

**Fort Worth Independent School District**  
**172 W.J. Turner Elementary School**  
**2021-2022 Campus Improvement Plan**

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



# Mission Statement

To empower all **Turner Tigers** with high quality instruction that fosters lifelong learning.

## Vision

A school where all can develop their full social, emotional, and academic potential to positively contribute to society.

## Value Statement

I am responsible

I am respectful

I am prepared

I am safe

I am a **Turner Tiger**

**ROAR!**

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# Comprehensive Needs Assessment

Revised/Approved: October 1, 2021

## Demographics

### Demographics Summary

Attendance Rate 92.1%

- African American 0.7%
- Hispanic 95.6%
- Economically Disadvantage 96.5%
- ELL 61.1%
- Special Education 9.9%

### Demographics Strengths

Attendance has been good for in-person instruction.

School wide discipline from BOY to MOY has been at 0%.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** School's overall attendance has averaged 95% for the past four school years, however it has fluctuated from 86% BOY to 92.1% f MOY.

**Root Cause:** School needs to implement a more effective plan to contact parents on a weekly basis.

**Problem Statement 2 (Prioritized):** Enrollment pre-COVID 423 and MOY it is 398; it dropped 25 students. **Root Cause:** School leadership needs to provide regular positive messages to our community about campus via social media, and marquee.

# Student Learning

## Student Learning Summary

### 2018-2019 STAAR Data

- Overall C 74;
- Student Achievement D 64;
- School Progress C 77;
- Closing the Gap D68;
- Distinction Designations: Comparative Academic Growth

### Using 2018-2019 STAAR Data:

- Approaches: 67%;
- Meets: 32%;
- Masters: 13%

TEA has identified W. J. Turner ES for targeted support and improvement. Missed targets/indicators for 3 consecutive years.

### MOY Benchmark Test:

- 3rd grade reading Spanish Meets 14%
- 3rd grade reading English Meets 16%
- 3rd grade math Meets 9%
- 4th grade reading Spanish Meets 3%
- 4th grade reading English Meets 6%
- 4th grade math Meets 0%
- 5th grade reading English Meets 9%
- 5th grade math Meets (taught items only) 22%
- 5th grade science Meets (taught items only) 14%

### MOY(winter) - MAP Data

Math Mean RIT:

- Kindergarten: 143; should be 150
- 1st grade: 159; should be 170
- 2nd grade: 176; should be 184
- 3rd grade: 190; should be 196

- 4th grade: 195; should be 206
- 5th grade: 205; should be 214

#### Reading Mean RIT:

- Kindergarten: English: 138; should be 146
- Kindergarten: Spanish: 137; should be 146
- 1st grade English: 151; should be 165
- 1st grade Spanish: 150; should be 165
- 2nd grade English: 164; should be 181
- 2nd grade Spanish: 170; should be 181
- 3rd grade English: 188; should be 193
- 3rd grade Spanish: 189; should be 193
- 4th grade English: 189; should be 202
- 5th grade English: 198; should be 209

#### Student Learning Strengths

STAAR Data Student Progress was a C at 77.

Distinction Designations: Comparative Academic Growth.

#### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 75% of 3rd grade students (combined RP and DL) did not meet MOY MAP Math at or above grade level mean that is a decrease of 19% from BOY. **Root Cause:** Teachers need additional training on best practices for math instruction and to consistently and effectively incorporate the Pathblazer Program.

**Problem Statement 2 (Prioritized):** 58% of 3rd grade students (combined RP and DL) did not meet MOY MAP Reading at or above grade level mean that is a decrease of 4% from BOY. **Root Cause:** Teachers need additional training on best practices for reading instruction and to consistently incorporate the Reading Academy strategies into their reading lessons.

## School Processes & Programs

### School Processes & Programs Summary

In-Person and Virtual Learning Lesson Planning

MTSS- accommodation implementation

Dyslexia Program

After School Program

Special Education/Speech

Parent as Teachers: one-on-one or small group parent meetings on a weekly basis

### School Processes & Programs Strengths

Zoom Special Education ARDs meetings have been attended 100% by parents.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** 100% of implemented Demonstrations of Learning (DOL) have not been fully aligned to state standards, state and district testing. **Root Cause:** Teachers have not had adequate training on how to create assessments aligned to state standards, state and district testing.

**Problem Statement 2 (Prioritized):** 95% of teachers are not using a uniformed lesson plan template that reflects gradual release, alignment to District Curriculum Frameworks and State Standards. **Root Cause:** The teachers need specific training on developing uniformed and aligned lesson plans for each content area.

# Perceptions

## Perceptions Summary

### Campus Surveys:

#### Student Survey

- 47% Emotion Regulation -How well students regulate their emotions
- 62% Engagement - How attentive and invested students are in class
- 64% Sense of Belonging - How much students feel that they are valued members of the school community
- 60% Social Awareness - How well students consider the perspectives of others and empathize with them.
- 85% Supportive Relationships-How supported students feel through their relationships with friends, family and adults at school.
- 62%Teacher-Student Relationships - How strong the social connection is between teachers and students within and beyond the classroom.

#### Teacher Survey

- 69% Cultural Awareness and Action
- 78% Educating all Student
- 68% Faculty Growth Mindset
- 64% Feedback and Coaching
- 95% Inviting Work Environment
- 79% Staff-Leadership Relationships

### Effectiveness of Social and Emotional Learning:

- 100% teachers conducted SEL lessons each day of school using district curriculum per teachers' lesson plans for both In-Person and Virtual Instruction.
- Guidance lessons conducted weekly by school counselor.
- Leadership Team conducts "Wellness Calls" to families on an as needed basis; for attendance, family crisis, etc.

### Parent Involvement:

We were unable to hire a Family Communications Liaison school year 2020-2021.

PTO participation has been limited due to COVID protocols of no visitors.

Monthly parent meetings were held via Zoom.



## Perceptions Strengths

SEL Lesson were conducted daily.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Our parent participation in parent trainings, and All Pro Dads program dropped significantly from having 85% parent participation during 2019-2020 school year to having less than 5% participation during the 2020-2021 school year. **Root Cause:** Not having a Parent Liaison has impacted parent participation in parent trainings. The school leadership will need to hire a Parent Liaison for the 2021-2022 school year.

**Problem Statement 2 (Prioritized):** Based on 143 student responses on the Student Survey only 47% of students indicated that they regulate their emotions well. **Root Cause:** Teachers need to implement mindfulness practices daily in the classroom to support student emotional regulation.

**Problem Statement 3 (Prioritized):** Based on 20 responses on the Teacher Survey only 64% of teachers perceive that they receive an adequate amount of quality feedback. **Root Cause:** Administrators will conduct weekly walk-throughs and provide timely feedback.

# Priority Problem Statements

**Problem Statement 1:** 75% of 3rd grade students (combined RP and DL) did not meet MOY MAP Math at or above grade level mean that is a decrease of 19% from BOY.

**Root Cause 1:** Teachers need additional training on best practices for math instruction and to consistently and effectively incorporate the Pathblazer Program.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** 58% of 3rd grade students (combined RP and DL) did not meet MOY MAP Reading at or above grade level mean that is a decrease of 4% from BOY.

**Root Cause 2:** Teachers need additional training on best practices for reading instruction and to consistently incorporate the Reading Academy strategies into their reading lessons.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Enrollment pre-COVID 423 and MOY it is 398; it dropped 25 students.

**Root Cause 3:** School leadership needs to provide regular positive messages to our community about campus via social media, and marquee.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** 100% of implemented Demonstrations of Learning (DOL) have not been fully aligned to state standards, state and district testing.

**Root Cause 4:** Teachers have not had adequate training on how to create assessments aligned to state standards, state and district testing.

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

**Problem Statement 5:** 95% of teachers are not using a uniformed lesson plan template that reflects gradual release, alignment to District Curriculum Frameworks and State Standards.

**Root Cause 5:** The teachers need specific training on developing uniformed and aligned lesson plans for each content area.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Our parent participation in parent trainings, and All Pro Dads program dropped significantly from having 85% parent participation during 2019-2020 school year to having less than 5% participation during the 2020-2021 school year.

**Root Cause 6:** Not having a Parent Liaison has impacted parent participation in parent trainings. The school leadership will need to hire a Parent Liaison for the 2021-2022 school year.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** Based on 143 student responses on the Student Survey only 47% of students indicated that they regulate their emotions well.

**Root Cause 7:** Teachers need to implement mindfulness practices daily in the classroom to support student emotional regulation.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Based on 20 responses on the Teacher Survey only 64% of teachers perceive that they receive an adequate amount of quality feedback.

**Root Cause 8:** Administrators will conduct weekly walk-throughs and provide timely feedback.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** School's overall attendance has averaged 95% for the past four school years, however it has fluctuated from 86% BOY to 92.1% f MOY.

**Root Cause 9:** School needs to implement a more effective plan to contact parents on a weekly basis.

**Problem Statement 9 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

## **Accountability Data**

- Effective Schools Framework data

## **Student Data: Assessments**

- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

## **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

Revised/Approved: October 1, 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 100% to 100% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 87.5% to 92% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (ELL) from 93% to 95% by May 2022.

**Evaluation Data Sources:** Circle Phonological Awareness

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality of Tier 1 instruction in Literacy (reading and writing) focused on ELL students through organized PLCs, standards aligned planning, lesson delivery, and performance data.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of students in PK in both DL and RP classrooms will demonstrate an increase above 15% CLI from MOY to EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Data Analyst, Instructional Coach, Teachers, Administrators.</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, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

## Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 2:</b> 58% of 3rd grade students (combined RP and DL) did not meet MOY MAP Reading at or above grade level mean that is a decrease of 4% from BOY.</p> <p><b>Root Cause:</b> Teachers need additional training on best practices for reading instruction and to consistently incorporate the Reading Academy strategies into their reading lessons.</p>

**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 31.3% to 36% 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 18% to 25% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (ELL ) from 16.5% to 22% by May 2022.

**Evaluation Data Sources:** MAP Fluency

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality of Tier 1 instruction in literacy (reading and writing) focused on K- 3rd grade ELL students in RP classrooms through organized PLC meetings, aligned planning, lesson delivery, and performance data.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP Fluency data for ELL students in K- 3rd grade will demonstrate an increase of 15% from MOY to EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Data Analyst, Instructional Coach, Teachers, and Administrators.</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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6129-04E-172-30-510-000000-22F10 - \$25,308.90</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> 58% of 3rd grade students (combined RP and DL) did not meet MOY MAP Reading at or above grade level mean that is a decrease of 4% from BOY.</p> <p><b>Root Cause:</b> Teachers need additional training on best practices for reading instruction and to consistently incorporate the Reading Academy strategies into their reading lessons.</p>

**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 31.4% to 36% 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 23.5% to 29% by May 2022.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (ELL ) from 24% to 29% by May 2022.

**Evaluation Data Sources:** MAP Growth Reading

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality of Tier 1 instruction practice in Literacy (reading and writing) focused on all students in PK - 5th grade through organized PLCs, standards aligned planning, lesson delivery, and data meetings to analyze performance data.</p> <p><b>Strategy's Expected Result/Impact:</b> Data will demonstrate that 85% of 3rd grade students will have a 20% increase on their MAP Growth by MOY.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Data Analyst Instructional Coach Administrators</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, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-13-6119-04E-172-30-510-000000-22F10 - \$89,325.60, - SCE (199 PIC 24) - 199-11-6116-001-172-24-313-000000- - \$4,008, - Title I (211) - 211-13-6396-04E-172-30-510-000000-22F10 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 3 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 1:</b> 100% of implemented Demonstrations of Learning (DOL) have not been fully aligned to state standards, state and district testing. <b>Root Cause:</b> Teachers have not had adequate training on how to create assessments aligned to state standards, state and district testing.</p>

**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 CLI Engage Math from 91% to 100% by May 2022. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (ELL) from 85% to 90% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality of Tier 1 instruction in mathematics from Kindergarten to 3rd grade in both DL and RP programs through regular, organized PLC meetings for lesson planning, aligning TEKS to lessons, create formative assessments and review performance data.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP Growth data for all students in K-3rd grade will demonstrate an increase of 15% from BOY to MOY.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Instructional Coach Data Analyst Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 75% of 3rd grade students (combined RP and DL) did not meet MOY MAP Math at or above grade level mean that is a decrease of 19% from BOY.</p> <p><b>Root Cause:</b> Teachers need additional training on best practices for math instruction and to consistently and effectively incorporate the Pathblazer Program.</p>







**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 28.6% to 41% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (ED) from 30% to 43% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Deepen Mathematics content in grades K-1 during structured PLC meetings using the Curriculum Frameworks to ensure teachers plan effective lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% or higher of math lessons observed will be fully aligned to State Standards, state and district testing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; 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:**





<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> 100% of implemented Demonstrations of Learning (DOL) have not been fully aligned to state standards, state and district testing. <b>Root Cause:</b> Teachers have not had adequate training on how to create assessments aligned to state standards, state and district testing.</p>

**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 30.5% to 43% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (ED) from 31.5% to 44.5% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Deepen Mathematics content beginning in Kindergarten through 5th grade through the use of gradual release (I do, we do, you do) in delivery of lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> NWEA MAP Growth data for students in K-5 (combined RP and DL) will demonstrate an increase above 15% from BOY to MOY.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Special Education Teachers Instructional Coach Data Analyst Administrators</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 75% of 3rd grade students (combined RP and DL) did not meet MOY MAP Math at or above grade level mean that is a decrease of 19% from BOY.</p> <p><b>Root Cause:</b> Teachers need additional training on best practices for math instruction and to consistently and effectively incorporate the Pathblazer Program.</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 43% by May 2022. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (ED) from 31.1% to 44% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality of Tier 1 instruction during Literacy through backwards design PLC planning during which teachers, data analyst and instructional coach can collaborate on formative assessments, standards aligned planning, lesson delivery and performance data via weekly PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of PLC observed will focus on equity, standards alignment, planning and collaboration; with a focus on Tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> 58% of 3rd grade students (combined RP and DL) did not meet MOY MAP Reading at or above grade level mean that is a decrease of 4% from BOY.</p> <p><b>Root Cause:</b> Teachers need additional training on best practices for reading instruction and to consistently incorporate the Reading Academy strategies into their reading lessons.</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 38% to 52% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (ED) from 37.4% to 50% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Deepen Mathematics instruction in grades 3-5 (specifically ELL students) through culturally responsive instruction, aligned standards, lesson delivery and performance data.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of lesson and student work observed are aligned to the appropriate level of rigor of standard.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach (support for lesson planning) Administrators</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, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6399-04E-172-30-510-000000-22F10 - \$425.50</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 75% of 3rd grade students (combined RP and DL) did not meet MOY MAP Math at or above grade level mean that is a decrease of 19% from BOY. <b>Root Cause:</b> Teachers need additional training on best practices for math instruction and to consistently and effectively incorporate the Pathblazer Program.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> 100% of implemented Demonstrations of Learning (DOL) have not been fully aligned to state standards, state and district testing. <b>Root Cause:</b> Teachers have not had adequate training on how to create assessments aligned to state standards, state and district testing.</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 1:** Decrease the number and percentage of students who are chronically absent from 23.7% to 10% 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 (ED) from 24.6% to 11% by May 2022.

**Evaluation Data Sources:** Daily attendance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of Attendance Plan for all students PK-5th grade will ensure students are on track for Outstanding or Perfect Attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% or better daily attendance for all grade levels throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Communication Liaison; School Counselor</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> School's overall attendance has averaged 95% for the past four school years, however it has fluctuated from 86% BOY to 92.1% fMOY. <b>Root Cause:</b> School needs to implement a more effective plan to contact parents on a weekly basis.</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 61.4% to 74% by May 2022.

Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (ELL) from 60.7% to 74% by May 2022.

**Evaluation Data Sources:** Panorama

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of the SEL Wellness Lessons will ensure that ELL students in K-5th grade maintain a positive view of school's learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> At least a 10% increase positive response by students to the learning environment on the Panorama SEL Survey.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselor Administrators</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**





<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Based on 143 student responses on the Student Survey only 47% of students indicated that they regulate their emotions well. <b>Root Cause:</b> Teachers need to implement mindfulness practices daily in the classroom to support student emotional regulation.</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 4th and 5th grade ED students from 0.3 to 0 by May 2022.

**Evaluation Data Sources:** Monitoring Data for 2020-21

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop the capacity for teachers by implementing protocols for distributive leadership in the area of SEL, school culture and positive disciplinary plan.</p> <p><b>Strategy's Expected Result/Impact:</b> EOY campus and/or Panorama survey data will demonstrate a 15% or higher increase among students in the are of self regulate their emotions.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Counselor Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**





Perceptions
<p><b>Problem Statement 2:</b> Based on 143 student responses on the Student Survey only 47% of students indicated that they regulate their emotions well. <b>Root Cause:</b> Teachers need to implement mindfulness practices daily in the classroom to support student emotional regulation.</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 4:** Increase the positive perception of parents on Engagement on the district's Parent Survey from 0% to 30% 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 0% to 30% by May 2022.

**Evaluation Data Sources:** Parent Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop the capacity of the Parent Communication Liaison, and the parent group PAWS by implementing protocols for distributive leadership in the area of parent participation, school culture, and parent support in areas such as SBDM, PTO, and Parent Trainings.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve parent participation in Parent Trainings, Parent Events, All Pro Dads, etc from 5% to at least 40%</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison Counselor SBDM Administrators</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-61-6399-04L-172-30-510-000000-22F10 - \$2,084</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Our parent participation in parent trainings, and All Pro Dads program dropped significantly from having 85% parent participation during 2019-2020 school year to having less than 5% participation during the 2020-2021 school year. <b>Root Cause:</b> Not having a Parent Liaison has impacted parent participation in parent trainings. The school leadership will need to hire a Parent Liaison for the 2021-2022 school year.</p>



# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher 1	Vilma Auli	PK DL Teacher
Classroom Teacher 2	Lynn Garmon	1st RP Teacher
Classroom Teacher 3	Laura Sotomayor	3rd DL Teacher
Professional Non-Teaching Staff	Timothy Johnson	Assistant Principal
Community Representative 2	Norma Trejo	Azle Ave. Baptist Church
Business Representative 1	Stephanie Jackson	Blue Zones Project
Business Representative 2	Rocio Ortiz	Su Kaza Realty
DERC Representative 1	Chelsea Marquez	Librarian
DERC Representative 2	Angelica Hernandez	Classroom Teacher 4 and DERC rep
Additional Representative (optional)	Rosie Brinkley	Data Analyst
Professional District-Level Staff	Tara Shetler	Diagnostician
Parent 1	Sahra Flores	parent
Parent 2	Ana Ariza	parent
Parent 3	Cristina Aguirre	PTA president and parent
Community Representative 1	Fernando Rojas	Pastor of Azle Ave. Baptist Church
Administrator	Deborah Baez	Principal
Non-classroom Professional	Andrea Jones	Counselor
Non-classroom Professional	Elizabeth Guardiola	Instructional Coach

# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	1		Teacher Assistant	211-11-6129-04E-172-30-510-000000-22F10	\$25,308.90
1	3	1		Data Analyst	211-13-6119-04E-172-30-510-000000-22F10	\$89,325.60
1	3	1		Technology for data analyst	211-13-6396-04E-172-30-510-000000-22F10	\$1,500.00
3	2	1		Supplies and materials for instructional use	211-11-6399-04E-172-30-510-000000-22F10	\$425.50
4	4	1		Supplies and materials for parental involvement	211-61-6399-04L-172-30-510-000000-22F10	\$2,084.00
<b>Sub-Total</b>						\$118,644.00
<b>Budgeted Fund Source Amount</b>						\$118,644.00
<b>+/- Difference</b>						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	3	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-172-24-313-000000-	\$4,008.00
<b>Sub-Total</b>						\$4,008.00
<b>Budgeted Fund Source Amount</b>						\$4,008.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total</b>						\$122,652.00