

Fort Worth Independent School District

223 Cesar Chavez Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

At Cesar Chavez Elementary we work as a team to facilitate high quality relevant instruction. We inspire students to be life-long learners, and equip them with critical, creative, and technological skills for excellence in their future endeavors.

Vision

Our vision is that students will persevere responsibly and confidently through the challenges of today's world and thereby make great contributions to the community.

C.O.L.T. Pride Code of Conduct

Come prepared to school every day.

Own your actions.

Learn with others every day.

Take responsibility.

I have COLT Pride!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	10
Goals	11
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.	12
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.	15
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	19
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	21
Campus Funding Summary	25

Comprehensive Needs Assessment

Revised/Approved: September 27, 2021

Demographics

Demographics Summary

Cesar Chavez Elementary serves a close knit community in the Diamond Hill neighborhood in north Fort Worth. Most of our students live in walking distance in the surrounding homes and apartment complexes. Student demographics include 92% Economically Disadvantaged, 62% English Learners, 92% Hispanic, 8% African American. Our families include recent immigrants from Mexico, Central America, Africa, and Afghanistan. Many families have children who are in the second generation of the family to live in the United States.

Demographics Strengths

Our demographics show a strength in having rich cultural traditions and languages. Families are supportive of their children and of the school with high participation in school events. Families enjoy seeing their students compete, perform, and participate in academic and enrichment opportunities. Families at our school instill the value of hard work by example. Employees with school age children bring their children to our school with at least one "teacher's child" in each grade level. There is a sense of family at the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Regular Program students' STAAR Reading Scores show lower rates of Approaches, Meets, and Masters achievement on the STAAR Reading test than the rates for the Dual Language program students. **Root Cause:** Not enough time, training, and support have been planned to strengthen tier 1 reading instruction effectively to also support differentiated approaches within reading instruction to adequately support growth of all subgroups.

Problem Statement 2 (Prioritized): EL Students with reading difficulties like Dyslexia or low reading fluency are performing lower than all economically disadvantaged students in Math in grade 2 with 42% and 47% meeting growth targets vs. 70% of economically disadvantaged students. **Root Cause:** Training has not prioritized emphasizing, teaching, and practicing how to teach math academic vocabulary daily and explicitly.

Problem Statement 3 (Prioritized): 4th and 5th grade GT students are not meeting the growth target of 50% on MOY MAP Math scores **Root Cause:** Many non GT students are behind in math because they are not able to understand the associated math concepts related to the academic math vocabulary because academic math vocabulary and concepts have not been a priority.

Problem Statement 4 (Prioritized): Meets and Masters percentage on STAAR Reading are lower than the state average with males scoring lower than females on STAAR Reading across both DL and RP programs. **Root Cause:** Not enough time, training, and support have been planned to strengthen tier 1 reading instruction effectively to also support differentiated approaches within reading instruction.

Student Learning

Student Learning Summary

Reading

At the end of 2021, the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading was 23% in English and 26% in Spanish.

At the end of 2021, the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency in English is 50%.

The percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English is 43%

Math

The percentage of 3rd grade students who scored at meets grade level or above on STAAR Mathematics in 2021 was 19.7%

The percentage of PK students who scored On Track on Circle Math was 93% in English and 76% in Spanish.

The percentage of Kinder students who scored On Track on TX-KEA Math is 48% and was only administered in English.

The percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth for Math was 51%

Student Learning Strengths

Students at our school present a relative strength in Reading as compared to Math. Two thirds of our students are working to become literate in two languages. The strength in the Pre K Math data shows an opportunity to keep that cohort on track for increased achievement in Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on MOY MAP data, 2/3 of students in grades K-5 are reading below the District and National norm with gaps mostly in Foundational Language. Grades 1, 3, and 5 in particular are showing larger gaps than grades K, 2, and 4. **Root Cause:** Lack of sufficient time for adequate and consistent literacy training and support for teacher efficacy and retention.

Problem Statement 2 (Prioritized): Kindergarten and first grade students' Math MAP growth at MOY showed that 33% and 25% of students were meeting growth targets. **Root Cause:** Not enough time, training, and support have been planned to strengthen tier 1 math instruction effectively to also support differentiated approaches within math instruction.

Problem Statement 3 (Prioritized): For Reading in first grade RP only 24% of students met the growth projection while 50% is the minimum goal to meet the national norm. **Root Cause:** Not enough time, training, and support have been planned to strengthen tier 1 reading instruction effectively to also support differentiated approaches within reading instruction.

Problem Statement 4 (Prioritized): MAP Reading shows that only 30% of 3rd and 5th graders are meeting the growth projections while 50% is the national norm. **Root Cause:** Not enough time, training, and support have been planned to strengthen tier 1 reading instruction effectively to also support differentiated approaches within reading instruction.

School Processes & Programs

School Processes & Programs Summary

Instructional programs include Dual Language classrooms, one Early Childhood Special Education classroom, two Dyslexia teachers, two Special Education teachers, and two Speech Language Pathologists. We are a Project Lead the Way Recognized Launch campus. We are Common Sense Media certified. We are home to one teacher that has earned the distinction of Chair for Teaching Excellence in Math. Many of our teachers have worked first as teacher assistants in our school. We have been able to retain a majority of our staff over time within the past nine years with only three of our teachers having less than one year of experience and most of our teachers having 5-20+ years of experience. Our administrative team including an assistant principal, data analyst, counselor, and principal is well established with roles and responsibilities being carried out efficiently with calendars and plans guiding work focused on the campus improvement plan.

School Processes & Programs Strengths

This year we have added several programs to enhance our school. They include the addition of an after school program for grades 3-5, the addition of Lexia to strengthen Reading achievement, the addition of Kagan Cooperative Learning as a professional learning tool for teachers to use in the classroom, the addition of My Path for Math acceleration, and the addition of Performance Tasks in the FWISD Curriculum.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Special Education students and Dyslexic students are sometimes not identified or served before grade 3. There is inconsistent referral to MTSS based on teacher knowledge of student needs. **Root Cause:** High numbers of students not on grade level make it difficult for students with the highest needs to really stand out so strengthening tier 1 instruction for all will ensure that these students will stand out more in the data and will be referred to MTSS in a timely manner when needed.

Perceptions

Perceptions Summary

The learning environment for students appears positive as evidenced by high participation in family nights and spirit dress up days, high attendance rates, and low discipline referral rates. Visitors to our school report feeling welcome and wanting to return. Our social media pages have increased in membership in the last two years with high usage and positive responses from parents and community members. Our school community rallies around student progress, goal attainment, and positive character.

Perceptions Strengths

Colt Pride Awards recognize positive character traits.

Student of the Month awards recognize attendance, effort, and character.

Employee of the Month recognitions honor teacher contributions.

Students are greeted at the door using Capturing Kids Hearts philosophy.

Meet the Teacher Night was well attended.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): African American (15%) and White students (35%) report lower self efficacy in their ability to self regulate their emotions than Hispanic students (50%). **Root Cause:** Time, training, and campus cultural focus has not addressed self- regulation.

Priority Problem Statements

Problem Statement 1: Regular Program students' STAAR Reading Scores show lower rates of Approaches, Meets, and Masters achievement on the STAAR Reading test than the rates for the Dual Language program students.

Root Cause 1: Not enough time, training, and support have been planned to strengthen tier 1 reading instruction effectively to also support differentiated approaches within reading instruction to adequately support growth of all subgroups.

Problem Statement 1 Areas: Demographics

Problem Statement 2: EL Students with reading difficulties like Dyslexia or low reading fluency are performing lower than all economically disadvantaged students in Math in grade 2 with 42% and 47% meeting growth targets vs. 70% of economically disadvantaged students.

Root Cause 2: Training has not prioritized emphasizing, teaching, and practicing how to teach math academic vocabulary daily and explicitly.

Problem Statement 2 Areas: Demographics

Problem Statement 3: African American (15%) and White students (35%) report lower self efficacy in their ability to self regulate their emotions than Hispanic students (50%).

Root Cause 3: Time, training, and campus cultural focus has not addressed self- regulation.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Based on MOY MAP data, 2/3 of students in grades K-5 are reading below the District and National norm with gaps mostly in Foundational Language. Grades 1, 3, and 5 in particular are showing larger gaps than grades K, 2, and 4.

Root Cause 4: Lack of sufficient time for adequate and consistent literacy training and support for teacher efficacy and retention.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Kindergarten and first grade students' Math MAP growth at MOY showed that 33% and 25% of students were meeting growth targets.

Root Cause 5: Not enough time, training, and support have been planned to strengthen tier 1 math instruction effectively to also support differentiated approaches within math instruction.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Special Education students and Dyslexic students are sometimes not identified or served before grade 3. There is inconsistent referral to MTSS based on teacher knowledge of student needs.

Root Cause 6: High numbers of students not on grade level make it difficult for students with the highest needs to really stand out so strengthening tier 1 instruction for all will ensure that these students will stand out more in the data and will be referred to MTSS in a timely manner when needed.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: MAP Reading shows that only 30% of 3rd and 5th graders are meeting the growth projections while 50% is the national norm.

Root Cause 7: Not enough time, training, and support have been planned to strengthen tier 1 reading instruction effectively to also support differentiated approaches within reading instruction.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: For Reading in first grade RP only 24% of students met the growth projection while 50% is the minimum goal to meet the national norm.

Root Cause 8: Not enough time, training, and support have been planned to strengthen tier 1 reading instruction effectively to also support differentiated approaches within reading instruction.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Meets and Masters percentage on STAAR Reading are lower than the state average with males scoring lower than females on STAAR Reading across both DL and RP programs.

Root Cause 9: Not enough time, training, and support have been planned to strengthen tier 1 reading instruction effectively to also support differentiated approaches within reading instruction.

Problem Statement 9 Areas: Demographics

Problem Statement 10: 4th and 5th grade GT students are not meeting the growth target of 50% on MOY MAP Math scores

Root Cause 10: Many non GT students are behind in math because they are not able to understand the associated math concepts related to the academic math vocabulary because academic math vocabulary and concepts have not been a priority.

Problem Statement 10 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

Goals

Revised/Approved: October 4, 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 76% to 85% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 92% to 95% by May 2022.

Increase the percentage for Economically Disadvantaged English speaking students from 73% to 80% by May 2022.





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 40% to 60% 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 29% to 50% by May 2022.

Increase the percentage for Special Education students from 21% to 28% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Tier 3 intensive after school literacy intervention for students in EL, Economically Disadvantaged, African American, and Regular Program categories using District purchased Lexia Core 5.</p> <p>Strategy's Expected Result/Impact: As a result of intensive intervention, 70% of students in grades 1-3 will meet growth expectations on MAP Reading in May 2022. Growth expectations will show equity between Dual language and Regular program growth results.</p> <p>Staff Responsible for Monitoring: Administrators and Data Analyst</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: supplies for intervention - Title I (211) - 211-11-6399-04E-223-30-510-000000-22F10 - \$2,000, extra duty pay for teachers - Title I (211) - 211-11-6116-04E-223-30-510-000000-22F10 - \$3,452, snacks for students - Title I (211) - 211-11-6499-04E-223-30-510-000000-22F10 - \$300, Teacher Assistants - Title I (211) - 211-11-6129-04E-223-30-510-000000-22F10 - \$36,300</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Motivation: students will read books independently that are aligned to their interests and are culturally relevant and responsive. AR can be used as an additional resource alongside the curriculum for reading at home.</p> <p>Strategy's Expected Result/Impact: As a result of practice with reading, fluency will increase and impact comprehension to show growth on MAP Growth and MAP Fluency.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3</p> <p>Funding Sources: Accelerated Reader - Title I (211) - 211-11-6329-04E-223-30-510-000000-22F10 - \$3,852</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Regular Program students' STAAR Reading Scores show lower rates of Approaches, Meets, and Masters achievement on the STAAR Reading test than the rates for the Dual Language program students. **Root Cause:** Not enough time, training, and support have been planned to strengthen tier 1 reading instruction effectively to also support differentiated approaches within reading instruction to adequately support growth of all subgroups.

Student Learning

Problem Statement 1: Based on MOY MAP data, 2/3 of students in grades K-5 are reading below the District and National norm with gaps mostly in Foundational Language. Grades 1, 3, and 5 in particular are showing larger gaps than grades K, 2, and 4. **Root Cause:** Lack of sufficient time for adequate and consistent literacy training and support for teacher efficacy and retention.

Problem Statement 2: Kindergarten and first grade students' Math MAP growth at MOY showed that 33% and 25% of students were meeting growth targets. **Root Cause:** Not enough time, training, and support have been planned to strengthen tier 1 math instruction effectively to also support differentiated approaches within math instruction.

Problem Statement 3: For Reading in first grade RP only 24% of students met the growth projection while 50% is the minimum goal to meet the national norm. **Root Cause:** Not enough time, training, and support have been planned to strengthen tier 1 reading instruction effectively to also support differentiated approaches within reading instruction.

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 36% to 50% 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 39% to 55% by May 2022.

Increase the percentage for Special Education students from 20% to 30% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Calendar will outline dates for ongoing PD using the Science of Teaching Reading and will include specific differentiated instructional needs of EL students, RP students, and students with Dyslexia.</p> <p>Strategy's Expected Result/Impact: By May 2022 the percentage of K-5 students who meet or exceed projected growth on MAP Growth in English Reading from 36% to 50%, from 39% to 55% in Spanish, and 20% to 40% for Special Education students.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title I (211) - 211-13-6119-04E-223-30-510-000000-22F10 - \$80,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Based on MOY MAP data, 2/3 of students in grades K-5 are reading below the District and National norm with gaps mostly in Foundational Language. Grades 1, 3, and 5 in particular are showing larger gaps than grades K, 2, and 4. Root Cause: Lack of sufficient time for adequate and consistent literacy training and support for teacher efficacy and retention.</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 Circle Math from 88% to 95% by May 2022.

Increase the percentage for Economically Disadvantaged students from 84% to 90% by May 2022.

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 38% to 50% by May 2022.
Increase the percentage for Economically Disadvantaged students from 37% to 50% by May 2022.

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 39% to 50% by May 2022.

Increase the percentage for African American students from 20% to 40% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Calendar will outline dates for ongoing PD focused on Math Academic Vocabulary to address specific differentiated instructional needs of EL students, RP students, and students with Dyslexia.</p> <p>Strategy's Expected Result/Impact: By May of 2022 the percentage of K-5 students who meet or exceed expected growth will increase by 15 points including students with Dyslexia, students in Special Education, and ELs.</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p> <p>Funding Sources: Contracted PD service - Title I (211) - 211-13-6299-04E-223-30-510-000000-22F10 - \$8,500, Technology App- Academic Vocabulary tool - Title I (211) - 211-11-6399-04E-223-30-510-000000-22F10 - \$2,600</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase collaboration to support teachers in planning and implementing campus professional learning by implementing guided planning sessions after major assessment periods and implementing learning walks.</p> <p>Strategy's Expected Result/Impact: By May 2022 student performance will increase from 38 to 43 on STAAR for Student Achievement.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3</p> <p>Funding Sources: subs for guided planning pd and learning walk pd - Title I (211) - 211-11-6112-0PD-223-30-510-000000-22F10 - \$3,700</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Regular Program students' STAAR Reading Scores show lower rates of Approaches, Meets, and Masters achievement on the STAAR Reading test than the rates for the Dual Language program students. Root Cause: Not enough time, training, and support have been planned to strengthen tier 1 reading instruction effectively to also support differentiated approaches within reading instruction to adequately support growth of all subgroups.</p>
<p>Problem Statement 2: EL Students with reading difficulties like Dyslexia or low reading fluency are performing lower than all economically disadvantaged students in Math in grade 2 with 42% and 47% meeting growth targets vs. 70% of economically disadvantaged students. Root Cause: Training has not prioritized emphasizing, teaching, and practicing how to teach math academic vocabulary daily and explicitly.</p>

Demographics

Problem Statement 3: 4th and 5th grade GT students are not meeting the growth target of 50% on MOY MAP Math scores **Root Cause:** Many non GT students are behind in math because they are not able to understand the associated math concepts related to the academic math vocabulary because academic math vocabulary and concepts have not been a priority.

Student Learning





Problem Statement 2: Kindergarten and first grade students' Math MAP growth at MOY showed that 33% and 25% of students were meeting growth targets. **Root Cause:** Not enough time, training, and support have been planned to strengthen tier 1 math instruction effectively to also support differentiated approaches within math instruction.

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 37% to 40% by May 2022.

Increase the percentage for ELL students from 26% to 36% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will organize and schedule feedback cycles aligned to PD to communicate focus, expectation, accountability, and opportunities for practice, planning, and observation, with focus on the appropriate use and implementation of strategies utilized for EL students.</p> <p>Strategy's Expected Result/Impact: By May of 2022 the percentage of teachers reporting that they receive quality feedback will increase from 56% to 66%.</p> <p>Problem Statements: Student Learning 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:


Student Learning
<p>Problem Statement 1: Based on MOY MAP data, 2/3 of students in grades K-5 are reading below the District and National norm with gaps mostly in Foundational Language. Grades 1, 3, and 5 in particular are showing larger gaps than grades K, 2, and 4. Root Cause: Lack of sufficient time for adequate and consistent literacy training and support for teacher efficacy and retention.</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 31% to 41% by May 2022. Increase the percentage for Special Education students from 7% to 25% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: PLCs will take place implementing a planning protocol to dissect standards, plan, critique, revise, and model future lessons for Math and Reading that address ELs and students needs in RP classrooms.</p> <p>Strategy's Expected Result/Impact: By May 2022 the percentage of students in Meets and Masters categories for STAAR will increase resulting in a STAAR performance component score increase from 38 to 43.</p> <p>Problem Statements: Demographics 3, 4</p> <p>Funding Sources: supplies for meetings - Title I (211) - 211-13-6399-04E-223-30-510-000000-22F10 - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: 4th and 5th grade GT students are not meeting the growth target of 50% on MOY MAP Math scores Root Cause: Many non GT students are behind in math because they are not able to understand the associated math concepts related to the academic math vocabulary because academic math vocabulary and concepts have not been a priority.</p> <p>Problem Statement 4: Meets and Masters percentage on STAAR Reading are lower than the state average with males scoring lower than females on STAAR Reading across both DL and RP programs. Root Cause: Not enough time, training, and support have been planned to strengthen tier 1 reading instruction effectively to also support differentiated approaches within reading instruction.</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% to 10% by May 2022.





Decrease the number and percentage for White students from 50% to 20% 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 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 66% to 75% by May 2022.

Increase positive response by ELLs from 64% to 66% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: During faculty meetings teachers will learn strategies for addressing self regulation that is effective for all student groups including African American students.</p> <p>Strategy's Expected Result/Impact: By May 2022 African American students reporting self efficacy in the area of self efficacy will increase by 20 points.</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Character Strong curriculum - SCE (199 PIC 24) - 199-11-6396-001-223-24-313-000000- - \$1,692</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: African American (15%) and White students (35%) report lower self efficacy in their ability to self regulate their emotions than Hispanic students (50%).</p> <p>Root Cause: Time, training, and campus cultural focus has not addressed self- 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 African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 0 to 0 by May 2022.

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 86% to 90% 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 86% to 90% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a Pre-K Welcome Camp for new families including EL, international, and Economically Disadvantaged families to provide Social Emotional Support for starting school and providing parents with a preview and guide to starting school successfully.</p> <p>Strategy's Expected Result/Impact: Data will demonstrate that 80% of RP and 80% of Dual Language classrooms participate in beginning of year welcome activities such as Parent Nights, Pre K Welcome Camp, or Meet the Teacher Night.</p> <p>Staff Responsible for Monitoring: Administrators and Pre K Teachers</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Supplies for classroom setup - SCE (199 PIC 24) - 199-11-6399-001-223-24-313-000000- - \$3,000, snacks for pre k welcome camp - Title I (211) - 211-61-6499-04L-223-30-510-000000-22F10 - \$100, Extra Duty for teachers and assistants off contract - Title I (211) - 211-61-6116-04L-223-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 1: African American (15%) and White students (35%) report lower self efficacy in their ability to self regulate their emotions than Hispanic students (50%).</p> <p>Root Cause: Time, training, and campus cultural focus has not addressed self- regulation.</p>

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	1	supplies for intervention	Supplies and materials for instructional use	211-11-6399-04E-223-30-510-000000-22F10	\$2,000.00
1	2	1	extra duty pay for teachers	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-223-30-510-000000-22F10	\$3,452.00
1	2	1	snacks for students	Snacks or incentives for students	211-11-6499-04E-223-30-510-000000-22F10	\$300.00
1	2	1	Teacher Assistants	Teacher Assistant	211-11-6129-04E-223-30-510-000000-22F10	\$36,300.00
1	2	2	Accelerated Reader	Reading materials for classroom use	211-11-6329-04E-223-30-510-000000-22F10	\$3,852.00
1	3	1		Data Analyst	211-13-6119-04E-223-30-510-000000-22F10	\$80,000.00
2	3	1	Contracted PD service	Contracted professional development	211-13-6299-04E-223-30-510-000000-22F10	\$8,500.00
2	3	1	Technology App- Academic Vocabulary tool	Supplies and materials for instructional use	211-11-6399-04E-223-30-510-000000-22F10	\$2,600.00
2	3	2	subs for guided planning pd and learning walk pd	Subs for professional development	211-11-6112-0PD-223-30-510-000000-22F10	\$3,700.00
3	2	1	supplies for meetings	Supplies and materials for professional development	211-13-6399-04E-223-30-510-000000-22F10	\$200.00
4	4	1	snacks for pre k welcome camp	Snacks for parents to promote participation	211-61-6499-04L-223-30-510-000000-22F10	\$100.00
4	4	1	Extra Duty for teachers and assistants off contract	Extra duty for family engagement activities after hours	211-61-6116-04L-223-30-510-000000-22F10	\$1,000.00
Sub-Total						\$142,004.00
Budgeted Fund Source Amount						\$142,004.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	2	1	Character Strong curriculum	Technology for instructional use	199-11-6396-001-223-24-313-000000-	\$1,692.00

SCE (199 PIC 24)

Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	4	1	Supplies for classroom setup	Supplies and materials for instructional use	199-11-6399-001-223-24-313-000000-	\$3,000.00
Sub-Total						\$4,692.00
Budgeted Fund Source Amount						\$4,692.00
+/- Difference						\$0.00
Grand Total						\$146,696.00