

**Fort Worth Independent School District**  
**157 Luella Merrett Elementary School**  
**2021-2022 Campus Improvement Plan**

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



# Mission Statement

We foster a welcoming learning environment, provide high-quality instruction, and engage families to improve students' academic and social/emotional well-being.

## Vision

We aim to lead by example and work together in providing an accelerated learning experience to equip students with knowledge necessary for success in school and beyond.

## Core Beliefs

We believe in maintaining a welcoming learning environment

We believe all students deserve high-quality instruction

We believe we must teach the way students learn

We believe that adults too must continue to learn

We believe that data informs and drives instruction

We believe parent/school collaboration is vital

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# Comprehensive Needs Assessment

Revised/Approved: October 1, 2021

## Demographics

### Demographics Summary

In 1949, the FWISD erected several frame buildings on this site to serve as an elementary school for the growing neighborhood, just south of Carswell Air Force Base. In 1954, the district hired Hubert Hammond Crane to design this two story International Styled school. Like many Mid-Century Modern school buildings, the entrance canopies extend all the way to the passenger drop-off zones on the street.

In 1989, an activities building was added south of the west wing of the building, and in 2001, a new cafeteria and kitchen were added to connect this structure to the main building. At the same time, a 15 classroom addition was built on the east side of the main building.

The original name of the school was Ridglea West Elementary and it was renamed in 1976 for Luella Merrett, the school's first principal.

Our student population consists of 80 % Hispanic, 9% White, 6% African American, 4% Two or More, and .5% Other. 58% of our students are Limited English Proficient (LEP) with a current enrollment of 536 students.

Our campus qualifies for Title I funding with academic programming for pre-kindergarten through fifth grade. Additional programming includes self-contained and inclusion special education classes. Our special education programs educate students in self-contained special education classes and inclusion classes.

We offer an afterschool program and have an active PTA that works to bridge our families and educators in creating an optimal learning environment for students.

### Demographics Strengths

Communication between parents and teachers

Students' academic progress

Knowledge of data and TEKS

Students have one to one technology

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Student attendance has dropped from 96.76% during 2019-2020 school year to 94.11% during 2020-2021 school year **Root Cause:** During 2020-2021 school year students were able to attend in-person or virtual instruction. Family situations and COVID-19 cases lead to increased student absences. Inconsistent

implementation of an attendance outreach plan lead to an increased number of absences.

# Student Learning

## Student Learning Summary

During the 2018-2019 school year, Luella Merrett Elementary received a C Rating and earned a Distinction in English Reading from TEA. During the 2019-2020 school year, there was no STAAR assessment given by the Texas Education Agency (TEA). The data that was used during the 2020-21 school year to measure student growth and learning is NWEA MAP Reading and Math.

This is the first year for MAP data for reading, so there is no comparison of data for 2019-20 and 2020-21. BOY data was acquired through at home assessments. Upon return to in-person learning students were able to be assessed on campus for our MOY data collection. When looking at English students who were above the 60th percentile, kindergarten 60%, first grade 28%, second grade 16%, third grade 19%, fourth grade 14%, and fifth grade 20%. When looking at Spanish testing students who were above the 60th percentile, kindergarten 29%, first grade 47%, second grade 23%, third grade 55%, fourth grade had no students testing in Spanish, and fifth grade 0%.

The MAP Growth Middle of the Year 2020-21 Kindergarten data shows 40% of the students scoring in the 60% percentile or better and the average student positioned in the 50<sup>th</sup> percentile. 1<sup>st</sup> grade had 25% of their students at or above the 60<sup>th</sup> percentile, 2<sup>nd</sup> grade 36% above 60%, 3<sup>rd</sup> grade 17%, 4<sup>th</sup> grade 28%, and 5<sup>th</sup> grade 23%.

The MAP data comparison between 2019-20 and 2020-21 school years in mathematics by grade-level shows first grade decrease from an average percentile of 40 to 37, second grade decreased from 66.7 to 45.8, third grade decreased from 45.6 to 34.5, fourth grade increased from 40.2 to 41, fifth grade increased from 35.7 to 38. There is no 2019-20 MAP data for kindergarten.

## Student Learning Strengths

Math and reading interventions are effective

MAP/Pathblazer usage improves student growth and fluency development

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** MOY MAP projection indicates that 62% of our 3rd -5th grade white ethnicity sub group are not on track to meet standard on Reading STAAR. This percentage is much higher than our overall school projection indicating that 44% of 3rd -5th grade students are not projected to meet standard on Reading STAAR. **Root Cause:** Benchmark data and MAP assessments indicate that students overall are experiencing reading difficulty. The ethnicity report further indicates that a greater percentage of students in the white ethnicity group are reading below grade level as compared to their peers.

**Problem Statement 2 (Prioritized):** MOY MAP projection indicates that 63% of our 3rd -5th grade black ethnicity sub group are not on track to meet standard on Math STAAR. This percentage is much higher than our overall school projection indicating that 45% of 3rd -5th grade students are not projected to meet standard on Math STAAR. **Root Cause:** Benchmark data and MAP assessments indicate that students overall are underperforming in mathematics. The ethnicity report further indicates that a greater percentage of students in the black ethnicity group exhibit gaps in student learning.

# School Processes & Programs

## School Processes & Programs Summary

Luella Merrett Elementary is focused on utilizing data to inform decisions to positively impact the school community. A focus is on identifying root causes, goals, action steps and progress monitoring. Professional development is then provided to address opportunities for growth as determined by Campus Leadership Team and/or Administration Team based on walkthroughs, teacher feedback, and student and family data.

The programs that we offer at Luella Merrett are: Dual Language, Special Education, R.I.S.E., Gift and Talented, Dyslexia and Afterschool Program. We are a one-to-one technology campus that allows students to participate in our virtual and in-person instructional programs. Teachers are provided a coach to help cultivate a learning environment through classroom observations, planning conversations and analyzing student learning. The FWISD Instructional Framework and Lesson Structure are utilized to support teaching and learning. The master schedule is designed to ensure the recommended amount of instructional minutes for core content areas. Luella Merrett uses Restorative Practices for collaborative conflict resolution. As result the number of student discipline referrals is minimal.

## School Processes & Programs Strengths

Virtual and in-person learning modes

Aligned TEKS, Lesson Plans, and Curriculum

Specialized student academic support services: Dual Language, Special Education, R.I.S.E., Gift and Talented, Dyslexia

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Students experiencing academic challenges are not identified for specific programming in a timely manner. **Root Cause:** Interventions, tracking and documentation to address students' specific learning struggles is not consistently utilized to identify students with learning challenges. The absence of a system to substantiate student referral for evaluation has caused a delay in many students being evaluated for special supports and specific programming.

# Perceptions

## Perceptions Summary

Luella Merrett Elementary has a culture and climate built on the motto of "We are Family!" There have been ## office referrals for the school year of 2020-21. The staff turnover is low at Luella Merrett. The attrition of faculty during the 2020-21 school year has absorbed the campus teacher leveling based on student numbers. One teacher retired, one teacher pursued a promotion, and one teacher chose to seek other employment within FWISD. These were all positions that were being closed on the campus. Each grade level and department has a designated teacher leader that helps cultivate a positive culture and aid in campus decision making. Our campus culture is measured through our Panorama reporting data. Survey results show: 77% of staff reported that LME is an inviting work environment and 97% of staff feel it is easy to interact with students from different cultural backgrounds. 90% of students reported having supportive relationships with friends, family and adults at school.

## Perceptions Strengths

Hard working staff

Effective Restorative Practices

Inviting workplace

Supportive relationships

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Panorama data indicates that 35% of students grade 3-5 reported not having a sense of belonging at school. **Root Cause:** During the 2020-2021 school year, remote learning and COVID safety concerns reduced the number of interactions and community building opportunities to engage students and families. The absence of opportunities to build community contributed to students reporting not having a sense of belonging.



# Priority Problem Statements

**Problem Statement 1:** Student attendance has dropped from 96.76% during 2019-2020 school year to 94.11% during 2020-2021 school year

**Root Cause 1:** During 2020-2021 school year students were able to attend in-person or virtual instruction. Family situations and COVID-19 cases lead to increased student absences. Inconsistent implementation of an attendance outreach plan lead to an increased number of absences.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** MOY MAP projection indicates that 62% of our 3rd -5th grade white ethnicity sub group are not on track to meet standard on Reading STAAR. This percentage is much higher than our overall school projection indicating that 44% of 3rd -5th grade students are not projected to meet standard on Reading STAAR.

**Root Cause 2:** Benchmark data and MAP assessments indicate that students overall are experiencing reading difficulty. The ethnicity report further indicates that a greater percentage of students in the white ethnicity group are reading below grade level as compared to their peers.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** MOY MAP projection indicates that 63% of our 3rd -5th grade black ethnicity sub group are not on track to meet standard on Math STAAR. This percentage is much higher than our overall school projection indicating that 45% of 3rd -5th grade students are not projected to meet standard on Math STAAR.

**Root Cause 3:** Benchmark data and MAP assessments indicate that students overall are underperforming in mathematics. The ethnicity report further indicates that a greater percentage of students in the black ethnicity group exhibit gaps in student learning.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Students experiencing academic challenges are not identified for specific programming in a timely manner.

**Root Cause 4:** Interventions, tracking and documentation to address students' specific learning struggles is not consistently utilized to identify students with learning challenges. The absence of a system to substantiate student referral for evaluation has caused a delay in many students being evaluated for special supports and specific programming.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Panorama data indicates that 35% of students grade 3-5 reported not having a sense of belonging at school.

**Root Cause 5:** During the 2020-2021 school year, remote learning and COVID safety concerns reduced the number of interactions and community building opportunities to engage students and families. The absence of opportunities to build community contributed to students reporting not having a sense of belonging.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Covid-19 Factors and/or waivers

## **Student Data: Assessments**

- Local benchmark or common assessments data

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Student surveys and/or other feedback

## **Parent/Community Data**

- Parent engagement rate

# 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 65% to 75% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 65% to 75% by May 2022.

Increase the percentage of English Learner students from 64% to 75% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop the capacity of instructional leaders to improve quality of Tier 1 instruction in literacy through culturally responsive instruction through standards aligned planning, lesson delivery, and analysis of student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of lessons and student work observed are aligned to the content and rigor of the standard.</p> <p>85% of lessons observed reflect gradual release utilizing the FWISD Lesson Structure.</p> <p>85% of PLCs conducted will focus on creating the optional learning environment, FWISD lesson structure, lesson plan creation and analysis, and analysis of student learning.</p> <p>85% of coaching conversations documented in STRIVE and NTC reports will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Leadership, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Teacher Assistant to provide social emotional and academic support to students; Supplies, reading materials, supplemental materials, software, online subscriptions and other items to support literacy, math, science and social studies teaching and learning. - Title I (211) - 211-11-6129-04E-157-30-510-000000-22F10 - \$20,470, Teacher Assistant to provide social emotional and academic support to students; Supplies, reading materials, supplemental materials, software, online subscriptions and other items to support literacy, math, science and social studies teaching and learning. - Title I (211) - 211-11-6129-04E-157-30-510-000000-22F10 - \$20,470, Family Engagement Specialist to improve parental involvement and support community and school relationships; Supplies, reading materials, supplemental materials, software, online subscriptions and other items to support literacy, math, science and social studies teaching and learning. - Title I (211) - 211-61-6129-04L-157-30-510-000000-22F10, Data Analyst to acquire, disaggregate, analyze and communicate data to inform instruction, improve student learning and overall school performance; Supplies, reading materials, supplemental materials, software, online subscriptions and other items to support literacy, math, science and social studies teaching and learning. - Title I (211) - 211-13-6119-04E-157-30-510-000000-22F10 - \$88,793</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 2:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 41% to 56% 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 31% to 46% by May 2022.

Increase the percentage of Hispanic students from 31% to 55% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Deepen Literacy in grades K-5 to ensure teachers incorporate the fundamental four daily and increase student instructional time with the teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of lessons and student work observed are aligned to the content and rigor of the standard.</p> <p>85% of lessons observed reflect gradual release utilizing the FWISD Lesson Structure.</p> <p>85% of PLCs conducted will focus on creating the optional learning environment, FWISD lesson structure, lesson plan creation and analysis, and analysis of student learning.</p> <p>85% of coaching conversations documented in STRIVE and NTC reports will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Leadership, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supplies, reading materials, supplemental materials, software, online subscriptions and other items to support literacy, math, science and social studies teaching and learning, Extra Duty Pay, Subs - Title I (211) - 211-11-6112-04E-157-30-510-000000-22F10 - \$200</p>	Formative			Summative
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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% to 55% 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% to 55% by May 2022.

Increase the percentage of English Learner students from 27% to 42% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Deepen Literacy in grades K-5 to ensure teachers incorporate the fundamental four daily and increase student instructional time with the teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of weekly lesson plans reflect daily instruction of the fundamental four: knowledge of words and word parts, oral reading fluency, comprehension, and writing.</p> <p>Gradual release is evident in 85% of lessons.</p> <p>100% of teacher class schedules are organized to increase time each student spends engaging in literacy instruction with the teacher.</p> <p>55% of K-3 students will meet or exceed grade level expectations on MAP Fluency indicators.</p> <p>55% of students will meet expected growth on MAP Growth Reading from BOY to EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Software programs and assessments, and other items to necessary to support student growth in literacy, math, science and social studies; including but not limited to purchasing mobile interactive panel - Title I (211) - 211-11-6396-04E-157-30-510-000000-22F10 - \$500</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 1:** Increase the percentage of PK students who score On Track on Circle Math from 82% to 87% by May 2022.

Increase the percentage of English Learners from 79% to 84% by May 2022.

**Targeted or ESF High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality of Tier 1 instruction in math through culturally responsive instruction through standards aligned planning, lesson delivery, and analysis of student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of lessons and student work observed are aligned to the content and rigor of the standard.</p> <p>85% of lessons observed reflect gradual release utilizing the FWISD Lesson Structure.</p> <p>85% of PLCs conducted will focus on creating the optional learning environment, FWISD lesson structure, lesson plan creation and analysis, and analysis of student learning.</p> <p>85% of coaching conversations documented in STRIVE and NTC reports will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Leadership, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Software programs and assessments, and other items to necessary to support student growth in literacy, math, science and social studies; including but not limited to purchasing mobile interactive panel - Title I (211) - 211-11-6396-04E-157-30-510-000000-22F10 - \$1,600, Subs for professional development., Extra Duty Pay - Title I (211) - 211-11-6112-0PD-157-30-510-000000-22F10 - \$2,700</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 43% to 55% by May 2022.

Increase the percentage of English Learner students from 24% to 40% by May 2022.

**Targeted or ESF High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality of Tier 1 instruction in math through culturally responsive instruction through standards aligned planning, lesson delivery, and analysis of student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of lessons and student work observed are aligned to the content and rigor of the standard.</p> <p>85% of lessons observed reflect gradual release utilizing the FWISD Lesson Structure.</p> <p>85% of PLCs conducted will focus on creating the optional learning environment, FWISD lesson structure, lesson plan creation and analysis, and analysis of student learning.</p> <p>85% of coaching conversations documented in STRIVE and NTC reports will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Leadership, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supplies, reading materials, supplemental materials, software, online subscriptions and other items to support literacy, math, science and social studies teaching and learning, Extra Duty Pay, Subs - Title I (211) - 211-61-6116-04L-157-30-510-000000-22F10 - \$600</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 42% to 55% by May 2022.


Increase the percentage of Two or More students from 31% to 45% by May 2022.


**Targeted or ESF High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Deepen Math content in grades K-5 to ensure teachers gradually release academic responsibility of learning to students.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of lessons reflect a gradual release using FWISD Lesson Structure.</p> <p>55% of students will meet expected growth on MAP Growth Reading from BOY to EOY.</p> <p>55% of Kindergarten students will score on track on TX-KEA by EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supplies, reading materials, supplemental materials, software, online subscriptions and other items to support literacy, math, science and social studies teaching and learning, Extra Duty Pay, Subs - Title I (211) - 211-61-6116-04L-157-30-510-000000-22F10 - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

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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 43% to 55% by May 2022.

Increase the percentage of African American from 20% to 35% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide rigorously aligned learning opportunities to accelerate learning that supplements and enhances high quality Tier 1 instruction for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Presence of high quality rigorous instruction in every classroom</p> <p>Increase the percentage of students identified as Gifted and Talented from 6% to 10%</p> <p>Increased the percentage of students projected to be on track for college readiness from 23% to 30% as determined by the MAP Projected Proficiency Summary Report by EOY</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Purchase technology for access to district and external software programs and assessment, and other items necessary to support student growth in literacy, math, science and social studies; including but not limited to computers, Purchase Mobile Interactive Panel - Title I (211) - 211-11-6396-04E-157-30-510-000000-22F10 - \$12,139, Purchase technology for access to district and external software programs and assessment, and other items necessary to engage students with rigorous enrichment learning opportunities in literacy, math, science and social studies; including but not limited to computers, Purchase Mobile Interactive Panel - SCE (199 PIC 24) - 199-11-6396-001-157-24-313-000000- - \$1,861, Purchase technology for access to district and external software programs and assessment, and other items necessary to support student growth in literacy, math, science and social studies; including but not limited to Education Galaxy, Purchase Mobile Interactive Panel - Title I (211) - 211-11-6396-04E-157-30-510-000000-22F10 - \$6,375</p>	Formative			Summative
	Nov	Jan	Mar	June

 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 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 39% to 55% by May 2022.  
 Increase the percentage of African American from 10% to 25% by May 2022.


**Targeted or ESF High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Enhance the quality and efficacy of tier 1 instruction through the utilization of formal and informal assessment data to provide differentiated instruction for varied learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional decisions based off data</p> <p>Differentiated instruction for varied learners</p> <p>Improved student performance and teacher efficacy evident by 70% of students meeting targeted MAP Growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supplies, reading materials, supplemental materials, software, online subscriptions and other items to support literacy, math, science and social studies teaching and learning, Extra Duty Pay, Subs - Title I (211) - 211-11-6112-04E-157-30-510-000000-22F10 - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

 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 21% to 10% by May 2022.

Decrease the number and percentage of Two or More students from 47% to 21% by May 2022.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve student attendance and accountability through the consistent implementation of a schoolwide attendance monitoring and response system.</p> <p><b>Strategy's Expected Result/Impact:</b> EOY absences will decrease 10%</p> <p>Quarterly identification of chronic absentees and implementation of interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supplies and incentives to increase student attendance and parent involvement - Title I (211) - 211-11-6499-04E-157-30-510-000000-22F10 - \$200</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 2:** Increase positive response by students to the learning environment on the Panorama SEL Survey from 67% to 80% by May 2022.

Increase positive response by African American students from 61% to 75% by May 2022.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish culturally responsive Tier 1 instruction through the inclusion of effective opportunities that educate students, parents and staff to support social emotional learning as determined via Panorama data.</p> <p><b>Strategy's Expected Result/Impact:</b> EOY campus and/or Panorama survey data will demonstrate a 13% increase among students in the area of Sense of Belonging. (District Goal 4 and Performance Objective 2)</p> <p>EOY campus and/or Panorama survey data will demonstrate a 14% increase among African American students in the area of Sense of Belonging. (District Goal 4 and Performance Objective 2)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Supplies and materials to support social emotional health of students and parent involvement, Extra Duty Pay - Title I (211) - 211-11-6499-04E-157-30-510-000000-22F10 - \$615.85</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			
<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 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 0.2% to 0.1% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish culturally responsive learning environment that promotes positive relationships building through Restorative Practices and parental involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> EOY 90% of teachers will be trained in restorative practices.</p> <p>Effective school wide discipline management system and decreased office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supplies and materials to support social emotional health of students and PD to provide equitable opportunities for students to learn, Extra Duty Pay, Subs - Title I (211) - 211-13-6399-04E-157-30-510-000000-22F10 - \$200</p>	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 n/a% to 80% by May 2022.

**Targeted or ESF High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve parent's positive perception of the campus through increased family engagement to support student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased and consistent communication</p> <p>Multiple modalities to share information with families</p> <p>Creation of a welcoming environment for families to engage.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Leadership, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Supplies and incentives to increase student attendance and parent involvement - Title I (211) - 211-61-6499-04L-157-30-510-000000-22F10 - \$500, Transportation for students including, but not limited to tutorials, enrichment opportunities, field trips. - Title I (211) - 211-11-6412-04E-157-30-510-000000-22F10 - \$400, Increase learning time through technology purchase for access to district and external software programs and assessment, and other items necessary to engage students with rigorous enrichment learning opportunities in literacy, math, science and social studies; including but not limited to computers - SCE (199 PIC 24) - 199-11-6396-001-157-24-313-000000- - \$2,783 , Supplies, materials and incentives to increase student attendance and parent involvement in but not limited to, Science, Literacy and Math nights, Extra Duty Pay - Title I (211) - 211-61-6116-04L-157-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Community Representative 2	Royce Vick	Community Rep
Business Representative 1	Staci Hubenak	Business Rep
Business Representative 2	Michael Mills	Business Rep
Community Representative 1	Ann Pugliano	Community
Parent 1	Karina Bocks	Parent
Parent 2	Guadalupe Ramirez	Parent
Parent 3	Crystal Bryan	Parent
Classroom Teacher 1	Irma Young	teacher
Classroom Teacher 2	Sharkara Johnson	teacher
Classroom Teacher 3	Dianed Lozada-Cruz	teacher
Classroom Teacher 4	Ruben Castillo	teacher
District-level Professional	Tyler Bray	District Professional
Non-classroom Professional	Evalis Chapa	Non-classroom
Administrator	Delain Sandifer	Principal



# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Teacher Assistant to provide social emotional and academic support to students; Supplies, reading materials, supplemental materials, software, online subscriptions and other items to support literacy, math, science and social studies teaching and learning.	Teacher Assistant	211-11-6129-04E-157-30-510-000000-22F10	\$20,470.00
1	1	1	Teacher Assistant to provide social emotional and academic support to students; Supplies, reading materials, supplemental materials, software, online subscriptions and other items to support literacy, math, science and social studies teaching and learning.	Teacher Assistant	211-11-6129-04E-157-30-510-000000-22F10	\$20,470.00
1	1	1	Family Engagement Specialist to improve parental involvement and support community and school relationships; Supplies, reading materials, supplemental materials, software, online subscriptions and other items to support literacy, math, science and social studies teaching and learning.	Family Engagement Specialist	211-61-6129-04L-157-30-510-000000-22F10	\$0.00
1	1	1	Data Analyst to acquire, disaggregate, analyze and communicate data to inform instruction, improve student learning and overall school performance; Supplies, reading materials, supplemental materials, software, online subscriptions and other items to support literacy, math, science and social studies teaching and learning.	Data Analyst	211-13-6119-04E-157-30-510-000000-22F10	\$88,793.00
1	2	1	Supplies, reading materials, supplemental materials, software, online subscriptions and other items to support literacy, math, science and social studies teaching and learning, Extra Duty Pay, Subs	Subs for supplemental instruction	211-11-6112-04E-157-30-510-000000-22F10	\$200.00
1	3	1	Software programs and assessments, and other items to necessary to support student growth in literacy, math, science and social studies; including but not limited to purchasing mobile interactive panel	Technology for instructional use	211-11-6396-04E-157-30-510-000000-22F10	\$500.00
2	1	1	Software programs and assessments, and other items to necessary to support student growth in literacy, math, science and social studies; including but not limited to purchasing mobile interactive panel	Technology for instructional use	211-11-6396-04E-157-30-510-000000-22F10	\$1,600.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
2	1	1	Subs for professional development., Extra Duty Pay	Subs for professional development	211-11-6112-0PD-157-30-510-000000-22F10	\$2,700.00
2	2	1	Supplies, reading materials, supplemental materials, software, online subscriptions and other items to support literacy, math, science and social studies teaching and learning, Extra Duty Pay, Subs	Extra duty for family engagement activities after hours	211-61-6116-04L-157-30-510-000000-22F10	\$600.00
2	3	1	Supplies, reading materials, supplemental materials, software, online subscriptions and other items to support literacy, math, science and social studies teaching and learning, Extra Duty Pay, Subs	Extra duty for family engagement activities after hours	211-61-6116-04L-157-30-510-000000-22F10	\$600.00
3	1	1	Purchase technology for access to district and external software programs and assessment, and other items necessary to support student growth in literacy, math, science and social studies; including but not limited to computers, Purchase Mobile Interactive Panel	Technology for instructional use	211-11-6396-04E-157-30-510-000000-22F10	\$12,139.00
3	1	1	Purchase technology for access to district and external software programs and assessment, and other items necessary to support student growth in literacy, math, science and social studies; including but not limited to Education Galaxy, Purchase Mobile Interactive Panel	Technology for instructional use	211-11-6396-04E-157-30-510-000000-22F10	\$6,375.00
3	2	1	Supplies, reading materials, supplemental materials, software, online subscriptions and other items to support literacy, math, science and social studies teaching and learning, Extra Duty Pay, Subs	Subs for supplemental instruction	211-11-6112-04E-157-30-510-000000-22F10	\$200.00
4	1	1	Supplies and incentives to increase student attendance and parent involvement	Snacks or incentives for students	211-11-6499-04E-157-30-510-000000-22F10	\$200.00
4	2	1	Supplies and materials to support social emotional health of students and parent involvement, Extra Duty Pay	Snacks or incentives for students	211-11-6499-04E-157-30-510-000000-22F10	\$615.85
4	3	1	Supplies and materials to support social emotional health of students and PD to provide equitable opportunities for students to learn, Extra Duty Pay, Subs	Supplies and materials for professional development	211-13-6399-04E-157-30-510-000000-22F10	\$200.00
4	4	1	Supplies and incentives to increase student attendance and parent involvement	Snacks for parents to promote participation	211-61-6499-04L-157-30-510-000000-22F10	\$500.00
4	4	1	Transportation for students including, but not limited to tutorials, enrichment opportunities, field trips.	Transportation costs for students	211-11-6412-04E-157-30-510-000000-22F10	\$400.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	4	1	Supplies, materials and incentives to increase student attendance and parent involvement in but not limited to, Science, Literacy and Math nights, Extra Duty Pay	Extra duty for family engagement activities after hours	211-61-6116-04L-157-30-510-000000-22F10	\$1,000.00
<b>Sub-Total</b>						\$157,562.85
<b>Budgeted Fund Source Amount</b>						\$157,473.00
<b>+/- Difference</b>						<b>-\$89.85</b>
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
3	1	1	Purchase technology for access to district and external software programs and assessment, and other items necessary to engage students with rigorous enrichment learning opportunities in literacy, math, science and social studies; including but not limited to computers, Purchase Mobile Interactive Panel	Technology for instructional use	199-11-6396-001-157-24-313-000000-	\$1,861.00
4	4	1	Increase learning time through technology purchase for access to district and external software programs and assessment, and other items necessary to engage students with rigorous enrichment learning opportunities in literacy, math, science and social studies; including but not limited to computers	Technology for instructional use	199-11-6396-001-157-24-313-000000-	\$2,783.00
<b>Sub-Total</b>						\$4,644.00
<b>Budgeted Fund Source Amount</b>						\$4,644.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total</b>						\$162,206.85