>				

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 45% to 50% by May 2022.

Increase the percentage of ED students on our campus from 46% to 51 % by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: NWEA Math Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will analyze student reading/math data and make instructional adjustments to meet the goal of 50 % of students meeting grade level on campus level assessments and benchmark testing</p> <p>Strategy's Expected Result/Impact: 50% or more K-5 students will meet or exceed growth projectiles on MAP Growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Leadership, Data Analyst</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: IXL Learning - Title I (211) - 211-11-6399-04E-118-30-510-000000-22F10 - \$1,800, At-Risk (Lakeshore) - SCE (199 PIC 24) - 199-11-6329-001-118-24-313-000000- - \$2,652, Technology - Title I (211) - 211-11-6396-04E-118-30-510-000000-22F10 - \$1,500, Learning A-Z - Title I (211) - 211-11-6399-04E-118-30-510-000000-22F10 - \$1,800, Student Incentives - Title I (211) - 211-11-6499-04E-118-30-510-000000-22F10 - \$1,400</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus instructional leadership team and the campus teachers will participate in professional development related to aligned formative assessments and activities that are align to the daily posted objective by December 2021. Supplemental instructional materials will be purchased to support the campus instructional and</p>	Formative			Summative
	Nov	Jan	Mar	June

effective schools framework goals.


Strategy's Expected Result/Impact: 50% or more K-5 students will meet or exceed growth projectiles on MAP Growth


Staff Responsible for Monitoring: Principal, Assistant Principal


Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF**

Levers: Lever 5: Effective Instruction

Funding Sources: Subs - Title I (211) - 211-11-6112-04E-118-30-510-000000-22F10 - \$3,323,
Supplemental Instructional Materials - Title I (211) - 211-11-6329-04E-118-30-510-000000-22F10 - \$11,900

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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 32 % to 42% by May 2022.

Increase the percentage of ED students from 24% to 34% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Map Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Performance tasks will be monitored and tracked monthly during PLC meetings, grade-level meetings, and leadership meetings. During PLC mtgs. student work samples and performance tasks will be reviewed and utilized to highlight exemplar responses and identify misconceptions to inform instruction for scaffolding and reteaching of specific concepts.</p> <p>Strategy's Expected Result/Impact: 42% or more 3-5 students will score MEETS or above on STAAR Reading in May 2022</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Flocabulary - Title I (211) - 211-11-6399-04E-118-30-510-000000-22F10 - \$2,200, Extra duty for tutoring - Title I (211) - 211-11-6116-04E-118-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
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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 28 % to 33% by May 2022.
 Increase the percentage of ED students or the student group on the campus from 24% to 29% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: NWEA

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement professional learning to develop the capacity of teachers to plan and deliver standard aligned assessments and instructions to reflect/respond to student progress/mastery through data analysis using established Tier 1 instruction protocols to increase the achievement of 3-5 students.</p> <p>Strategy's Expected Result/Impact: 33% or more of 3-5 students will score meets or above on STAAR Math by May 2022.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: Books for professional development - Title I (211) - 211-13-6329-04E-118-30-510-000000-22F10 - \$1,000, Breakthrough Coach registration - Title I (211) - 211-23-6499-04E-118-30-510-000000-22F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: ILT will establish Tier 1 data driven instructional protocols and professional learning, to plan and deliver standard alined assessments and instruction, execute a normed observation and feedback cycle, and reflect/respond on student progress/mastery through data analyst.</p> <p>Strategy's Expected Result/Impact: 33% or more of 3-5 students will score meets or above on STAAR Math by May 2022.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 34% to 29% by May 2022.

Decrease the number and percentage of ED students on our campus from 37% to 32% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: FOCUS-Attendance Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement systems to build culturally responsive classrooms using TBRI. Maintain commitment to knowing and meeting students' academic, emotional, cultural, and social needs to increase student participation and engagement.</p> <p>Strategy's Expected Result/Impact: - Student SEL survey MOY for Emotion Regulation will increase from 47% to 51%.</p> <p>- 100% of classrooms implement SEL Routine at the beginning of the day.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Case Manager, Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 64% to 69% by May 2022.

Increase positive response by ED students from 64 % to 69% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Panorama Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Restorative Practices</p> <p>Strategy's Expected Result/Impact: Increase positive student response to learning environment on Panorama SEL survey from 64% to 69%</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement systems to build culturally responsive classrooms rooted in a high commitment to knowing students academically, emotionally and culturally and socially while focused on our campus vision/mission for all students and staff.</p> <p>Strategy's Expected Result/Impact: - Student SEL survey MOY for Emotion Regulation from 47% to 51%.</p> <p>- 100% of classrooms implement SEL Routine at the beginning of the day.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal/ILT</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: Decrease the number of in and out of school suspensions for all students from 0.5% to 0% by May 2022.

Evaluation Data Sources: FOCUS-Discipline Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement systems to build culturally responsive classrooms rooted in a high commitment to knowing students academically, emotionally and culturally and socially while focused on our campus vision/mission for all students and staff.</p> <p>Strategy's Expected Result/Impact: - Student SEL survey MOY for Emotion Regulation at 51%.</p> <p>- 100% of classrooms implement First 5 SEL Routine at the beginning of the day.</p> <p>Staff Responsible for Monitoring: Principal/AP/ILT</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>				





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 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 80% to 90% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: The Parent Engagement Specialist, principal and assistant principal will improve parent involvement on campus by increasing communication for the school to parents.</p> <p>Strategy's Expected Result/Impact: At least two parent communications per month, including calendar, newsletter, social media posts, etc.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Family Engagement Specialist, Instructional Leadership, Teacher(s), Student Support Services, External Stakeholder, Other, Data Analyst</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Title I (211) - 211-61-6399-04L-118-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By the end of the year, the Family Engagement Specialist and the principal and assistant principal will improve parent involvement on campus by beginning a PTA with a minimum of 30 parent members.</p> <p>Strategy's Expected Result/Impact: Establish PTA by the end of the year with at least 30 members.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Support Staff, Family Engagement Specialist, Other</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Snacks - Title I (211) - 211-61-6499-04L-118-30-510-000000-22F10 - \$3,000, Extra duty for family engagement activities - Title I (211) - 211-61-6116-04L-118-30-510-000000-22F10 - \$4,576</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>				

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher 3	Stefanie Story	Gr 3 Teacher
Classroom Teacher 4	Terry Allen	Gr 5 Teacher
Professional Non-Teaching Staff	Erin Primm	Librarian
Community Representative 2	Shantavian Clay	Community Rep
Business Representative 1		
Business Representative 2		
DERC Representative 1		
DERC Representative 2		
Additional Representative (optional)		
Non-classroom Professional	Courtney Kersey	Data Analyst
Professional District-Level Staff		
Classroom Teacher	Misty Hollis	Teacher
Parent 1	CheRica Bertrand	Parent
Administrator	Melonee Harris	Assistant Principal
Parent 2		
Classroom Teacher 1	Krista Howard-Hopkins	Teacher
Parent 3		
Community Representative 1		
District-level Professional	Sarita Leggett	Instructional Coach
Professional Non-Teaching Staff	Tomineka Whitaker	Campus Non-Teacher Professional
Parent 2	Siobhan Howard	Parent
Administrator	Kelli Taulton	Principal

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	2	Data Analyst	Data Analyst	211-13-6119-04E-118-30-510-000000-22F10	\$74,020.00
2	3	1	IXL Learning	Supplies and materials for instructional use	211-11-6399-04E-118-30-510-000000-22F10	\$1,800.00
2	3	1	Technology	Technology for instructional use	211-11-6396-04E-118-30-510-000000-22F10	\$1,500.00
2	3	1	Learning A-Z	Supplies and materials for instructional use	211-11-6399-04E-118-30-510-000000-22F10	\$1,800.00
2	3	1	Student Incentives	Snacks or incentives for students	211-11-6499-04E-118-30-510-000000-22F10	\$1,400.00
2	3	2	Subs	Subs for supplemental instruction	211-11-6112-04E-118-30-510-000000-22F10	\$3,323.00
2	3	2	Supplemental Instructional Materials	Reading materials for classroom use	211-11-6329-04E-118-30-510-000000-22F10	\$11,900.00
3	1	1	Flocabulary	Supplies and materials for instructional use	211-11-6399-04E-118-30-510-000000-22F10	\$2,200.00
3	1	1	Extra duty for tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-118-30-510-000000-22F10	\$5,000.00
3	2	1	Books for professional development	Reading materials for professional development	211-13-6329-04E-118-30-510-000000-22F10	\$1,000.00
3	2	1	Breakthrough Coach registration	Virtual registration for Principal and Assistant Principal (PD)	211-23-6499-04E-118-30-510-000000-22F10	\$500.00
4	4	1		Supplies and materials for parental involvement	211-61-6399-04L-118-30-510-000000-22F10	\$3,000.00
4	4	2	Snacks	Snacks for parents to promote participation	211-61-6499-04L-118-30-510-000000-22F10	\$3,000.00
4	4	2	Extra duty for family engagement activities	Extra duty for family engagement activities after hours	211-61-6116-04L-118-30-510-000000-22F10	\$4,576.00
Sub-Total						\$115,019.00
Budgeted Fund Source Amount						\$115,019.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
2	3	1	At-Risk (Lakeshore)	Reading materials for classroom use	199-11-6329-001-118-24-313-000000-	\$2,652.00
Sub-Total						\$2,652.00
Budgeted Fund Source Amount						\$2,652.00
+/- Difference						\$0.00
Grand Total						\$117,671.00