

Fort Worth Independent School District
194 Daggett Montessori School
2021-2022 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Goals	10
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.	11
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.	12
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	14
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	16
Goal 5: 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.	20
Goal 6: 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.	22
Goal 7: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	24
Goal 8: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	26
Campus Funding Summary	30

Comprehensive Needs Assessment

Demographics

Demographics Summary

Daggett Montessori School is a kindergarten through 8th grade school of choice in the Fort Worth Independent School District. As a school of choice, our enrollment remains at 500. Families apply for enrollment to the school and chosen through a lottery system. As public Montessori school, our curriculum and teaching practices are that developed by Maria Montessori. As a public school, we are subject and responsible for teaching all state TEKS and administering all state assessments.

The student demographics are listed in the table below.

Race	Campus %	District %
African American	8.2	21.7
Hispanic	49.7	63.4
White	37.1	11.3
American Indian	.2	.1
Pacific Islander	1.8	1.7
Two or More Races	2.8	1.7

The process of enrollment including the lottery system of acceptance does take away any influences in the system creating an equitable system. Although the student body doesn't fully reflect the district demographics, the enrollment is diverse both by race and socio-economics. Currently the percentage of students who qualify for the free/reduced lunch program is 42%. The mobility rate is 1.3% in comparison to the district mobility rate of 21.1%

Class sizes for the 20-21 school year are slight smaller than that of the district as a whole.

Demographics Strengths

The demographic strengths include a low mobility rate. Students begin in kindergarten and many remain until 8th grade. Families make a commitment to their child and the school. Students enroll from all areas of the district. Because of this commitment, teachers are able to build relationships with families to better serve our students. In addition, families are more likely to volunteer even as students become older because they are in the same school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The student enrollment does not equitably represent the overall district demographics. **Root Cause:** Not all families are aware of the Montessori philosophies and teaching methods or the existence of the school.

Problem Statement 2: The Title I % is increasing from 42% to a projected 49% for the 2021-2022 school year. **Root Cause:** Due to the current pandemic, there has been an increase of student and family needs.

Student Learning

Student Learning Summary

Daggett Montessori school is a school of choice within the FWISD. Students apply for the program and are accepted for enrollment based on a lottery. With the use of the Montessori philosophy and curriculum flow chart, students engage in the learning through the use of activities again developed by Dr. Montessori. For the current school year, DMS is a Title I school with 42% of the students qualifying for the free/reduced lunch program. The 2021-2022 school year, the projected % will be 49%. The last set of data from state testing was from the last administration of the State of Texas Assessment of Academic Readiness in the spring of 2019. With this specific data, the school is rated a B based on the Texas Education Agency system of accountability. Due to the pandemic, there is no new rating. In math for grades 3-8 we saw a decrease in student achievement at the Approaches and Meets. In reading, we saw no significant changes in student achievement. In Writing, there were no significant changes from year 2018 to 2019. There was no significant decrease in student achievement from 2018 to 2019 school year.

This current year continues to be a struggle for all students and teachers. With the offer of two teaching formats, on-line and in-person, we have experienced an inconsistency in attendance. Generally, students on-line have a difficult time submitting work, engaging, and participating in daily instruction. We have found reasons for choosing on-line instruction have varied and often stray away from the original intent of mitigating the pandemic. Our daily struggle is providing a consistent level of instruction and consistently engaging students with a classroom of combined in person and online students.

This year, as a district we engaged in the administration of NWEAP Map Reading and Math. In Reading, from the BOY to MOY, all grade levels experienced an increase in RIT score with the exception of 3rd grade with a decrease of .1. In comparison to National Norms of RIT scores, grades K, 1, 4, 6, 7, & 8 scored above the norms. In math, all grade levels experienced an increase in average RIT scores from the BOY to MOY. In comparison to the national norms, three grade levels were above the national norms, grades K, 7, and Algebra 1.

Student Learning Strengths

NWEA Rit scores are rivaling national norms. There is a consistent increase in RIT scores from BOY to MOY in both reading and math. In disaggregating RIT scores by subgroups, all subgroups showed positive growth from BOY to MOY in Math and Reading. Benchmark scores are stronger than the district averages.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Virtual students continue to struggle maintaining class grades. **Root Cause:** Students are not submitting work. Students are not engaged. Parents are not engaged and participating in their child's academic responsibilities. Teachers are not engaging parents to participate.

Problem Statement 2: Students need more time to focus on NWEA Map testing. **Root Cause:** In an effort to test both in-person and on-line students, NWEA Map testing was a difficult logistic.

Problem Statement 3: Analyze NWEA Map Reading and Math data. **Root Cause:** Principal did not engage teachers in ample PLCs to discuss and analyze such data.

Problem Statement 4: Use NWEA Map Reading and Math data as predictor of student achievement on state tests. **Root Cause:** Principal did not engage teachers in ample PLCs to discuss and analyze such data.

Problem Statement 5: Parents did not engage their children in the responsibility of on-line instruction. **Root Cause:** Parents need more opportunities to learn about class and school expectations.

Problem Statement 6: Teachers had limited opportunity to meet and discuss student achievement and collaborate a plan of instruction that is aligned to Montessori instruction. **Root Cause:** The environment created to mitigate the pandemic limited the school's ability to gather and meet. Virtual meetings were ineffective and disliked.

School Processes & Programs

School Processes & Programs Summary

As a Montessori school with the FWISD, teachers must have training from an accredited training center. Currently, we have 15 lower elementary and upper elementary teachers. Two teachers are new and currently enrolled in a training program. On going training is inconsistent with no district plan. We are currently working with the department of innovation to discuss long term on going professional development that supports the school efforts in providing a Montessori learning experience. In addition, teachers must be trained at the appropriate level. We do have teachers who have been trained but are teaching at a level in which they do not have the specific training. At the middle school level, our program is a traditional program. As a middle school team, we are currently redefining our student outcomes as part of a Montessori school. This summer, our work will continue with across the board update training at the appropriate level. This will ensure teachers are maintaining the Montessori philosophy in their teaching practices.

Families apply for acceptance into the school. Each year, we accept 55 students. A few students are accepted in each of the grade levels to maintain an overall consistent enrollment of 500. The Schools of Choice process begins in November each year and in a normal year consists of district wide expo of all schools of choice and informational website. In a traditional year, the student recruitment process included campus visits as well. The recruitment process this year was solely virtual.

The Montessori shelf activities is a critical piece of Montessori education; therefore, having a complete set of materials appropriate to the level is important. There is an inconsistency of support to refurbishing the materials. This year, we were able to refurbish/replace a portion of the materials. However, we have an inconsistent level of use that needs to be aligned from class to class within the grade level and vertically from level to level. At the middle school level, the experience of the Montessori child is currently being developed by the middle school team. We have to find our purpose as a middle school Montessori.

Generally student achievement is consistent and students perform at a high levels of achievement. We are able to offer preAP classes, English I, and Algebra I as well. Students can also take fine arts classes including art, theater, band, orchestra, and choir. In addition, students can take computer literacy and a foreign language.

Teacher retention is consistent. There is not much turnover among teachers. The recruitment is difficult since there is no specific protocol to hire teachers with this specific training nor is there a system to support teachers. There is no district coach to help teachers manage both the Montessori while incorporating state requirements.

The Parent Teacher Association is well established and provides financial support to our teachers and students. Due to the pandemic, parents have not been involved as they have in years past. In addition, the overall school demographics is not represented in the parent leadership group of the organization. Although, all instruction is in English, we have healthy population of parents, who seek information in Spanish, 11%.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teacher training is difficult. Teachers are teaching levels outside of their Montessori training. **Root Cause:** FWISD doesn't have policies that guide or requires such training for teachers to maintain their teaching assignment.

Problem Statement 2: On going teacher training is not consistent. **Root Cause:** After the initial expenditure of achieving the Montessori teaching certificate, there is not long term on going plan of professional development. There is no planned funding for continued professional development specializing in Montessori.

Problem Statement 3: Professional learning community meetings are inconsistent. **Root Cause:** Need to create year long PLC schedule and topics of discussion.

Problem Statement 4: Families do not have an understanding of Montessori philosophy. **Root Cause:** Parent education is left to each campus to develop and offer.

Problem Statement 5: Families across the district are unaware of the Montessori program and our school. **Root Cause:** Outside of the recruitment month, there is no scheduled times to speak to different areas of the district.

Problem Statement 6: Classroom materials vary from classroom to classroom. **Root Cause:** There is not materials refresh schedule. There is no set funding to outline a districtwide refresh of materials or system to refurbish or replace materials.

Problem Statement 7: Montessori classroom instruction is not consistently aligned with the district scope and sequence and state TEKS. **Root Cause:** Outside the the campus admin, there is no instructional coach familiar with the Montessori curriculum and philosophy.

Problem Statement 8: The Parent Teacher organization is not representative of the overall student population of the school. **Root Cause:** No system to actively recruit willing volunteers who can better represent the overall student enrollment.

Perceptions

Perceptions Summary

The general climate of the building is one that follows the teaching of Maria Montessori.

Priority Problem Statements

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 Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 56% to 61% by May 2022.

Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 41% by May 2022.

Evaluation Data Sources: MAP Fluency BOY, MOY, and EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier I instruction in all content areas through a culturally responsive instruction through standards alignment of TEKS and the Montessori curriculum and Montessori activities, lesson delivery, student observation and collaborative analysis of performance data to identify sub group strengths and needs.</p> <p>Strategy's Expected Result/Impact: 1. Increased student performance on literacy screeners. 2. Student observation and mastery of Montessori math materials. 3. Completion of collaboration of 6 weeks curriculum maps to align state standards and Montessori curriculum.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Teacher Assistant - Title I (211) - 211-11-6129-04E-194-30-510-000000-22F10 - \$22,500, Tutoring - SCE (199 PIC 24) - 199-11-6116-001-194-24-243-000000- - \$2,446</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 2: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 38.9 % to 45 % by May 2022.

Increase the percentage of ELL Students on our campus (gender, race, program, other) from 29.6 % to 35.0 % by May 2022.

Evaluation Data Sources: MAP Growth Reading BOY, MOY, EOY





Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier I instruction in all content areas through a culturally responsive instruction through standards alignment of TEKS and the Montessori curriculum and Montessori activities, lesson delivery, student observation and collaborative analysis of performance data to identify sub group strengths and needs.</p> <p>Strategy's Expected Result/Impact: 1. Increased student performance on all literacy screeners. 2. Student observation and mastery of Montessori math materials. 3. Completion of collaboration of 6 weeks curriculum maps to align state standards and Montessori curriculum.</p> <p>Staff Responsible for Monitoring: Teachers and Campus Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Substitutes for Planning and Professional Development - Title I (211) - 211-11-6112-0PD-194-30-510-000000-22F10 - \$1,000, Teaching Assistant for Targeted Student Support - Title I (211) - 211-11-6129-04E-194-30-510-000000-22F10 - \$22,500</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 45.1% to 50.0% by May 2022.
 Increase the percentage of Economically Disadvantaged from 23.8% to 29% by May 2022.

Evaluation Data Sources: MAP BOY, MOY, EOY, TX-KEA Math Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier I instruction in all content areas through a culturally responsive instruction through standards alignment of TEKS and the Montessori curriculum and Montessori activities, lesson delivery, student observation and collaborative analysis of performance data to identify sub group strengths and needs.</p> <p>Strategy's Expected Result/Impact: 1. Increased student performance on TX-KEA Math & MAP Math BOY, MOY, and EOY results. 2. Student observation and mastery of Montessori math materials. 3. Completion of collaboration of 6 weeks curriculum maps to align state standards and Montessori curriculum.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Admin.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: 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 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Tutoring - Title I (211) - 211-11-6116-04E-194-30-510-000000-22F10 - \$5,000</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 Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 37.6% to 43% by May 2022.


Increase the percentage of Economically Disadvantaged students from 32.5% to 40% by May 2022.


Evaluation Data Sources: MAP BOY, MOY, EOY, TX-KEA Math Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier I instruction in all content areas through a culturally responsive instruction through standards alignment of TEKS and the Montessori curriculum and Montessori activities, lesson delivery, student observation and collaborative analysis of performance data to identify sub group strengths and needs.</p> <p>Strategy's Expected Result/Impact: 1. Increased student performance on TX-KEA Math & MAP Math BOY, MOY, and EOY results. 2. Student observation and mastery of Montessori math materials. 3. Completion of collaboration of 6 weeks curriculum maps to align state standards and Montessori curriculum.</p> <p>Staff Responsible for Monitoring: Teachers and Campus Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math - ESF Levers: 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 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Tutoring - Title I (211) - 211-11-6117-04E-194-30-510-000000-22F10 - \$4,406</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 3: CCMR

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

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 52.9% to 65% by May 2022.

Increase the percentage of Economically Disadvantage students from 33.3% to 40% by May 2022.

Evaluation Data Sources: STAAR EOY Scores, District Benchmarks, MAP Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier I instruction in all content areas through a culturally responsive instruction through standards alignment of TEKS and the Montessori curriculum and Montessori activities, lesson delivery, student observation and collaborative analysis of performance data to identify sub group strengths and needs.</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Increased student performance on TX-KEA Reading & MAP Reading BOY, MOY, and EOY results. 2. Student observation and mastery of Montessori literacy materials. 3. Completion of collaboration of 6 weeks curriculum maps to align state standards and Montessori curriculum. <p>Staff Responsible for Monitoring: Classroom Teachers and Campus Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: 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 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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 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 40.6% to 47% 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 23.8% to 30.0% by May 2022.


Evaluation Data Sources: STAAR EOY Scores, District Benchmarks, MAP Math Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier I instruction in all content areas through a culturally responsive instruction through standards alignment of TEKS and the Montessori curriculum and Montessori activities, lesson delivery, student observation and collaborative analysis of performance data to identify sub group strengths and needs.</p> <p>Strategy's Expected Result/Impact: 1. Increased student performance on STAAR Math, TX-KEA Math & MAP Math BOY, MOY, and EOY results. 2. Student observation and mastery of Montessori literacy materials. 3. Completion of collaboration of 6 weeks curriculum maps to align state standards and Montessori curriculum.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Campus Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: 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 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 5.5% to 3 to 5% 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 from 25% to 15% by May 2022.

Evaluation Data Sources: Daily Attendance Rates as reflected on FOCUS

Strategy 1 Details	Reviews			
<p>Strategy 1: As part of the MTSS process, implement a team of campus personnel to review both academic and social indicators specifically identifying students with high percentages of absences.</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> Decreased student absences. Increased family referrals to district resources based on review. Increased instruction for students. <p>Staff Responsible for Monitoring: Classroom teachers and campus administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: 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 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 4: Learning Environment (based on the BOE constraints)

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

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

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

Goal 5: 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 Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading 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 ___% to ___% by May 2022.

Goal 5: 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 students who score at meets or above in English 1 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 ___% to ___% by May 2022.

Goal 6: 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 Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics 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 ___% to ___% by May 2022.

Goal 6: 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 students who score at MEETS or above in Algebra 1 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 ___% to ___% by May 2022.

Goal 7: 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 6-8 grade students scoring at MEETS or above on STAAR Reading 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 ___% to ___% by May 2022.

Goal 7: 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 6-8 grade students scoring at MEETS or above on STAAR Math 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 ___% to ___% by May 2022.

Goal 8: 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 percentage of students who are chronically absent from ___% to ___% by May 2022.

Decrease the percentage of 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.

Goal 8: 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.

Goal 8: 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 8: 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 ___% to ___% by May 2022.
Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from X% to Y% by May 2022.

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Teacher Assistant	Teacher Assistant	211-11-6129-04E-194-30-510-000000-22F10	\$22,500.00
1	2	1	Substitutes for Planning and Professional Development	Subs for professional development	211-11-6112-0PD-194-30-510-000000-22F10	\$1,000.00
1	2	1	Teaching Assistant for Targeted Student Support	Teacher Assistant	211-11-6129-04E-194-30-510-000000-22F10	\$22,500.00
2	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-194-30-510-000000-22F10	\$5,000.00
2	2	1	Tutoring	Tutors with degree or certified	211-11-6117-04E-194-30-510-000000-22F10	\$4,406.00
Sub-Total						\$55,406.00
Budgeted Fund Source Amount						\$55,406.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-194-24-243-000000-	\$2,446.00
Sub-Total						\$2,446.00
Budgeted Fund Source Amount						\$2,446.00
+/- Difference						\$0.00
Grand Total						\$57,852.00