Fort Worth Independent School District

119 Daggett Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Leading with passion, acting with courage, and changing the world.

Vision

Empower ALL children to become lifelong learners to make a positive impact on the world.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

E. M. Daggett Elementary School is a neighborhood school located south of downtown Fort Worth with an enrollment of 577 students in PK-5th Grade. Approximately 50 percent of our students qualify as part of the Dual Language Program through 5th grade with the other 50 percent served in our Regular Program/ESL classes. 90 percent of our students qualify for free or reduced lunch which qualifies us as Title 1 school. Services provided via Title 1 funds include a Campus Data Leader, Title 1 Teacher, and Title 1 Teacher Assistant. Special Education services include a ECSE self contained class as well as 2 RISE units. Students in these classes participate in inclusion whenever possible.

Daggett Elementary School is a historic building with parts of the building being over 100 years old. The Campus Needs Assessment was developed with the School Leadership Team with the input of teachers during PLC's

School Enviornment Data

Behavior trends seen at Dagget have included: fighting/assault, disrespect to staff, and persistent rule violations. The trends don't make up a majority of our students, these are outliers we have that we continue to work with. Student mobility rate at Daggett is not high (15.3%). Our students typically have attended Daggett from PreK-5th. An average class size is 21:1; Attendance and tardies are a problem at Daggett. Our attendance rates average at about 95-97% and students are coming to class between 7:40am-8:45am creating chronic tardiness. In response to low attendance, the leadership team has put time aside every Wednesday and Friday afternoon to do home visits and make sure to reach parents by phone on a daily basis and supporting teachers with communication.

Student Groups

- We serve a high hispanic population; 84.1% Hispanic, 7.3% White, 5.9% African American, 1.4% Two or More Races, 1.2% Asian, 0.2% American Indian

- 85.8% Economically Disadvantaged, 49.7% English Learners, 15.2% Special Education, 6.2% Gifted & Talented

- 47.9% female and 52.1% male

Demographics Strengths

The veteran teachers in grades 3-5 have data to support their ability to support and grow student achievment based on STAAR and NWEA MAP Data.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on the NWEA MAP Reading MOY Projected Proficiency Summary Report, 6.8% of 3rd grade students taking the English STAAR Test are

projected to Meet or Master STAAR. **Root Cause:** Current master schedule has not allowed for the implementation of quality systematic weekly PLC Cycle with clearly defined outcomes and lookfors.

Problem Statement 2: Only 27% of 5th grade students are on track to meet SAT satisfactory performance. **Root Cause:** Quality PD including the implementation of the ELPS, has not been prioritized, systematically/consistently provided specifically in our self-contained in order to support all students with their math growth.

Student Learning

Student Learning Summary

Our student data historically and currently shows that our students in grades 3,4, and 5 historically show growth in learning as measured by STAAR and NWEA Map Data. However our students have also historically struggled to meet Index 1 in the previous years STAAR administration.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on the NWEA MAP MOY Projected Proficiency Summary Report 28.6% of students taking the STAAR Math Test are projected to Meet EOY STAAR performance. **Root Cause:** Misconceptions and misalignment of Tier 1 instruction and monitoring mastery of instruction.

Problem Statement 2: Only 27% of 5th grade students are on track to meet SAT satisfactory performance. **Root Cause:** Quality PD including the implementation of the ELPS, has not been prioritized, systematically/consistently provided specifically in our self-contained in order to support all students with their math growth.

School Processes & Programs

School Processes & Programs Summary

Professional Practices

PLC plan is developed at the beginning of the year with the end in mind. In the next school year we want to outline our PLC calendar to include having 1 week for data meetings, 1 week for reviewing and documenting interventions, 1 week for analyzing student work, and 1 week for professional development; Our main goal is to create leaders within our teachers by having PLCs teacher-led. As of now, all committees both social and academic, are teacher-led with roles and responsibilities clearly outlined.

Procedures

- Lesson plans include all components to help promote gradual release (I do/model, we do, you do followed by a formative assessment piece). Teachers use their data during the PLCs to plan re-teach lessons and focus on specific TEKs and objectives to help build their lessons.

- In July, the principal, AP, and data analyst collaborated together and created the Master Schedule and PLC calendar with the intention of creating longer planning periods and making sure teachers utilize all of their minutes for instructional purposes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 2: Based on the NWEA MAP MOY Projected Proficiency Summary Report 28.6% of students taking the STAAR Math Test are projected to Meet EOY STAAR performance. **Root Cause:** Misconceptions and misalignment of Tier 1 instruction and monitoring mastery of instruction.

Problem Statement 3: Based on the NWEA MAP Reading MOY Projected Proficiency Summary Report, 6.8% of 3rd grade students taking the English STAAR Test are projected to Meet or Master STAAR. **Root Cause:** Current master schedule has not allowed for the implementation of quality systematic weekly PLC Cycle with clearly defined outcomes and lookfors.

Perceptions

Perceptions Summary

Students

Overall students feel okay about school. They don't hate it, but they don't love it, they simply like it. I think too often our students feel like they are already behind when they enter the next grade level. We think the students need to fix their growth mindset but at the same time the teachers do also. The children get frustrated when they start a new school year and are already hearing how behind or how low they are. They also have an irrational fear of testing and moving on to the next grade in general, which shouldn't be the case if they feel confident in what they have been taught in the classroom. Safety for our students isn't an issue, but they don't feel like they belong or are really needed in their classroom. The students that I talk to that are the happiest have jobs or responsibilities in the school/classrooms. In addition, teachers that have mandatory SEL time have better classroom environments and overall attendance and participation is better. School is challenging for most of our students, simply because it is just hard. They don't always think it's worth their time because the real world application is often missing. In regards to well rounded I know the upper grades are missing out on those small group interventions and the daily opportunities to do partner work, that usually fostered better learning and sharpening communication skills.

By evidence of Panorama, 91% of the of students at Daggett Elementary feel they are supported by their teachers, and 72% of the students feel they have a strong social connection with their teachers within and beyond the classroom.

By evidence of Panorama, 78% of the students at Daggett Elementary feel like they belong.

By evidence of Panorama, 79% of students at Daggett Elementary are excited about their classes, and 76% of students are focused on their classwork/activities and are interested in their classes.

Curricular information comes through our PLC process which supports the scope & sequence of instruction as well as help teachers analyze the contents of the TEKS. All students worked with guidance/counseling lessons as well as social & emotional lessons. Students are also enrolled in Academy 4 mentoring program which helps students build positive relationships, better their grades, promote a better attitude towards school, and increase chance on going on to higher education. In addition, an administrative team was developed to track student attendance. Phone calls and home visits are made for students who are excessively tardy, absent, or have failing grades.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: By evidence of Panorama, 47% of 5th grade students at Daggett Elementary have difficulty self regulating. **Root Cause:** Students have struggled with their abilities to self regulate themselves due to limited opportunities to explicitly teach self regulation strategies.

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
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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
- Male / Female performance, progress, and participation 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 48.6 % to __% by May 2022.
Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 76.7 % to __% 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 __% to __% by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: Improve the quality of Tier I Instruction by intentionally planning formative assessments during all components of Tier I Instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of teachers will leave PLC Meetings with evidence of formative assessments to be used during Tier 1 instruction. Use of formative assessment strategies will be evident in 80% of all classroom walkthroughs. **Staff Responsible for Monitoring:** Miller, Ramirez, Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Title I Reading Teacher - Title I (211) - 211-11-6119-04E-119-30-510-000000-22F10 - $60,670, Data Analyst - Title I (211) - 211-13-6119-04E-119-30-510-000000-22F10 - $73,725.93, Tutoring Funds - Title I (211) - 211-11-6116-04E-119-30-510-000000-22F10 - $21,534.07				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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 34.5 % to __% 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 21.9 % to __% 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 30.8 % to __% by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: Develop the capacity of teachers to look at student work and calibrating relevance, rigor and alignment for the related high leverage TEKS at each grade level.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers will bring student work for calibration. 70% of work will show evidence of alignment to the related TEKS. 70% of walkthroughs will show instructional alignment to high leverage TEKS. **Staff Responsible for Monitoring:** Miller, Ramirez, Reed	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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 45.1 % to __% 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 38.7 % to __% by May 2022.
Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 53.9 % to __% by May 2022.

| Strategy 1 Details				Reviews			

Strategy 1: Improve the quality of Tier I instruction by ensuring that TEKS are deconstructed so that rigorous lessons are aligned, designed, taught and as a result instruction can be monitored and adjusted for next steps.
    Strategy's Expected Result/Impact: 100 % of lesson plans will be assessed for alignment of objective, instruction, activity and assessment.
    Staff Responsible for Monitoring: Miller, Ramirez
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**
0% No Progress		100% Accomplished		→ Continue/Modify		✕ Discontinue	

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 73.5 % to __% 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 61.3 % to __% by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: Improve the quality of Tier I Instruction by intentionally planning formative assessments during all components of Tier I Instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of teachers will leave PLC Meetings with evidence of formative assessments to be used during Tier 1 instruction. Use of formative assessment strategies will be evident in 80% of all classroom walkthroughs. **Staff Responsible for Monitoring:** Miller, Ramirez, Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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 44.2 % to __% 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 __% to __% by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: Develop the capacity of teachers to look at student work and calibrating relevance, rigor and alignment for the related high leverage TEKS at each grade level. **Strategy's Expected Result/Impact:** 100% of teachers will bring student work for calibration. 70% of work will show evidence of alignment to the related TEKS. 70% of walkthroughs will show instructional alignment to high leverage TEKS. **Staff Responsible for Monitoring:** Miller, Ramirez, Reed	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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 46.5 % to __% 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 38.5 % to __% by May 2022.

Strategy 1 Details			Reviews			
Strategy 1: Develop the capacity of teachers to look at student work and calibrating relevance, rigor and alignment for the related high leverage TEKS at each grade level.			Formative			Summative
			Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 100% of teachers will bring student work for calibration. 70% of work will show evidence of alignment to the related TEKS. 70% of walkthroughs will show instructional alignment to high leverage TEKS. **Staff Responsible for Monitoring:** Miller, Ramirez, Reed						
Strategy 2 Details			Reviews			
Strategy 2: Improve the quality of Tier I instruction by ensuring that TEKS are deconstructed so that rigorous lessons are aligned, designed, taught and as a result instruction can be monitored and adjusted for next steps.			Formative			Summative
			Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 100 % of lesson plans will be assessed for alignment of objective, instruction, activity and assessment. **Staff Responsible for Monitoring:** Miller, Ramirez						

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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 4: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 44.2 % to __% 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 __% to __% by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: Develop the capacity of teachers to look at student work and calibrating relevance, rigor and alignment for the related high leverage TEKS at each grade level.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers will bring student work for calibration. 70% of work will show evidence of alignment to the related TEKS. 70% of walkthroughs will show instructional alignment to high leverage TEKS. **Staff Responsible for Monitoring:** Miller, Ramirez, Reed	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% 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 33 % to 36% 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 12.5 % to __% by May 2022.

Strategy 1 Details	Reviews			

Strategy 1: Develop the capacity of teachers and ILT in the area of instructional planning and differentiation based on student data to meet the needs of all students.
    Strategy's Expected Result/Impact: 100% of teachers will show evidence of differentiation to meet the needs of all students.
Closing 100% of coaching feedback for identified teachers in Strive.
    Staff Responsible for Monitoring: Miller, Ramirez, Reed, Teachers
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

| | 0% No Progress | 100% 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 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 33.8 % to __% 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 29.2 % to __% by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: Develop the capacity of teachers and ILT in the area of instructional planning and differentiation based on student data to meet the needs of all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of teachers will show evidence of differentiation to meet the needs of all students. Closing 100% of coaching feedback for identified teachers in Strive. **Staff Responsible for Monitoring:** Miller, Ramirez, Reed, Teachers				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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 25 % to 22% by May 2022.
Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 36% to 33% by May 2022.

| Strategy 1 Details				Reviews			
Strategy 1: Develop a systematic strategy to address students that attendance rate is less than 95%.				**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% absent Daggett Elementary will make contact with parents of students with more than consecutive absences everyday. Monitor the 6 week cycle reports for evidence of a reduction in chronic absenteeism. **Funding Sources:** Parent Engagement Funds - Title I (211) - 211-61-6299-04E-119-30-510-000000-22F10 - $2,966, SCE - SCE (199 PIC 24) - 199-11-6399-001-119-24-313-000000- - $5,148				**Nov**	**Jan**	**Mar**	**June**
	0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue			

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 66% to 69% by May 2022.

Increase positive response by ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 64 % to 67 % by May 2022.

Evaluation Data Sources: Formatively assess

Strategy 1 Details	Reviews			
Strategy 1: Increase positive interaction with parents through "Pawsative Recognition" and use of the "Paw Board".	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase positive relationships with students and parents.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Miller and Ramirez				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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 African American students or the student group that is most marginalized on our campus (gender, race, program, other) from .9% to .5% by May 2022.

Strategy 1 Details		Reviews			
Strategy 1: Improve PBIS interventions, implementation of Restorative Practices and TBRI strategies in all classrooms and content areas with identifying the needs of Hispanic Students.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

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 82% to 85% by May 2022.
Increase the positive perception of parents of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from __% to __% by May 2022.

Strategy 1 Details			Reviews			
Strategy 1: Schedule in person parent engagement events promoting student achievement and fine arts integrated with PTA Meetings.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue			

Campus Funding Summary

Title I (211)						
Goal	**Objective**	**Strategy**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	Title I Reading Teacher	Title I Teacher	211-11-6119-04E-119-30-510-000000-22F10	$60,670.00
1	1	1	Data Analyst	Data Analyst	211-13-6119-04E-119-30-510-000000-22F10	$73,725.93
1	1	1	Tutoring Funds	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-119-30-510-000000-22F10	$21,534.07
4	1	1	Parent Engagement Funds	Family Science Night	211-61-6299-04E-119-30-510-000000-22F10	$2,966.00
					Sub-Total	$158,896.00
					Budgeted Fund Source Amount	$158,896.00
					+/- Difference	$0.00
SCE (199 PIC 24)						
Goal	**Objective**	**Strategy**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	SCE	Supplies and materials for instructional use	199-11-6399-001-119-24-313-000000-	$5,148.00
					Sub-Total	$5,148.00
					Budgeted Fund Source Amount	$5,148.00
					+/- Difference	$0.00
					Grand Total	$164,044.00