

Fort Worth Independent School District
160 Maudrie M. Walton Elementary
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Here at Maudrie M. Walton Elementary School, every Jet WILL soar through student-centered aligned lessons, student engagement, and authentic professional learning communities.

Vision

Inspiring students to be their best in EVERYTHING, all the time!

Value Statement

Through increased reading levels of all students, Increased performance levels of all students in all contents, and an increased use of positive behavior intervention system and restorative practices our students will soar!

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Comprehensive Needs Assessment

Revised/Approved: September 20, 2021

Demographics

Demographics Summary

M. M. Walton Elementary is a historic pillar in the Stop Six community serving PK - 5th grade. Our campus currently comprises of 300+ students with 70% identifying as AA and 30% H. Enrollment trends have decreased due to COVID however we are gaining new students weekly and students are returning from virtual to in person learning daily. Our campus has a 30% mobility rate. Our attendance rate is 95%. Our campus continues to partner with parents and community partners with several finding unique ways to support our campus during the COVID protocols. Our students groups include:

22% ELs

4.2 GT

20% Sped

99% ED

We have a long serving staff of high quality professionals. All teachers currently on staff are experienced. Our staff mirrors the ethnicities of our student groups and our turnover rate is low. At Walton we ensure every day that every Jet soars!

Demographics Strengths

Due to on campus diligence with protocols our parents trust of staff continues to increase as students continue to return from virtual learning. Our community is strong, and our parents know that the resources here are always available to them. They trust us to come with new concerns knowing we prioritize viable solutions. Our community is very involved from the Rosedale Park Alumni and Dunbar Alumni Association to Pillar Church and Freedom Church, our community partners.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our percentage of G/T students neither represents our student talent nor our 10% goal of identified students each year. **Root Cause:** The past year did not allow us to conduct our normal G/T identification process. Additionally, our promoting 2020 class consisted of 52% of our G/T students. This year, we were able to identify many students, and we are confident that our numbers will increase.

Student Learning

Student Learning Summary

Student Learning was challenging to assess during spring of 2020 due to the emergency shut down from COVID. A data summary of the previous year is found below:

2019 STAAR All Students	Did Not Meet	Approaches	Meets	Masters
3 rd Math	23	77	29	6
3 rd Reading	63	37	20	6
4 th Math	75	25	10	4
4 th Reading	54	46	23	8
5 th Math				
5 th Reading				

2018 STAAR All Students	Did Not Meet	Approaches	Meets	Masters
3 rd Math	63	38	9	0
3 rd Reading	55	45	9	2
4 th Math	43	57	24	5
4 th Reading	60	40	21	3
5 th Math				
5 th Reading				

WINDOW #02 BENCHMARK DEC 2020 MATH GR05 Taught Items Only

Map Growth 2020-21 BOY MOY

Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken	Total Students	RIT Score	RIT Score
37	8	42.16%	35.14%	10.81%	0%	12/17/20	37	197.89	201.03

WINDOW #02 BENCHMARK DEC 2020 READING GR05 ENGLISH

Map Growth F

	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken	Total Students	Raw Score
160 - Walton ES, Maudrie M.	36	17	46.06%	25%	8.33%	2.78%	12/08/20	36	0

Student Learning Strengths

Despite the past year and it's many challenges, our students continuously show growth across all contents. Students from last year's cohort have made single to double digit gains as evidenced by STAAR Benchmark data. Teachers utilize MAP data, and students are able to speak to their RIT scores and MOY and EOY goals. Lexia is utilized in K-5 grade levels. Celebrations keep students engaged and hold them accountable for not only keeping up with minutes but also leveling up.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR reading shows that Hispanic students are outperforming African Americans in all categories **Root Cause:** Because of the inconsistency in teachers remaining within the grade level or content area, teachers lack the training of best instructional practices of the Fundamental Four for quality Tier I literacy instruction

School Processes & Programs

School Processes & Programs Summary

Our Dual Language program has retained most students over the past four years; however, due to not meeting numbers in 2019; we have not had a pre-K DL class in three years.

This year's Panorama survey indicated that 87% believed Walton had an inviting work environment, that 81% believed that educating ALL students was a priority, and that nearly 70% of all teachers possess a growth mindset. Teacher/student rapport was high at 71%; however, a focus on feedback and coaching was low at 61% with many teachers desiring more feedback on their instruction.

School Processes & Programs Strengths

Professional Development, Data Disaggregation, Climate and Culture, Low Staff Turnover

We have a high retention rate, and all of our teachers are experienced.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Panorama data suggests 61% of our teaching staff would like more feedback on their instruction. **Root Cause:** Teachers are currently receiving feedback based on in person and virtual best practices with virtual being where many of the grows come from

Perceptions

Perceptions Summary

One of the core beliefs on our campus is Every Jet Soars! At Walton we are working to narrow the performance gap between student groups, in particular African American and Hispanic students. Students and staff are clear that mutual respect and adherence to campus policies is paramount in order to give all learners the best opportunity to learn. To this end our discipline data has greatly reduced due to the support of Restorative Practices and Equity measures. In addition our Family and Communications Coordinator has found unique ways to engage parents and community partners yearly.

Perceptions Strengths

Our Family and Communications Specialist coordinates the volunteer program, maintains our food pantry, strengthens communications between home and schools, and maintains partnerships with multiple Campus Partners

Our Counselor and Intervention Specialist conduct regularly scheduled and emergency home visits

Discipline data confirm students are learning to resolve conflict appropriately and teachers are responding to students using their equity lens and using restorative practices.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Data indicates our campus has been able to engage 90% virtually with campus partners and 10% in person when in previous years we engaged 100% in person making it harder to keep the partnerships working **Root Cause:** COVID protocols have made it challenging to safely engage in person campus partners

Priority Problem Statements

Problem Statement 1: Our percentage of G/T students neither represents our student talent nor our 10% goal of identified students each year.

Root Cause 1: The past year did not allow us to conduct our normal G/T identification process. Additionally, our promoting 2020 class consisted of 52% of our G/T students. This year, we were able to identify many students, and we are confident that our numbers will increase.

Problem Statement 1 Areas: Demographics

Problem Statement 2: STAAR reading shows that Hispanic students are outperforming African Americans in all categories

Root Cause 2: Because of the inconsistency in teachers remaining within the grade level or content area, teachers lack the training of best instructional practices of the Fundamental Four for quality Tier I literacy instruction

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Panorama data suggests 61% of our teaching staff would like more feedback on their instruction.

Root Cause 3: Teachers are currently receiving feedback based on in person and virtual best practices with virtual being where many of the grows come from

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Data indicates our campus has been able to engage 90% virtually with campus partners and 10% in person when in previous years we engaged 100% in person making it harder to keep the partnerships working

Root Cause 4: COVID protocols have made it challenging to safely engage in person campus partners

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Covid-19 Factors and/or waivers

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
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: September 20, 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 55% to 65% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 35% to 55% 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 45% to 55% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop targeted and tiered Professional Development around best practices for African American students who exhibit reading difficulty to include culturally responsive pedagogy.</p> <p>Strategy's Expected Result/Impact: By developing targeted professional develop teachers and staff will receive needed skill to support reading for performance growth for 3rd - 5th students with an increase from 30% to 45%</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, Librarian</p> <p>Funding Sources: Other Reading Materials - Title I (211) - 211-12-6329-04E-160-30-510-000000-22F10 - \$2,000, Data Analyst - Title I (211) - 211-13-6119-04E-160-30-510-000000-22F10 - \$71,073</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 80% of lesson plan feedback will reflect best instructional practices of alignment and engagement as evidenced by Lesson Plan Feedback Form responses.</p> <p>Strategy's Expected Result/Impact: Improve instructional practices in all content areas through culturally relevant Tier 1 instruction through standards, alignment, planning, delivery, and assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Data Analyst, Teachers</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 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% to 35% 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 10% to 15% 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 25% to 35% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop targeted and tiered Professional Development around best practices for African American students who exhibit reading difficulty to include culturally responsive pedagogy.</p> <p>Strategy's Expected Result/Impact: By developing targeted professional develop teachers and staff will receive needed skill to support reading for performance growth for 3rd - 5th students with an increase from 30% to 45%</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 80% of lesson plan feedback will reflect best instructional practices of alignment and engagement as evidenced by Lesson Plan Feedback Form responses.</p> <p>Strategy's Expected Result/Impact: Improve instructional practices in all content areas through culturally relevant Tier 1 instruction through standards, alignment, planning, delivery, and assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Data Analyst, Teachers</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 37% to 45% 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 ___% 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 35% to 45% by May 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop targeted and tiered Professional Development around best practices for African American students who exhibit reading difficulty to include culturally responsive pedagogy.</p> <p>Strategy's Expected Result/Impact: By developing targeted professional develop teachers and staff will receive needed skill to support reading for performance growth for 3rd - 5th students with an increase from 30% to 45%</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 80% of lesson plan feedback will reflect best instructional practices of alignment and engagement as evidenced by Lesson Plan Feedback Form responses.</p> <p>Strategy's Expected Result/Impact: Improve instructional practices in all content areas through culturally relevant Tier 1 instruction through standards, alignment, planning, delivery, and assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Data Analyst, Teachers</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 from 65% to 80% 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 70% to 85% by May 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop targeted and tiered Professional Development around best practices for African American students who exhibit mathematical problem solving difficulty.</p> <p>Strategy's Expected Result/Impact: By developing targeted professional develop teachers and staff will receive needed skill to support reading for performance growth for 3rd - 5th students with an increase from 30% to 45%</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>Funding Sources: General Supplies and Materials - Title I (211) - 211-11-6399-04E-160-30-510-000000-22F10 - \$8,000, Professional Development - Title I (211) - 211-13-6299-04E-160-30-510-000000-22F10 - \$2,000, Subs for Staff Development - Title I (211) - 211-11-6112-0PD-160-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 80% of lesson plan feedback will reflect best instructional practices of alignment and engagement as evidenced by Lesson Plan Feedback Form responses.</p> <p>Strategy's Expected Result/Impact: Improve instructional practices in all content areas through relevant Tier 1 instruction through standards, alignment, planning, delivery, and assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Data Analyst, Teachers</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 50% to 55% 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 40% to 60% by May 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop targeted and tiered Professional Development around best practices for African American students who exhibit mathematical problem solving difficulty.</p> <p>Strategy's Expected Result/Impact: By developing targeted professional develop teachers and staff will receive needed skill to support reading for performance growth for 3rd - 5th students with an increase from 30% to 45%</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Early Math

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

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 40% to 50% 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 48% to 55% by May 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop targeted and tiered Professional Development around best practices for African American students who exhibit mathematical problem solving difficulties</p> <p>Strategy's Expected Result/Impact: By developing targeted professional develop teachers and staff will receive needed skill to support reading for performance growth for 3rd - 5th students with an increase from 30% to 45%</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>Funding Sources: Reading Materials - Title I (211) - 211-13-6399-04E-160-30-510-000000-22F10 - \$5,000 , General Supplies for PD - Title I (211) - 211-11-6399-04E-160-30-510-000000-22F10 - \$1,002</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 80% of lesson plan feedback will reflect best instructional practices of alignment and engagement as evidenced by Lesson Plan Feedback Form responses.</p> <p>Strategy's Expected Result/Impact: Improve instructional practices in all content areas through culturally relevant Tier 1 instruction through standards, alignment, planning, delivery, and assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Data Analyst, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 30% to 45% by May 2022.





Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 32% to 45% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop targeted and tiered Professional Development around best practices for African American students who exhibit mathematical problem solving difficulty and reading comprehension difficulty.</p> <p>Strategy's Expected Result/Impact: By developing targeted professional develop teachers and staff will receive needed skill to support reading and math for performance growth for 3rd - 5th students with an increase from 30% to 45%</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 35% to 45% by May 2022. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 30% to 40% by May 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: 80% of lesson plan feedback will reflect best instructional practices of alignment and engagement as evidenced by Lesson Plan Feedback Form responses.</p> <p>Strategy's Expected Result/Impact: Improve instructional practices in all content areas through culturally relevant Tier 1 instruction through standards, alignment, planning, delivery, and assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Data Analyst, Teachers</p> <p>Funding Sources: Family Engagement Materials - Title I (211) - 211-61-6399-04L-160-30-510-000000-22F10 - \$1,617, Teacher and Staff Travel for PD - Title I (211) - 211-32-6299-04E-160-30-510-000000-22F10 - \$1,355</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 1: Decrease the number and percentage of students who are chronically absent from 30% to 20% 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 40% to 30% by May 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop new and exciting ways to partner with parents to get students excited about returning to school.</p> <p>Strategy's Expected Result/Impact: By fostering strong parent and community partnerships students will be incentivized for the efforts in attendance.</p> <p>Staff Responsible for Monitoring: Attendance Coordinator/Data Clerk/ Family & Communications Liaison</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 60% to 70% by May 2022.





Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 55% to 65% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop new and exciting ways to partner with parents to get students excited about returning to school.</p> <p>Strategy's Expected Result/Impact: By fostering strong parent and community partnerships students will be incentivized for the efforts in attendance.</p> <p>Staff Responsible for Monitoring: Attendance Coordinator/Data Clerk/ Family & Communications Liaison</p> <p>Funding Sources: Student Incentives - Title I (211) - 211-11-6499-04E-160-30-510-000000-22F10 - \$1,500, Acceleration and Remediation - SCE (199 PIC 24) - 199-11-6116-001-160-24-313-000000- - \$960, Supplies and Materials - SCE (199 PIC 24) - 199-11-6399-001-160-24-313-000000- - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 to 0 by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop new and exciting ways to partner with parents to get students excited about returning to school.</p> <p>Strategy's Expected Result/Impact: By fostering strong parent and community partnerships students will be incentivized for the efforts in attendance.</p> <p>Staff Responsible for Monitoring: Attendance Coordinator/Data Clerk/ Family & Communications Liaison</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 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 85% to 95% 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 70% to 75% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop new and exciting ways to partner with parents and engage parents in and outside of campus. Strategy's Expected Result/Impact: By fostering strong parent and community partnerships parents will be more active in campus support and visible across campus. Staff Responsible for Monitoring: Family & Communications Liaison</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher 1	Krystle Scott	3rd Grade Teacher
Classroom Teacher 2	Sky Reed	1st grade Teacher
Classroom Teacher 3	Amber Mitchell	Pre-Kindergarten Teacher
Classroom Teacher 4	Kristi York	Pre-Kindergarten Teacher
Professional Non-Teaching Staff	LaSunja Martin	Instructional Coach
Community Representative 2	Kaynenn Parker	Lead Pastor Pillar Church
Business Representative 1	Eugene Thompson	UPS Supervisor
Community Representative 1	Eric Darjean	Pastor- Pillar Church
DERC Representative 1	Angela Baker	1st Grade Teacher
Business Representative 2	Rosland Leopold	Manager-Associate Benefits-Cornerstone Staffing
Professional District-Level Staff	Tequila Lockridge	Assistant Principal
Parent 1	Claudia Hernandez	Walton Parent
Administrator	Rediesha Allen	Principal

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Other Reading Materials	Reading materials for library use	211-12-6329-04E-160-30-510-000000-22F10	\$2,000.00
1	1	1	Data Analyst	Data Analyst	211-13-6119-04E-160-30-510-000000-22F10	\$71,073.00
2	1	1	General Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04E-160-30-510-000000-22F10	\$8,000.00
2	1	1	Professional Development	Contracted professional development	211-13-6299-04E-160-30-510-000000-22F10	\$2,000.00
2	1	1	Subs for Staff Development	Subs for professional development	211-11-6112-0PD-160-30-510-000000-22F10	\$2,000.00
2	3	1	Reading Materials	Supplies and materials for professional development	211-13-6399-04E-160-30-510-000000-22F10	\$5,000.00
2	3	1	General Supplies for PD	Supplies and materials for instructional use	211-11-6399-04E-160-30-510-000000-22F10	\$1,002.00
3	2	1	Family Engagement Materials	Supplies and materials for parental involvement	211-61-6399-04L-160-30-510-000000-22F10	\$1,617.00
3	2	1	Teacher and Staff Travel for PD	Contracted student support services	211-32-6299-04E-160-30-510-000000-22F10	\$1,355.00
4	2	1	Student Incentives	Snacks or incentives for students	211-11-6499-04E-160-30-510-000000-22F10	\$1,500.00
Sub-Total						\$95,547.00
Budgeted Fund Source Amount						\$95,547.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	2	1	Acceleration and Remediation	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-160-24-313-000000-	\$960.00
4	2	1	Supplies and Materials	Supplies and materials for instructional use	199-11-6399-001-160-24-313-000000-	\$1,200.00
Sub-Total						\$2,160.00
Budgeted Fund Source Amount						\$2,160.00

SCE (199 PIC 24)

Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
					+/- Difference	\$0.00
					Grand Total	\$97,707.00