

Fort Worth Independent School District
169 Sunrise-McMillan Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

Sunrise McMillan's mission is to provide a **safe, positive environment** that **empowers** and **challenges** all student to be successful through **collaborative learning**.

Vision

Sunrise McMillan is preparing bright minds for a bright future where success is the only option.

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Comprehensive Needs Assessment

Revised/Approved: June 25, 2021

Demographics

Demographics Summary

We are the Sunrise McMillan Jaguars. 61% of the core teachers have zero to 2 years of teaching experience within the public school systems. We currently have 359 students enrolled of which 44% are black, 51% Hispanic, 3% white, and 2% are a combination of two or more racial categories. 97% of the students are classified as economically disadvantage. 51% of the students are female and 49% male.

Our campus programs include 2% of the students have been participate in Gifted & Talented, 9% Special Education, 38% Dual Language/English as a Second Language, and 4% Dyslexia.

Demographics Strengths

During the 2020 - 2021 school year, student /teacher ratio in our regular program averaged 17:1, while our dual language averaged 19: 1.

Teachers participated in ongoing PLCs to improve teacher quality and support our campus 3 Big Rocks: Alignment, Student Engagement, and Formative Assessments.

Student attendance increased from 78% at the BOY to 91% for the YTD.

Currently, our in-person enrollment has increased to 75% with 25% remaining in the virtual learning platform.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although the attendance data has increased since the BOY, when comparing the 2019-2020 to 2020-2021 attendance data there is a 4 % decrease in our student attendance rate. **Root Cause:** Due to the COVID 19 pandemic and CDC regulations, the campus failed to establish a proactive plan for increasing the student attendance rate during the extraordinary school year which would have included a change of how schooling was normally conducted to support the various learning platforms.

Student Learning

Student Learning Summary

MOY NWEA MAP Growth data indicates 27% of the students in Kindergarten through 5th grade met their projected growth in Math, while 31% of those students met the projected growth in Reading.

MOY Benchmark data indicates 0% of the 3rd grade students met standards in Reading, while 6% of the 4th and 12% of the 5th grade students met standards. 10% of the 4th grade students met standard o the MOY writing benchmark. MOY Benchmark data indicates 0% of the 3rd grade students met standards in Math, while 0% of the 4th and 8% of the 5th grade students met standards.

At the BOY a high percentage of our students didn't not have access to technology and/or internet services whereas 90% - 95% of our students have a campus issued hot spot and/or laptop.

Student Learning Strengths

Teachers and students have increased the in-class usage of our technology devices.

85% - 90% of the teachers and students have become acclimated to completing and MOL at the end of the lesson and tracking the data on the MOL tracker.

100% of the teachers and leadership team have become acclimated to the progress monitoring process where teachers are intervening, assessing, and tracking student growth and the leadership team is providing constructive feedback.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the BOY reading map growth report, only 13% of the 4th grade students in our RP met their projected reading growth target, whereas, 87% of those students did not meet their projected reading growth. **Root Cause:** 52% of teachers who were new to teaching and /or new to the campus have a limited understanding of tier 1 instruction and are still developing their instructional practices, which require explicit coaching and modeling from district and campus coaches.

School Processes & Programs

School Processes & Programs Summary

During the 2020-2021, the District/Campus implemented a new Instructional and Literacy/Bi-literacy Framework. The District/Campus implemented the LEXIA Core 5 program to support readers at various levels.

61% of the core teachers had 0-2 years experience with public school systems and lacked experience with the FWISD Curriculum, Instructional, and Literacy Framework as well as the supporting resources. All of these teachers participated in monthly New Teacher PLCs and/or were assigned a mentor.

67% of the teachers were new to teaching and/or new to the campus.

The campus has two assigned instructional coaches of which both have an equal class-load of 10 teachers.

School Processes & Programs Strengths

Teachers who are new to teaching have become more familiar with utilizing the FWISD's Curriculum Framework to plan weekly lesson.

85% of the teachers consistently upload and submit their weekly lesson plans into Google Docs in a timely manner which allows the leadership team to provide constructive feedback to the teachers.

There are two assigned instructional coaches that reside on the campus full time to support teachers.

During the 4th Six Weeks, the Literacy and Math content coaches began supporting the teachers consistently. During the 5th Six Weeks, the Science and Social Studies content coaches began supporting the 3rd - 5th grade teachers.

Over 50% of the students are meeting the Usage rate in LEXIA Core 5 on a consistent bases.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): During the 2020-2021 school year, 61% of the teachers had 0-2 years of experience with 86% of those teachers identified as developing in the T-TESS evaluation system at the BOY. According to the YTD walkthrough data, only 43% of those teachers have improved their instructional practices in TIER I instruction to proficient. **Root Cause:** The new teachers were a part of alternative certification programs and due to the safety protocols of CDC, many of the teachers obtained a one year certification waiver and were unable to complete their in-class observation and student teaching hours which created a gap in teacher gap teacher quality

Perceptions

Perceptions Summary

Due to CDC Covid 19 safety protocols, our outside community members participation rate has decrease and halted in-person school events and/or volunteer opportunities.

Fort Worth Children partnership awarded the campus with resources to support our instruction, as well as the social and emotional needs.

The FCL position remains vacant since February of 2021.

Forest Hill Church of Christ, Black2Life, Dunbar Alumni Association, and XXXX, continued to support the campus as our community partners.

Perceptions Strengths

According to the Panorama survey, 88% of the staff responded favorably to having an inviting working environment.

89% of the students responded favorably to having supportive relationships.

80% of the students supported having a good teacher-student relationship while 79% of the teacher supported having a good staff-leadership relationship.

The hospitality committee holds monthly planning meeting to plan engaging staff activities to bring the campus closer together, increase morale, and recognize staff members.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the 2020-2021 Panorama Social and Emotional Learning (SEL) data, 59% of the students in grades 3-5 feel they are able to regulate their emotions; however, 41% of 3rd -5th grade students feel they are unable to regulate their emotions. **Root Cause:** The campus has not proactively focused on the social and emotional well being of the instructional staff and students which could help identify their triggers, as well as self care and calming strategies within themselves.

Priority Problem Statements

Problem Statement 1: According to the BOY reading map growth report, only 13% of the 4th grade students in our RP met their projected reading growth target, whereas, 87% of those students did not meet their projected reading growth.

Root Cause 1: 52% of teachers who were new to teaching and /or new to the campus have a limited understanding of tier 1 instruction and are still developing their instructional practices, which require explicit coaching and modeling from district and campus coaches.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Although the attendance data has increased since the BOY, when comparing the 2019-2020 to 2020-2021 attendance data there is a 4 % decrease in our student attendance rate.

Root Cause 2: Due to the COVID 19 pandemic and CDC regulations, the campus failed to establish a proactive plan for increasing the student attendance rate during the extraordinary school year which would have included a change of how schooling was normally conducted to support the various learning platforms.

Problem Statement 2 Areas: Demographics

Problem Statement 3: During the 2020-2021 school year, 61% of the teachers had 0-2 years of experience with 86% of those teachers identified as developing in the T-TESS evaluation system at the BOY. According to the YTD walkthrough data, only 43% of those teachers have improved their instructional practices in TIER I instruction to proficient.

Root Cause 3: The new teachers were a part of alternative certification programs and due to the safety protocols of CDC, many of the teachers obtained a one year certification waiver and were unable to complete their in-class observation and student teaching hours which created a gap in teacher gap teacher quality

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: According to the 2020-2021 Panorama Social and Emotional Learning (SEL) data, 59% of the students in grades 3-5 feel they are able to regulate their emotions; however, 41% of 3rd -5th grade students feel they are unable to regulate their emotions.

Root Cause 4: The campus has not proactively focused on the social and emotional well being of the instructional staff and students which could help identify their triggers, as well as self care and calming strategies within themselves.

Problem Statement 4 Areas: Perceptions

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 44% to 57% by May 2022.

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

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 42.9% to 55% by May 2022.

Evaluation Data Sources: BOY, MOY, and EOY CLI data

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 26.3% to 39% by May 2022.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 21.5% to 34% 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 22.4% to 35% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: BOY, MOY, and EOY MAP Fluency data, as well as District and Campus benchmarks

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 27% to 40% by May 2022.

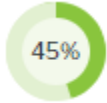

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 37.8% to 50% by May 2022.







Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 26.8% to 39% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: BOY, MOY, and EOY MAP Growth Reading data, as well as District and Campus benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop teachers pedagogy to ensure quality Tier I instruction by incorporating the district's Instructional/Biliteracy Frameworks which support the development of building capacity for student growth.</p> <p>Strategy's Expected Result/Impact: 60% of the 2021-2022 5th grade students will reach the MAP Growth goal in Reading by the end of the MOY MAP Reading Growth administration.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Data Analyst, and Administrators.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title I (211) - 211-11-6116-0PD-169-30-510-000000-22F10 - \$976, - Title I (211) - 211-11-6399-04E-169-30-510-000000-22F10 - \$3,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers in Kinder. - 3rd grade will incorporate the strategies learned in the HB3 Academy during the instructional delivery of their TIER I instruction and assessment components of the lessons.</p> <p>Strategy's Expected Result/Impact: 80% of the 2021-2022 Kinder - 3rd grade students will meet their projected MAP Growth goal in Reading by the end of the MOY and EOY MAP Reading Growth administration.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Data Analyst, and Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop teacher quality by increasing the number of walkthroughs/observations by 20% (increasing from 5 to 6 per week) where the Instructional Leadership team will include consistent face to face feedback with actionable items.</p> <p>Strategy's Expected Result/Impact: 80% of the teachers will increase the implementation of identified best practice strategies (i.e. lesson cycle model and formative assessments, etc.)</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Data Analyst, and Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop content knowledge of students in grades PK - 5 through the support of differentiated instruction that will incorporate hands-on activities, within the various learning modes that embed technology into the teaching and learning.</p> <p>Strategy's Expected Result/Impact: 80% of the 2021-2022 Kinder - 3rd grade students will meet their projected MAP Growth goal in Reading by the end of the MOY and EOY MAP Reading Growth administration.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Data Analyst, Computer Lab Assistant, and Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-169-24-313-000000- - \$2,952, Computer Lab Assistant - Title I (211) - 211-11-6129-04U-169-30-510-000000-22F10 - \$25,650, Data Analyst - Title I (211) - 211-13-6119-04E-169-30-510-000000-22F10 - \$79,614</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: According to the BOY reading map growth report, only 13% of the 4th grade students in our RP met their projected reading growth target, whereas, 87% of those students did not meet their projected reading growth. Root Cause: 52% of teachers who were new to teaching and /or new to the campus have a limited understanding of tier 1 instruction and are still developing their instructional practices, which require explicit coaching and modeling from district and campus coaches.</p>

School Processes & Programs

Problem Statement 1: During the 2020-2021 school year, 61% of the teachers had 0-2 years of experience with 86% of those teachers identified as developing in the T-TESS evaluation system at the BOY. According to the YTD walkthrough data, only 43% of those teachers have improved their instructional practices in TIER I instruction to proficient. **Root Cause:** The new teachers were a part of alternative certification programs and due to the safety protocols of CDC, many of the teachers obtained a one year certification waiver and were unable to complete their in-class observation and student teaching hours which created a gap in teacher gap teacher quality

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 63% to 74% 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 63.6% to 74% by May 2022.

Evaluation Data Sources: BOY, MOY, and EOY CLI data

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 51.9% to 62% 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 44.4% to 55% by May 2022.

Evaluation Data Sources: BOY, MOY, and EOY KEA data



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 31.1% to 42% 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 28.7% to 39% by May 2022.

Evaluation Data Sources: BOY, MOY, and EOY MAP Growth Math data, as well as District and Campus benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a PLC calendar (which include planning sessions, learning walks, vertical articulation, data analysis, etc.), and timeline with clear expectations and systems at the BOY to ensure efficient Tier I instruction is supporting the district's Instructional Framework is being implemented, as well as implementing the resources such as MAP Growth and Pathblazer with a required campus data tracking system.</p> <p>Strategy's Expected Result/Impact: 45% of the 2021-2022 5th grade students will reach the MAP Growth goal in Math by the end of the MOY MAP Math Growth administration.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Data Analyst, and Administrators.</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop teacher quality by increasing the number of walkthroughs/observations by 20% (increasing from 5 to 6 per week) where the Instructional Leadership team will include consistent face to face feedback with actionable items and/or planning coaching sessions.</p> <p>Strategy's Expected Result/Impact: 80% of the teachers will increase the implementation of identified best practice strategies (i.e. lesson cycle model and formative assessments, etc.)</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Data Analyst, and Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Content teachers will become more knowledgeable and efficient at analyzing and using data to drive instruction to improve student performance on identified standards.</p> <p>Strategy's Expected Result/Impact: 100% of the teachers be fluent in following the data analysis system where data and student work are analyzed; weak SEs are targeted and assessed; and students' progress is monitored and documented.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Data Analyst, and Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Although the attendance data has increased since the BOY, when comparing the 2019-2020 to 2020-2021 attendance data there is a 4 % decrease in our student attendance rate. Root Cause: Due to the COVID 19 pandemic and CDC regulations, the campus failed to establish a proactive plan for increasing the student attendance rate during the extraordinary school year which would have included a change of how schooling was normally conducted to support the various learning platforms.</p>
School Processes & Programs
<p>Problem Statement 1: During the 2020-2021 school year, 61% of the teachers had 0-2 years of experience with 86% of those teachers identified as developing in the T-TESS evaluation system at the BOY. According to the YTD walkthrough data, only 43% of those teachers have improved their instructional practices in TIER I instruction to proficient. Root Cause: The new teachers were a part of alternative certification programs and due to the safety protocols of CDC, many of the teachers obtained a one year certification waiver and were unable to complete their in-class observation and student teaching hours which created a gap in teacher gap teacher quality</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 25.9% (150%) to 65% 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 19% (150%) to 48% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: BOY, MOY, and EOY MAP Growth Reading and LEXIA data, as well as District and Campus benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a PLC calendar (which include planning sessions, learning walks, vertical articulation, data analysis, etc.) and timeline with clear expectations and systems (strategies) at the BOY to ensure quality Tier I instruction, implementing the district's Instructional/Biliteracy Frameworks, in addition to utilizing resources and equipment which allows self-efficacy .</p> <p>Strategy's Expected Result/Impact: 60% of the 2021-2022 5th grade students will reach the MAP Growth goal in Reading by the end of the MOY MAP Reading Growth administration.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Data Analyst, and Administrators.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers in Kinder. - 3rd grade will incorporate the strategies learned in the HB3 Academy during the instructional delivery of their TIER I instruction and assessment components of the lesson.</p> <p>Strategy's Expected Result/Impact: 80% of the 2021-2022 Kinder - 3rd grade students will meet their projected MAP Growth goal in Reading by the end of the MOY and EOY MAP Reading Growth administration.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Data Analyst, and Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop teacher quality by increasing the number of walkthroughs/observations by 20% (increasing from 5 to 6 per week) where the Instructional Leadership team will include consistent face to face feedback with actionable items.</p> <p>Strategy's Expected Result/Impact: 80% of the teachers will increase the implementation of identified best practice strategies (i.e. lesson cycle model and formative assessments, etc.)</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Data Analyst, and Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: According to the BOY reading map growth report, only 13% of the 4th grade students in our RP met their projected reading growth target, whereas, 87% of those students did not meet their projected reading growth. Root Cause: 52% of teachers who were new to teaching and /or new to the campus have a limited understanding of tier 1 instruction and are still developing their instructional practices, which require explicit coaching and modeling from district and campus coaches.</p>
School Processes & Programs
<p>Problem Statement 1: During the 2020-2021 school year, 61% of the teachers had 0-2 years of experience with 86% of those teachers identified as developing in the T-TESS evaluation system at the BOY. According to the YTD walkthrough data, only 43% of those teachers have improved their instructional practices in TIER I instruction to proficient. Root Cause: The new teachers were a part of alternative certification programs and due to the safety protocols of CDC, many of the teachers obtained a one year certification waiver and were unable to complete their in-class observation and student teaching hours which created a gap in teacher gap teacher quality</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 15.7% (150%) to 38% 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 9.6% to 14% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: BOY, MOY, and EOY MAP Growth Math data, as well as District and Campus benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a PLC calendar (which include planning sessions, learning walks, vertical articulation, data analysis, etc.) and timeline with clear expectations and systems (strategies) at the BOY to ensure quality Tier I instruction, implementing the district's Instructional/Biliteracy Frameworks, in addition to utilizing resources and equipment which allows self-efficacy .</p> <p>Strategy's Expected Result/Impact: 45% of the 2021-2022 5th grade students will reach the MAP Growth goal in Math by the end of the MOY MAP Math Growth administration.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Data Analyst, and Administrators.</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop teacher quality by increasing the number of walkthroughs/observations by 20% (increasing from 5 to 6 per week) where the Instructional Leadership team will include consistent face to face feedback with actionable items.</p> <p>Strategy's Expected Result/Impact: 80% of the teachers will increase the implementation of identified best practice strategies (i.e. lesson cycle model and formative assessments, etc.)</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Data Analyst, and Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: During the 2020-2021 school year, 61% of the teachers had 0-2 years of experience with 86% of those teachers identified as developing in the T-TESS evaluation system at the BOY. According to the YTD walkthrough data, only 43% of those teachers have improved their instructional practices in TIER I instruction to proficient. **Root Cause:** The new teachers were a part of alternative certification programs and due to the safety protocols of CDC, many of the teachers obtained a one year certification waiver and were unable to complete their in-class observation and student teaching hours which created a gap in teacher gap teacher quality

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 30.7% (50%) to 15% 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 43.6% (50%) to 22% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: FOCUS ADA Report / FOCUS Contact Notes / Google Docs Excel Spreadsheet

Strategy 1 Details	Reviews			
<p>Strategy 1: Redefine the role of the attendance committee and establish explicit action steps (procedures) that consistently analyze the FOCUS data to track the identified students with chronic or high absences, as well as the racial category rate to eliminate the barriers that exist and provide equitable resources and support that are valuable to the students and parents.</p> <p>Strategy's Expected Result/Impact: FOCUS data will indicate the campus identified cohort students with chronic absences will decrease from 33% (50%) to 15% during 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Counselor, Case Manager, Data Clerk, Family Engagement Specialist, Stay in School Coordinator, Data Analyst, and Administrators.</p> <p>Title I Schoolwide Elements: 2.6, 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Build positive relationships with the students and parent by engaging them in authentic conversations during the year through engaging in the HOUSE system, CIRCLE time, nurturing groups, family night, and parent engagement activities.</p> <p>Strategy's Expected Result/Impact: Student incidents which causes loss of instructional time will decrease by 15% as measured by the FOCUS Discipline and RTI report system.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Case Manager, Data Clerk, Family Engagement Specialist, Stay in School Coordinator, Data Analyst, and Administrators.</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> <p>Funding Sources: - Title I (211) - 211-61-6399-04L-169-30-510-000000-22F10 - \$1,911</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Although the attendance data has increased since the BOY, when comparing the 2019-2020 to 2020-2021 attendance data there is a 4 % decrease in our student attendance rate. **Root Cause:** Due to the COVID 19 pandemic and CDC regulations, the campus failed to establish a proactive plan for increasing the student attendance rate during the extraordinary school year which would have included a change of how schooling was normally conducted to support the various learning platforms.

Perceptions






Problem Statement 1: According to the 2020-2021 Panorama Social and Emotional Learning (SEL) data, 59% of the students in grades 3-5 feel they are able to regulate their emotions; however, 41% of 3rd -5th grade students feel they are unable to regulate their emotions. **Root Cause:** The campus has not proactively focused on the social and emotional well being of the instructional staff and students which could help identify their triggers, as well as self care and calming strategies within themselves.

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 ___% to ___% 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 ___% to ___% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Engage in ongoing planning sessions to establish campus wide systems that support the social and emotional needs of our staff and students which include dynamic mindfulness, restorative practice, and de-escalation trainings & support, self-care strategies, team building activities and a motivational award system.</p> <p>Strategy's Expected Result/Impact: The MOY Panorama Social and Emotional Learning data will indicate that 79% of 4th and 5th grade students have learned strategies and utilized resources that make them feel like they are able to regulate their emotions.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Casework, and Administrators</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: According to the 2020-2021 Panorama Social and Emotional Learning (SEL) data, 59% of the students in grades 3-5 feel they are able to regulate their emotions; however, 41% of 3rd -5th grade students feel they are unable to regulate their emotions. Root Cause: The campus has not proactively focused on the social and emotional well being of the instructional staff and students which could help identify their triggers, as well as self care and calming strategies within themselves.</p>

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

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

Performance Objective 3: Decrease the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from ___ to ___ by May 2022.

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 59% to _70% 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 61% to 72% by May 2022.

Evaluation Data Sources: Panorama Data

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	3	1		Extra duty pay for PD after hours	211-11-6116-0PD-169-30-510-000000-22F10	\$976.00
1	3	1		Supplies and materials for instructional use	211-11-6399-04E-169-30-510-000000-22F10	\$3,500.00
1	3	4	Computer Lab Assistant	Computer Lab Assistant	211-11-6129-04U-169-30-510-000000-22F10	\$25,650.00
1	3	4	Data Analyst	Data Analyst	211-13-6119-04E-169-30-510-000000-22F10	\$79,614.00
4	1	2		Supplies and materials for parental involvement	211-61-6399-04L-169-30-510-000000-22F10	\$1,911.00
Sub-Total						\$111,651.00
Budgeted Fund Source Amount						\$111,651.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	3	4		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-169-24-313-000000-	\$2,952.00
Sub-Total						\$2,952.00
Budgeted Fund Source Amount						\$2,952.00
+/- Difference						\$0.00
Grand Total						\$114,603.00