

Fort Worth Independent School District
226 Seminary Hills Park Elementary
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

We will prepare our students for college, career, and community leadership by providing rigorous, engaging instruction, and leadership opportunities.

Vision

Our vision statement at SHP is to ensure that all students learn at grade level or higher.

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Comprehensive Needs Assessment

Revised/Approved: September 28, 2021

Demographics

Demographics Summary

SHP is a pk-fifth elementary school offering dual language, ESL and regular programming to students in the south hills neighborhood. Currently SHP is comprised of 298 students, and has two units for ECSE and RISE. Students range in age from 4 to 13 and enrollment is based on the neighborhood zoning. The stakeholders at the campus include the students families, staff, and our partners (Tarrant county Baptist association as well as university Baptist church). In the 2020-2021 school year SHP had special programs with special education, fine arts with choir after school, bilingual and ESL classes as well as dyslexia services for students. Student discipline at SHP is very low with most student referrals having to do with minor incidents, the mobility rate of the school at 17% in the year of 2017-2018. The average class size of the school is 13 students for kinder, 12 for first grade, 11 for second grade, 12 for 3rd grade, 17 for fourth grade and 16 for fifth grade in the 2019-2020 school year. The average daily attendance in all grades was 95% in 2018-2019, 96% in 2019-2020, and is 93% in the 2020-2021 school year. We currently have an attendance committee that tracks and calls for attendance every day. We also conduct stay in school meetings with our parents when their child receives more than 5 absences. SHP serves students from multiple cultures, 25% of students identify as AA, 61% identify as hispanic, 4.5% as Asian and 8% identify as white. Of the grade levels 22 females, 19 males in prek, 29 females 16 males in kindergarten, 24 females and 21 males in 1st, 21 females and 15 males in 2nd, 26 females and 22 males in 3rd, 24 females and 19 males in 4th, and 14 females and 22 males in 5th grade. In terms of student groups SHP serves 119 students in the bilingual program, 47 students in ESL, 48 students SPED, 6 homeless, and 13 GT.

The staff at SHP is comprised of 20 pre-k through 5th grade classroom teachers, 1 special education teacher, and 5 teachers assistants, 1 RISE teacher and 1 ECSE teacher. All but two teachers are certified teachers, two teachers are currently on an intern certification as they complete their alternative certification program.

Demographics Strengths

Very diverse student, parent and community population. Multiple cultures comprise the school and students are able to learn first-hand the customs of different cultures.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of identified dyslexia students is 8 out of 298 total students or 2% of the student population **Root Cause:** SHP has a low amount of students currently identified dyslexic. Increasing this number will help to further support students in academics and socially. Teachers are unaware of the indicators and need more training on how to identify students for dyslexia. Teachers tend to categorize all students in Tier 3 and not distinguish between dyslexic students and struggling students.

Problem Statement 2: The number of parent/community involvement activities is once per semester. **Root Cause:** COVID-19 has limited the amount of face-to-face interaction we can have with our parents/communities

Problem Statement 3: The number of students currently identified as GT is 13 out of 298 students. This is 4% of the student population at SHP **Root Cause:** Teachers are

unaware of the process for identifying students as GT. Teachers have a difficult time creating portfolios for GT students to be able to identify them.

Student Learning

Student Learning Summary

Students are doing well in math and are consistently above the district in math benchmarks. Third grade English and Spanish and 4th grade Spanish reading benchmark data is above the district in the approaches and meets categories. 1st through 4th grade levels met or surpassed student growth levels in math from the beginning of the year to the middle of the year according to MAP growth. There are students who are failing their classes especially in the upper grades. Students are still struggling with comprehending and phonics. Students are not meeting growth targets in reading for all grade levels in MAP growth. Kindergarten and 5th grade is significantly below the growth measure.

Student Learning Strengths

Students are doing well in math and are consistently above the district in math benchmarks. Third grade English and Spanish and 4th grade Spanish reading benchmark data is above the district in the approaches and meets categories. 1st through 4th grade levels met or surpassed student growth levels in math from the beginning of the year to the middle of the year according to MAP growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Kindergarten English reading MAP growth scores portrayed a 2 point gain from fall 2020 to winter 2021; the projected growth from fall to winter was 9.5 points **Root Cause:** MAP data has not been used to fidelity to improve teacher instruction. Tier one instruction throughout the school year was not strong and aligned to the TEKS to ensure student growth and success. In kindergarten we have three new teachers who are participating in the reading academies and are at the beginning stages of their own growth

Problem Statement 2 (Prioritized): 5th grade boys reading map growth portrayed an observed growth score of 0 from fall 2020 to winter 2021; in comparison the girls showed a five point growth gain **Root Cause:** MAP data has not been used to fidelity to improve teacher instruction. Tier one instruction throughout the school year was not strong and aligned to the TEKS to ensure student growth and success. There has been a combination of teacher learning classroom management and strong reading instruction. The teacher is brand new and has been growing her teaching practices throughout the year

School Processes & Programs

School Processes & Programs Summary

The adaptive computer programs for both reading and math helped to increase student achievement and growth. The choir program and after school program were effective in engaging students after school each week. The schedule of the school is designed to meet the needs of the students academic and socio-emotional development. Programs services offered focus on both the socio-emotional needs and academic growth. This year there is a lack of consistency with teachers and different plans throughout the year that have been put in place in order to ensure student safety.

For the 2021-22 school year, our school population (staff and student) increased due to the closure of Rosemont Elementary School. Several teachers and support staff (17) from Rosemont joined the staff, in addition to three new teachers and one teacher surplus from another campus. We have been very purposeful in the levels of support provided to new and existing staff by assigned a campus instructional coach to a majority of the team. The master schedule has been created to address every content by the required instructional minutes, including an acceleration period (BEE Time) to provide individualized targeted instruction. On Wednesdays, teachers participate in grade level PLCs as well as have an additional planning to collaborate and plan. The Administrative Leadership team meets every Friday to discuss the needs, plans, and next steps for the campus. The Campus Leadership team of grade level leaders meet month to map out strategies and backward plan based on our campus goals.

Our three big rocks for the year are centered around tier 1 instruction, instructional support, and climate/culture. All plans and activities are and will be created with these priorities in mind. Computer based programs such as Core 5 and MyPath will provide individualized additional practice for all students in K-5. Students in K-1 will participate in Neuhaus and/or Esperanza for phonological awareness instruction, as well as strategies acquired through the participation in HB3 Reading Academies.

School Processes & Programs Strengths

The school has adaptive computer programs for reading and math. This year teachers were able to be coached through our instructional coaches and which helped to bring in the fundamental four and instructional framework into lesson plans. The schools choir program and after school program also helped to engage students in positive after school activities.

The PLC framework implemented for the 2021-22 school year has been very effective for goal setting, planning, and collaboration. Norms were established, goals were set, and trainings on how to decompose standards to write effective learning objectives, and understanding MAP scores were held.

Based on results, we have been able to form small groups, identify strengths and weaknesses, and identify focus areas for BEE time.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 47% of teachers are trained in restorative practices and there is a need for 100% of our teachers to be consistent in building relationships and support classroom management **Root Cause:** SHP had 8 new teachers, which composed 40% of the teachers to the school in the 2020-2021 school year. The focus was on student safety instruction, alignment, lesson planning, and curriculum at the beginning of the year.

Problem Statement 2: The Pre-k program attendance rate is on average at 89.03% compared to upper grades programming which is at 92% **Root Cause:** This is Pre-k students first year coming to school. Parents and students have to learn the systems and procedures for getting students to school on time and every day. The school needs to set strict expectations and have an attendance tracking system with tardies and absences. Some parents are looking at pre-k as a choice and allowing their children to go virtual or in-person.

Problem Statement 3: First grade students lexia usage is at 46% compared to kindergarten, 2nd, 3rd and 4th grade which is at 85% or greater **Root Cause:** Lexia started later in the year and there was not a system to check for usage per each grade level. The system that was put in place was not done with fidelity due to a focus that is centered around learning to use the program versus monitoring the program

Perceptions

Perceptions Summary

Teachers worked this year to create a vision and motto statement to ensure that everyone was aligned. The suspension rates were reduced, however, there is a new behavior monitoring system that many teachers are still learning how to use. Teachers are learning how to track RTI and ongoing behavior patterns in the system. The morale has decreased due to both in-person and virtual instruction and teachers' beliefs of their capabilities to teach both. Lack of buy-in for teacher leadership due to impact of COVID-19 this school year. Teachers have expressed a need for more recognitions from their school leaders and the need to build a relationship to get to know them as a person and not just as a contributor to student educational success.

As a priority, our focus has been centered around climate and culture for staff, students, and community. Surveys and in-person interviews were held with the staff to hear their concerns, recommendations, and to start the process of gaining trust and developing a strong, hard-working team. As a staff, we decided on a motto and schoolwide theme, revised our vision statement to reflect where we'd like to go in the future, and created several opportunities for shared leadership. For students, we have started the process of organizing a Student Council, and obtaining input on what types of things they need to be successful and make being at school fun! We started a week TELPAS Tuesday focus where students from each grade level is highlighted with their picture and writing sample. Starting in October, we will highlight a Bumblebee of the Month, and a Royally Good Citizen of the Week until the end of the year. The criteria is centered around being a model citizen and representing our school in a positive manner. All students have the opportunity to be a Royally Good Citizen. We have created the SBDM team made up of several stakeholders, including parents, community members, and business partners. In August, we hosted a Meet the Teacher event, and welcomed our community into the building on the first day of school. Several of our partners came out to welcome our students back to school. In early September, we hosted a Good Times with Grandparents event, where students could come to school with their grandparents for breakfast and a photo opportunity. From September 15-October 15th, we have been sharing Hispanic Heritage facts, celebrations, and traditions that have been shared by our students and staff on the morning announcements. On October 15th, we will invite the school community out for a Hispanic Heritage Event with fun and games, highlighting the Hispanic community.

We have been very intentional about including all of our stakeholders and telling our new story through our social media platforms, Facebook, Twitter, and Instagram. We also use a schoolwide communication platform of Class DOJO. On a weekly basis, a newsletter to our families and community is sent out in English and Spanish. Teachers and staff receive a separate newsletter each week with recognitions, expectations, and upcoming events.

A PTO was created, after the PTA was dissolved.

Perceptions Strengths

The school has reduced the suspension rates and teachers have strong teacher-student relationships. This school year there was also a campus created vision and motto that ensured all stakeholders were involved in the process.

Students, staff, families, and community partners have noticed the positive change and are encouraged about the direction our campus is going. Teachers work collaboratively, behaviors are starting to decrease, and involvement is increasing. Students and staff have commented on how they love to come to school or work. Families have positively commented on the "supportive feel and positive outlook" for the campus. We are making steps in the right direction. As our motto states, "SHP is the place to BEE!"

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The panorama teacher survey resulted in a 58% favorable in the inviting work environment category; however the pyramid had a 90% favorable score and the district had an 87% favorable score **Root Cause:** School has been focused on increasing student achievement and working to improve instructional practices. Teachers feel overworked and under-appreciated for the work they are doing.

Priority Problem Statements

Problem Statement 1: Kindergarten English reading MAP growth scores portrayed a 2 point gain from fall 2020 to winter 2021; the projected growth from fall to winter was 9.5 points

Root Cause 1: MAP data has not been used to fidelity to improve teacher instruction. Tier one instruction throughout the school year was not strong and aligned to the TEKS to ensure student growth and success. In kindergarten we have three new teachers who are participating in the reading academies and are at the beginning stages of their own growth

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 5th grade boys reading map growth portrayed an observed growth score of 0 from fall 2020 to winter 2021; in comparison the girls showed a five point growth gain

Root Cause 2: MAP data has not been used to fidelity to improve teacher instruction. Tier one instruction throughout the school year was not strong and aligned to the TEKS to ensure student growth and success. There has been a combination of teacher learning classroom management and strong reading instruction. The teacher is brand new and has been growing her teaching practices throughout the year

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The panorama teacher survey resulted in a 58% favorable in the inviting work environment category; however the pyramid had a 90% favorable score and the district had an 87% favorable score

Root Cause 3: School has been focused on increasing student achievement and working to improve instructional practices. Teachers feel overworked and under-appreciated for the work they are doing.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- (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 benchmark or common assessments data
- Running Records results
- Observation Survey results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: April 29, 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 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 32% to 55% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 43% to 65% by May 2022.

Increase the percentage of economically disadvantaged students On Track on Circle Phonological Awareness on our campus from 35% to 55% by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: Develop teacher capacity in reading basic skills, phonological awareness, and create protocols to plan, teach, and drive instruction through data and observations. Create systems to monitor progress and identify next steps. Strategy's Expected Result/Impact: Students will show an increase for reading staar from 34% to 47% Staff Responsible for Monitoring: Reading teachers and leadership team. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Kindergarten English reading MAP growth scores portrayed a 2 point gain from fall 2020 to winter 2021; the projected growth from fall to winter was 9.5 points Root Cause: MAP data has not been used to fidelity to improve teacher instruction. Tier one instruction throughout the school year was not strong and aligned to the TEKS to ensure student growth and success. In kindergarten we have three new teachers who are participating in the reading academies and are at the beginning stages of their own growth</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 34% to 55% 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 30% to 55% by May 2022.

Increase the percentage of Economically Disadvantaged students on our campus (gender, race, program, other) from 32% to 50% by May 2022.

Evaluation Data Sources: MAP fluency indicators

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement professional development cycle where teachers will look at the reading data, use the science of teaching and reading strategies and implement the strategies in class to increase students mastery of the topic.</p> <p>Strategy's Expected Result/Impact: Students will show an increase in MAP fluency in English from 23.6% to 55%, in Spanish from 17.9% to 55% and the AA population will increase from 12.2% to 50% .</p> <p>Staff Responsible for Monitoring: Reading teachers, Leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Reading Materials - Title I (211) - 211-11-6329-04E-226-30-510-000000-22F10 - \$1,500 , Data Analyst - Title I (211) - 211-13-6119-04E-226-30-510-000000-22F10 - \$81,415</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize the MAP reading fluency progress monitoring every 3 weeks to check students progress in growth.</p> <p>Strategy's Expected Result/Impact: Students will meet the expectation of growth on MAP fluency from 32% to 50%</p> <p>Staff Responsible for Monitoring: Kindergarten- Third grade teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Kindergarten English reading MAP growth scores portrayed a 2 point gain from fall 2020 to winter 2021; the projected growth from fall to winter was 9.5 points **Root Cause:** MAP data has not been used to fidelity to improve teacher instruction. Tier one instruction throughout the school year was not strong and aligned to the TEKS to ensure student growth and success. In kindergarten we have three new teachers who are participating in the reading academies and are at the beginning stages of their own growth

Problem Statement 2: 5th grade boys reading map growth portrayed an observed growth score of 0 from fall 2020 to winter 2021; in comparison the girls showed a five point growth gain **Root Cause:** MAP data has not been used to fidelity to improve teacher instruction. Tier one instruction throughout the school year was not strong and aligned to the TEKS to ensure student growth and success. There has been a combination of teacher learning classroom management and strong reading instruction. The teacher is brand new and has been growing her teaching practices throughout the year

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 38% to 55% 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 29% to 50% by May 2022.

Increase the percentage of Economically Disadvantaged students on our campus (gender, race, program, other) from 35% to 55% by May 2022.

Evaluation Data Sources: MAP growth

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement professional development cycle where teachers will look at the reading data, use the science of teaching and reading strategies (HB3) and implement the strategies in class to increase students mastery of the topic. Teacher and student data tracking. Professional Development plan to support struggling TEKS, using the Learning Continuum Plan as a resource.</p> <p>Strategy's Expected Result/Impact: Students will show an increase in MAP Growth in English from 36.7% to 55%, in Spanish from 43.9% to 55% and the AA population will increase from 31% to 55% .</p> <p>Staff Responsible for Monitoring: Reading teachers, Leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Teacher After hour PD - Title I (211) - 211-11-6116-OPD-226-30-510-000000-22F10 - \$1,000</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 PK students who score On Track on Circle Math from 45% to 65% by May 2022.

Increase the percentage of PK students who score On Track on Circle Math Spanish from 54% to 74% by May 2022.

Increase the percentage of Economically disadvantaged students on our campus (gender, race, program, other) from 48% to 65% by May 2022.

Evaluation Data Sources: On Track on Circle Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will study and understand the student expectations and unpack the TEKS in PLC's in order to create lesson plans and provide rigorous tier 1 instruction. Teacher will continue to look at Kindergarten MAP data to see the skills that are to be mastered in pre-k. Teachers will be able to maintain concept level teaching throughout the year in place of skill level teaching. Utilize content resources to scaffold accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Increase On Track on Circle Math from 41.7% to 65% in English Increase On Track on Circle Math Spanish from 64.3% to 75%</p> <p>Staff Responsible for Monitoring: Pre-k teachers, leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Curriculum Materials - Title I (211) - 211-11-6399-04E-226-30-510-000000-22F10 - \$1,300</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: Early Math

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

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 36.4% to 60% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will study and understand the student expectations and unpack the TEKS in PLC's in order to create lesson plans and provide rigorous tier 1 instruction. Teachers will be able to maintain concept level teaching throughout the year in place of skill level teaching.</p> <p>Strategy's Expected Result/Impact: Increase On Track on TX-KEA Math from 36.4% to 60% in English Increase On Track on TX-KEA Math Spanish from 89.5% to 95%</p> <p>Staff Responsible for Monitoring: Kindergarten teachers, leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</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 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 45% to 65% by May 2022.

Increase the percentage of Hispanic students on our campus (gender, race, program, other) from 44% to 65% by May 2022.

Evaluation Data Sources: MAP growth

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher capacity to focus on tier 1 instruction in the math classroom as well as include concrete, representational, and abstract learning in all stages of the gradual release model to increase the rigor in the classroom and improve student learning.</p> <p>Strategy's Expected Result/Impact: Increase Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 48.5% to 65% Increase Hispanic students MAP growth in math from 47.5% to 65%</p> <p>Staff Responsible for Monitoring: Math teachers, leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Subs for pull out - Title I (211) - 211-11-6112-04E-226-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
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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 28% to 45% by May 2022.

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading Spanish from 23% to 40% by May 2022.

Increase the percentage of economically disadvantaged students on our campus (gender, race, program, other) from 24% to 44% by May 2022.

Evaluation Data Sources: STAAR reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Implement professional development cycle where teachers will look at the reading data, use the science of teaching and reading strategies and implement the strategies in class to increase students mastery of the topic.</p> <p>Strategy's Expected Result/Impact: Students will show an increase in MEETS or above on STAAR reading English from 21.2% to 30% Students will show an increase in MEETS or above on STAAR reading Spanish from 14.3% to 25%</p> <p>Staff Responsible for Monitoring: Reading teachers, Leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: STAAR materials/ Book Recources - SCE (199 PIC 24) - 199-11-6399-001-226-24-313-000000- - \$1,464</p>				
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Kindergarten English reading MAP growth scores portrayed a 2 point gain from fall 2020 to winter 2021; the projected growth from fall to winter was 9.5 points Root Cause: MAP data has not been used to fidelity to improve teacher instruction. Tier one instruction throughout the school year was not strong and aligned to the TEKS to ensure student growth and success. In kindergarten we have three new teachers who are participating in the reading academies and are at the beginning stages of their own growth</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 on STAAR Math from 26% to 46% by May 2022.

Increase the percentage of economically disadvantaged students on our campus (gender, race, program, other) from 25% to 45% by May 2022.

Increase the percentage of 3-5 grade students scoring at MASTERS from 11% to 18% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher capacity to focus on academic tier one instruction in the math classroom as well as include concrete, representational, and abstract learning in all stages of the gradual release model to increase the rigor in the classroom and improve student learning.</p> <p>Strategy's Expected Result/Impact: Increase 3-5 grade students scoring at MEETS or above on STAAR Math from 23.3% to 36% Increase African American students MEETS on STAAR Math from 9.4% to 20%</p> <p>Staff Responsible for Monitoring: Math teachers, leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: General Supplies - SCE (199 PIC 24) - 199-11-6399-001-226-24-313-000000- - \$1,464</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 26% to 12% by May 2022.

Decrease the number and percentage of Economically disadvantaged students on our campus who are chronically absent from 26% to 16% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create an attendance committee that reaches out to parents when absences occur and helps in the Implementation of an attendance incentive system with celebrations for the families based on attendance percentage.</p> <p>Strategy's Expected Result/Impact: The student attendance rate will decrease from 23.6% to 5%</p> <p>Staff Responsible for Monitoring: Attendance committee, leadership team, teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: materials for parent communications specialist - Title I (211) - 211-61-6399-04L-226-30-510-000000-22F10 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: The panorama teacher survey resulted in a 58% favorable in the inviting work environment category; however the pyramid had a 90% favorable score and the district had an 87% favorable score Root Cause: School has been focused on increasing student achievement and working to improve instructional practices. Teachers feel overworked and under-appreciated for the work they are doing.</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 67.8% to 85% by May 2022. We will focus on social awareness and emotional regulation. Emotional regulation will move from 35% to 55% Social awareness from 63% to 80% by May 2022.

Increase positive response by Special Education students on our campus (gender, race, program, other) from 60% to 70% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all teachers and staff are trained in restorative practices to include and Incorporate circle time and SEL checks in classrooms, trauma informed training- CPI and de-escalation</p> <p>Strategy's Expected Result/Impact: Increase the positive response to the learning environment on panorama from 67.8% to 85%</p> <p>Staff Responsible for Monitoring: counselor, leadership committee, teachers, faculty</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: The panorama teacher survey resulted in a 58% favorable in the inviting work environment category; however the pyramid had a 90% favorable score and the district had an 87% favorable score Root Cause: School has been focused on increasing student achievement and working to improve instructional practices. Teachers feel overworked and under-appreciated for the work they are doing.</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 from 5% to 2% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all teachers and staff are trained in restorative practices to include and Incorporate circle time and SEL checks in classrooms, trauma informed training- CPI and de-escalation techniques and culturally relevant pedagogy for Special Education teachers. Incorporate opportunities for student leadership during and after school.</p> <p>Strategy's Expected Result/Impact: decrease the number of in and out of school suspensions for african american students from 2.6% to 0%</p> <p>Staff Responsible for Monitoring: all faculty</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Culturally Responsive teaching and problem based learning materials - Title I (211) - 211-11-6399-04E-226-30-510-000000-22F10 - \$2,809</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: The panorama teacher survey resulted in a 58% favorable in the inviting work environment category; however the pyramid had a 90% favorable score and the district had an 87% favorable score Root Cause: School has been focused on increasing student achievement and working to improve instructional practices. Teachers feel overworked and under-appreciated for the work they are doing.</p>

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	1	Reading Materials	Reading materials for classroom use	211-11-6329-04E-226-30-510-000000-22F10	\$1,500.00
1	2	1	Data Analyst	Data Analyst	211-13-6119-04E-226-30-510-000000-22F10	\$81,415.00
1	3	1	Teacher After hour PD	Extra duty pay for PD after hours	211-11-6116-0PD-226-30-510-000000-22F10	\$1,000.00
2	1	1	Curriculum Materials	Supplies and materials for instructional use	211-11-6399-04E-226-30-510-000000-22F10	\$1,300.00
2	3	1	Subs for pull out	Subs for supplemental instruction	211-11-6112-04E-226-30-510-000000-22F10	\$1,000.00
4	1	1	materials for parent communications specialist	Supplies and materials for parental involvement	211-61-6399-04L-226-30-510-000000-22F10	\$1,500.00
4	3	1	Culturally Responsive teaching and problem based learning materials	Supplies and materials for instructional use	211-11-6399-04E-226-30-510-000000-22F10	\$2,809.00
Sub-Total						\$90,524.00
Budgeted Fund Source Amount						\$90,524.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
3	1	1	STAAR materials/ Book Recources	Supplies and materials for instructional use	199-11-6399-001-226-24-313-000000-	\$1,464.00
3	2	1	General Supplies	Supplies and materials for instructional use	199-11-6399-001-226-24-313-000000-	\$1,464.00
Sub-Total						\$2,928.00
Budgeted Fund Source Amount						\$2,928.00
+/- Difference						\$0.00
Grand Total						\$93,452.00