

Fort Worth Independent School District
154 M.L. Phillips Elementary School
2021-2022 Campus Improvement Plan





Mission Statement

ML Phillips Elementary mission is to provide a nurturing environment committed to achieving excellence for ALL students.

Vision

MLP: School, Family and Community Committed to Student Growth and Achievement!

Value Statement

FWISD Values

- 1. Student Achievement*
- 2. Leadership Development*
- 3. Stakeholder Collaboration*
- 4. Respect for Diversity*
- 5. Equity in Access*
- 6. Perseverance and Commitment*
- 7. Continuous Improvement*

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Comprehensive Needs Assessment

Revised/Approved: September 27, 2021

Demographics

Demographics Summary

ML Phillips ES is a pre-kindergarten through 5th-grade campus. Our current campus enrollment is 452 total students. Our demographic breakdown is 49.2% Hispanic, 34.4% black, and 11.7% white, Two or more 4.6%, and Asian 1.1%. We are currently at 90% economically disadvantaged. Our current mobility rate is at 31%. These demographics indicate a shift in MLP demographics over the last 11 years of campus history. We currently have minimal to low parent engagement which remains a focus for our campus. We are working to rebuild our PTA with a focus on creating a strong PTA board. We have also engaged more community partners. We have hired a new Family Communication Specialist position which was created based on this area of need. Her focus is planning engaging events and activities, encouraging involvement within the campus, etc.

Demographics Strengths

- The attendance rate at Semester for Hispanic students was 94.49% compared to All students, which was 93.41%
- As of the 1st Six-Weeks this school year, 80% of discipline referrals revolve around 4 students that have been supported with urgency with a result of 90% reduction in referral rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Throughout the first semester of the 2019-2020 school year, 28 different Male students had 179 office referrals. Of these, 9 African American Male students had 117 of the 179 total office referrals. **Root Cause:** The current MLP culture has not yet shifted their beliefs to the mindset that educators are responsible for educating the whole child, including teaching social-emotional learning, specifically to students that have behavior needs within our male African American student population.

Student Learning

Student Learning Summary

Student scores have dropped in all content areas and across demographics as reported by our last STAAR test in 2018-2019. This year's MAP scores indicate that literacy continues to be an area of focus specifically for student growth goals. At MOY that only 33% of our students made their reading growth goal and that 49% of students in 2nd-5th grade are projected to pass reading STAAR. Literacy continues to be an area of focus and academic need.

Student Learning Strengths

- Science- On the STAAR Trends % Meets Grade Level 2012-2019 report, MLP has been 23-27 percent above the district for the past three years.
- Hispanic Students- According to the 2019 School Report Card, MLP Hispanic(38%) students are the highest scoring population in the All Subjects category when compared to White(29%) and African American(28%) students.
- Dual Language- Spanish testers in fourth grade dual language 32% higher than the district in writing.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 20-21 BOY to MOY Growth by student group shows STAAR shows that students are not meeting their literacy growth measures (All students-33%, Hispanic- 32%, African American- 34%, White- 34%, Econ Dis- 30%, English Learner- 30%, Special Education- 16%) which is supported by MAP STAAR Reading projected passing score percentages (All-49%, Hispanic- 46%, African American- 51%, White- 62%, Eco-Dis- 48%) **Root Cause:** Teachers have not been able to apply their professional development to actual instruction within the classroom in order to fully ensure that quality tier 1 instruction, as defined by the FWISD Instructional Framework and Four Components of Literacy, is implemented at a high level of rigor and engagement.

School Processes & Programs

School Processes & Programs Summary

MLP has focused on our Student Services programs specifically our RtI and Special Education services. We have streamlined expectations and created clear guides for our faculty to utilize when determining students' needs. We utilize specifically research-based resources and materials that are district and campus approved and are housed in our teacher resource room and PLC room. We utilize schedules and agendas to structure this process and to ensure fidelity and consistency.

School Processes & Programs Strengths

Our processes have been collaboratively created in order to create streamlined and consistent organization and structure.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our Program of Choice: Two Way Dual Language Program has experienced a decrease in enrollment within student cohorts in the transition from Pre-Kindergarten to Kindergarten. Our 20-21 Kindergarten cohort has 6 Spanish speakers and 1 English speaker. 19-20 Prekindergarten the same cohort had 11 Spanish speakers and 8 English speakers. **Root Cause:** We have not ensured that the program is implemented fully per the FWISD guidelines so that families can see the value in, and recognize the benefits of the program, so that they continue their students' participation within the cohort.

Perceptions

Perceptions Summary

ML Phillips has a long history within the community and is a neighborhood campus. Many of our employees had children who attended this school and many of current parents attended school her themselves. Each year we gather input collaborating with all stakeholders and update our vision statement currently reads that we value and believe "School, family, and community committed to student growth and achievement". Our campus has committed to increasing our student's academic growth and achievement through collaborative weekly PLCs, team plannings, RtI labs, and data meetings. We have streamlined and created new processes and procedures that include our updated MLP Handbooks, MLP Literacy Plan, Lesson Planning Guide, Hiring/Interviewing Plan, Student Services Guide, etc. All of these guiding documents are house on our shared Google Drive, Website, and Hub, and are used to guide our meetings and set consistent expectations.

Perceptions Strengths

87% of students report feeling supported through their relationships with friends, family, and adults at the school.

100% of teachers report that they often think about students of different races, ethnicity, and cultural experiences.

94% of teachers report that they find interacting with students of different backgrounds easy.

91% of students report that they have an adult at the school who they can count on no matter what.

91% of students report that teachers are respectful towards them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 63% of MLP students report feeling engaged when in class (Black-64%, Hispanic- 63%, White-64%, Other- 62%) **Root Cause:** Teachers have not been taught how to deliver engaging lessons that are also aligned and rigorous. We have not focused on what engagement looks like/sounds like. We have not collaborated as a campus as to how engagement and establishing connections are important factors that contribute to student learning.

Priority Problem Statements

Problem Statement 1: 20-21 BOY to MOY Growth by student group shows STAAR shows that students are not meeting their literacy growth measures (All students-33%, Hispanic- 32%, African American- 34%, White- 34%, Econ Dis- 30%, English Learner- 30%, Special Education- 16%) which is supported by MAP STAAR Reading projected passing score percentages (All-49%, Hispanic- 46%, African American- 51%, White- 62%, Eco-Dis- 48%)

Root Cause 1: Teachers have not been able to apply their professional development to actual instruction within the classroom in order to fully ensure that quality tier 1 instruction, as defined by the FWISD Instructional Framework and Four Components of Literacy, is implemented at a high level of rigor and engagement.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Throughout the first semester of the 2019-2020 school year, 28 different Male students had 179 office referrals. Of these, 9 African American Male students had 117 of the 179 total office referrals.

Root Cause 2: The current MLP culture has not yet shifted their beliefs to the mindset that educators are responsible for educating the whole child, including teaching social-emotional learning, specifically to students that have behavior needs within our male African American student population.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Only 63% of MLP students report feeling engaged when in class (Black-64%, Hispanic- 63%, White-64%, Other- 62%)

Root Cause 3: Teachers have not been taught how to deliver engaging lessons that are also aligned and rigorous. We have not focused on what engagement looks like/sounds like. We have not collaborated as a campus as to how engagement and establishing connections are important factors that contribute to student learning.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Our Program of Choice: Two Way Dual Language Program has experienced a decrease in enrollment within student cohorts in the transition from Pre-Kindergarten to Kindergarten. Our 20-21 Kindergarten cohort has 6 Spanish speakers and 1 English speaker. 19-20 Prekindergarten the same cohort had 11 Spanish speakers and 8 English speakers.

Root Cause 4: We have not ensured that the program is implemented fully per the FWISD guidelines so that families can see the value in, and recognize the benefits of the program, so that they continue their students' participation within the cohort.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 27, 2021

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 80% to 90% by May of 2022.

Increase the percentage of economically disadvantaged students from 75% to 85% by May of 22.

HB3 Goal

Evaluation Data Sources: Circle Test

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of teachers and improve their Tier 1 instruction, while ensuring cultural responsiveness and equity, with a focus on rigor and alignment to the TEKS, the collaborative creation of quality lesson plans, FWISD instructional framework, Literacy Framework, Bilingual Model, and HB3 strategies (K-3).</p> <p>Strategy's Expected Result/Impact: 100% of Pre-Kinder lessons will contain an authentic word-knowledge phonics lesson as part of the instructional framework.</p> <p>60% of the literacy stations/centers and independent student work will incorporate a component of phonics and word knowledge.</p> <p>Student journals will contain 50% portfolio evidence of students' individual focus, and subsequent growth, in the area of phonics and word knowledge.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Leadership Team</p> <p>Title I Schoolwide Elements: 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p> <p>Funding Sources: Extra Duty - Title I (211) - 211-11-6116-0PD-154-30-510-000000-22F10 - \$5,000, Supplies and materials for accelerated instruction for at-risk students - SCE (199 PIC 24) - 199-11-6399-001-154-24-313-000000- - \$3,264, Title I Teacher - Title I (211) - 211-11-6119-04E-154-30-510-000000-22F10 - \$70,000, .5 Data Analyst - Title I (211) - 211-13-6119-04E-154-30-510-000000-22F10 - \$40,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
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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 2: Increase the percentage of Kindergarten-Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 25.4% to 50% by May 2022. Increase the percentage of ELL students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 16.4% to 41.4% by May 2022.

HB3 Goal

Evaluation Data Sources: MAP Fluency Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of teachers and improve their Tier 1 instruction, while ensuring cultural responsiveness and equity, with a focus on rigor and alignment to the TEKS, the collaborative creation of quality lesson plans, FWISD instructional framework, Literacy Framework, Bilingual Model, and HB3 strategies (K-3).</p> <p>Strategy's Expected Result/Impact: 20% or more of K-3 literacy and cross-curricular lessons will incorporate student fluency practice.</p> <p>Informal student data will be collected in the area of fluency while working with individual students and small groups providing evidence of student growth at a rate of 5% or more on a biweekly basis.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and the Leadership Team</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Literacy Resources - Title I (211) - 211-11-6399-04E-154-30-510-000000-22F10 - \$3,000</p>	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 33.5% to 53.5% 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 43.1% to 63.1% by May 2022.





Increase the percentage of special education students from 22.5% to 50.5% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of teachers and improve their Tier 1 instruction, while ensuring cultural responsiveness and equity, with a focus on rigor and alignment to the TEKS, the collaborative creation of quality lesson plans, FWISD instructional framework, Literacy Framework, Bilingual Model, and HB3 strategies (K-3).</p> <p>Strategy's Expected Result/Impact: Teachers will conduct student goal setting meetings and action planning in order for 90% of students to meet or exceed their projected MAP reading growth goals as measured on MOY and EOY assessment windows.</p> <p>50% of PLC time will be dedicated to the evaluation of student work products and mastery checks as they correlate to the learning objective and TEKS with the goal of individual student growth.</p> <p>85% of lessons, throughout the entirety of the instructional framework, will be aligned to the appropriate rigor of the TEKS.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Administration</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

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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 1: Increase the percentage of PK students who score On Track on Circle Math Spanish 50 % to 75 % by May 2022.

Increase the percentage of Hispanic students from 50% to 75% by May 2022.

Evaluation Data Sources: Circle Math Spanish Data Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of teachers and improve their Tier 1 instruction, while ensuring cultural responsiveness and equity, with a focus on rigor and alignment to the TEKS, the collaborative creation of quality lesson plans, FWISD instructional framework, Literacy Framework, Bilingual Model, and HB3 strategies (K-3).</p> <p>Strategy's Expected Result/Impact: 85% of lessons, throughout the entirety of the instructional framework, will be aligned to the appropriate rigor of the TEKS.</p> <p>90% of math lessons will exhibit a specific focus on developing key academic vocabulary words with visuals as a support, and in order to ensure equity, for our ELL learners.</p> <p>80% of maths activities will incorporate hands-on manipulatives and tools that provide students with authentic math experiences while learning.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
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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 36.8% to 56.8% by May 2022.

Increase the percentage of African American students from 29.4% to 49.4 % by May 2022.

Evaluation Data Sources: TX-KEA Math Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of teachers and improve their Tier 1 instruction, while ensuring cultural responsiveness and equity, with a focus on rigor and alignment to the TEKS, the collaborative creation of quality lesson plans, FWISD instructional framework, Literacy Framework, Bilingual Model, and HB3 strategies (K-3).</p> <p>Strategy's Expected Result/Impact: 85% of lessons, throughout the entirety of the instructional framework, will be aligned to the appropriate rigor of the TEKS.</p> <p>90% of math lessons will exhibit a specific focus on developing key academic vocabulary words with visuals as a support, and in order to ensure equity, for our ELL learners.</p> <p>80% of maths activities will incorporate hands-on manipulatives and tools that provide students with authentic math experiences while learning.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Administrators</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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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 40.9 to 60% by May 2022.


Increase the percentage of African American students from 33.7% to 54% by May 2022."


Evaluation Data Sources: MAP Growth Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of teachers and improve their Tier 1 instruction, while ensuring cultural responsiveness and equity, with a focus on rigor and alignment to the TEKS, the collaborative creation of quality lesson plans, FWISD instructional framework, Literacy Framework, Bilingual Model, and HB3 strategies (K-3).</p> <p>Strategy's Expected Result/Impact: Teachers will conduct student goal setting meetings and action planning in order for 90% of students to meet or exceed their projected MAP reading growth goals as measured on MOY and EOY assessment windows</p> <p>50% of PLC time will be dedicated to the evaluation of student work products and mastery checks as they correlate to the learning objective and TEKS with the goal of individual student growth.</p> <p>85% of lessons, throughout the entirety of the instructional framework, will be aligned to the appropriate rigor of the TEKS.</p> <p>Staff Responsible for Monitoring: Leadership Team & Classroom Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: Math Instructional Resources - Title I (211) - 211-11-6399-04E-154-30-510-000000-22F10 - \$1,970</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

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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 1: Increase the percentage of 3-5 grade students scoring at meets or above on STAAR Reading from 34.6% to 50% by May 2022.
 Increase the percentage of Special Education 15% to 25% by May 2022.

HB3 Goal

Evaluation Data Sources: STAAR and Benchmark Data Reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of teachers and improve their Tier 1 instruction, while ensuring cultural responsiveness and equity, with a focus on rigor and alignment to the TEKS, the collaborative creation of quality lesson plans, FWISD instructional framework, Literacy Framework, Bilingual Model, and HB3 strategies (K-3).</p> <p>Strategy's Expected Result/Impact: Teachers will conduct student goal setting meetings and action planning in order for 90% of students to meet or exceed their projected MAP reading growth goals as measured on MOY and EOY assessment windows</p> <p>50% of PLC time will be dedicated to the evaluation of student work products and mastery checks as they correlate to the learning objective and TEKS with the goal of individual student growth.</p> <p>85% of lessons, throughout the entirety of the instructional framework, will be aligned to the appropriate rigor of the TEKS.</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
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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 28.9% to 58.9% by May 2022. Increase the percentage of Special Education students from 12.8 % to 42.8% by May 2022.

Evaluation Data Sources: 3rd-5th Math STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of teachers and improve their Tier 1 instruction, while ensuring cultural responsiveness and equity, with a focus on rigor and alignment to the TEKS, the collaborative creation of quality lesson plans, FWISD instructional framework, Literacy Framework, Bilingual Model, and HB3 strategies (K-3).</p> <p>Strategy's Expected Result/Impact: Benchmark data will be analyzed and reviewed in order to create an action plan to assure 3rd-5th grade students will increase meet or exceed the STAAR math expectations at a higher percentage rate than in previous years.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Administration</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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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 26.7% to 56.7% by May 2022.

Decrease the number and percentage of Hispanic students from 20.3% to 50.3% by May 2022.

Evaluation Data Sources: Attendance Data Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a positive, culturally responsive, learning environment that prioritizes equity and maximizes student learning by engaging students in rigorous learning via instructional best practices, resulting in a decrease in chronic student absences and a decrease in the occurrence of negative student behaviors via positive reinforcement and social-emotional learning.</p> <p>Strategy's Expected Result/Impact: Identified students with chronic absences will be provided with an individualized intervention plan with motivating incentives and positive reinforcement in order to reduce their overall absence rate by 75%.</p> <p>The MLP PBIS campus system will be used to recognize, celebrate, and encourage student attendance via grade level, classroom, and individual rates resulting in an overall 2% increase campus-wide.</p> <p>The Student Panorama SEL survey will indicate a 10% positive increase in the area of students' engagement during instruction.</p> <p>Classroom walkthroughs and campus instructional walks will result in an overall student engagement rate of 85% campus-wide.</p> <p>PLCs and collaborative team planning will spend 20% of the allotted agenda time focusing on student engagement during the activation "hook" and interactive cooperative learning.</p> <p>Family engagement will increase in the form of Parent Portal registration to a minimum of 85% in order to ensure that parents are stay informed of student attendance and academic performance.</p> <p>During instruction, teachers will show a 90% proficiency rate when implementing campus-identified focus engagement strategies (Teach Like a Champion, Kagan, Thinking Maps) .</p> <p>Staff Responsible for Monitoring: Classroom Teachers & Leadership Team</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
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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 64.6 % to 84.6% by May 2022.

Increase positive response by Special Education students from 59.8% to 79.8% by May 2022.

Evaluation Data Sources: Panorama SEL Survey Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a positive, culturally responsive, learning environment that prioritizes equity and maximizes student learning by engaging students in rigorous learning via instructional best practices, resulting in a decrease in chronic student absences and a decrease in the occurrence of negative student behaviors via positive reinforcement and social-emotional learning.</p> <p>Strategy's Expected Result/Impact: The MLP PBIS campus system will be used to recognize, celebrate, and encourage student academic performance and attendance via grade level, classroom, and individual rates resulting in an overall 2% increase campus-wide.</p> <p>The Student Panorama SEL survey will indicate a 10% positive increase in the area of students' engagement during instruction.</p> <p>Classroom walkthroughs and campus instructional walks will result in an overall student engagement rate of 85% campus-wide.</p> <p>PLCs and collaborative team planning will spend 20% of the allotted agenda time focusing on student engagement during the activation "hook" and interactive cooperative learning.</p> <p>Family engagement will increase in the form of Parent Portal registration to a minimum of 85% in order to ensure that parents are stay informed of student attendance and academic performance.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Leadership Team</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

 No Progress
 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 Special Education students from 2.6 to 1.4 by May 2022.

Evaluation Data Sources: Discipline & Referral Data Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a positive, culturally responsive, learning environment that prioritizes equity and maximizes student learning by engaging students in rigorous learning via instructional best practices, resulting in a decrease in chronic student absences and a decrease in the occurrence of negative student behaviors via positive reinforcement and social-emotional learning.</p> <p>Strategy's Expected Result/Impact: Branching Minds and Focus Incident Referral Documentation will reflect less than a .5% difference in all demographics with a focus on students receiving services via special education.</p> <p>The Student Panorama SEL survey will indicate a 10% positive increase in the area of students' engagement during instruction.</p> <p>The MLP PBIS campus system will be used to recognize, celebrate, and encourage student attendance, academic performance, and positive behaviors via grade level, classroom, and individual rates resulting in an overall 5% decrease in Branching Minds behavior incidents and Focus Incident referrals.</p> <p>The Student Panorama SEL survey will indicate a 10% positive increase in the area of student self-identified SEL abilities.</p> <p>The Student Panorama SEL survey will indicate a 10% positive increase in the area of student relationships with their peers.</p> <p>The Student Panorama SEL survey will indicate a 10% positive increase in the area of students' relationships with MLP employees.</p> <p>Classroom walkthroughs and campus instructional walks will result in an overall student engagement rate of 85% campus-wide.</p> <p>PLCs and collaborative team planning will spend 20% of the allotted agenda time focusing on student engagement during the activation "hook" and interactive cooperative learning.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Leadership Team</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 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 86.5% to 91.5% by May 2022.

Evaluation Data Sources: Parent Survey Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a positive, culturally responsive, learning environment that prioritizes equity and maximizes student learning by engaging students in rigorous learning via instructional best practices, resulting in a decrease in chronic student absences and a decrease in the occurrence of negative student behaviors via positive reinforcement and social-emotional learning.</p> <p>Strategy's Expected Result/Impact: Identified students with chronic absences will be provided with an individualized intervention plan with motivating incentives and positive reinforcement in order to reduce their overall absence rate by 75%.</p> <p>Family engagement will increase in the form of Parent Portal registration to a minimum of 85% in order to ensure that parents are stay informed of student attendance and academic performance.</p> <p>Attendance at campus-wide activities and events will reflect a overall 5% increase on a bimonthly basis.</p> <p>Parent/guardian and community volunteering, mentoring, and partnership with the campus will reflect a 5% increase on a monthly basis.</p> <p>Campus Newsletter views, Facebook/YouTube/Twitter likes/views, will reflect a 5% increase on a monthly basis.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Campus Leadership Team</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies and materials for family engagement - Title I (211) - 211-61-6399-04L-154-30-510-000000-22F10 - \$2,268</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

State Compensatory

Personnel for 154 M.L. Phillips Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Stacy Henninge	Title I Teacher	0

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher 1	Victoria De La Paz	Classroom Teacher
Classroom Teacher 2	Jaymie De La Cruz	Classroom Teacher
Classroom Teacher 3	Josephine Fowler	Classroom Teacher
Classroom Teacher 4	Kristin Miller	Teacher
Professional Non-Teaching Staff	Keith Haliburton	Assistant Principal
Community Representative 2		
Business Representative 1	Jeannie Weberig	Buisness Owner
Business Representative 2	Stephanie Jackson	Business Representitive
DERC Representative 1	Emily Ryan	Librarian
DERC Representative 2	Stacy Henninge	Teacher
Additional Representative (optional)		
Professional District-Level Staff		
Parent 1		
Parent 2		
Parent 3		
Community Representative 1	Donna Hobbs	Afterschool Coordinator

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Extra Duty	Extra duty pay for PD after hours	211-11-6116-0PD-154-30-510-000000-22F10	\$5,000.00
1	1	1	Title I Teacher	Title I Teacher	211-11-6119-04E-154-30-510-000000-22F10	\$70,000.00
1	1	1	.5 Data Analyst	Data Analyst	211-13-6119-04E-154-30-510-000000-22F10	\$40,000.00
1	2	1	Literacy Resources	Supplies and materials for instructional use	211-11-6399-04E-154-30-510-000000-22F10	\$3,000.00
2	3	1	Math Instructional Resources	Supplies and materials for instructional use	211-11-6399-04E-154-30-510-000000-22F10	\$1,970.00
4	4	1	Supplies and materials for family engagement	Supplies and materials for parental involvement	211-61-6399-04L-154-30-510-000000-22F10	\$2,268.00
Sub-Total						\$122,238.00
Budgeted Fund Source Amount						\$122,238.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Supplies and materials for accelerated instruction for at-risk students	Supplies and materials for instructional use	199-11-6399-001-154-24-313-000000-	\$3,264.00
Sub-Total						\$3,264.00
Budgeted Fund Source Amount						\$3,264.00
+/- Difference						\$0.00
Grand Total						\$125,502.00