Fort Worth Independent School District

227 Dolores Huerta Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

"Preparing ALL students for success in college, career, and community leadership."

Vision

"Together we can build a bright future."

Value Statement

"Si Se Puede!"

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 8, 2021

Demographics

Demographics Summary

Dolores Huerta Elementary was built in 2003 to help with the increase of enrollment in the Northside. Our students feed into Kirkpatrick middle school before continuing their education at Northside High School.

Based on the 19-20 school report card out of the 557 students enrolled on campus, 96% were Hispanic, 2% White, 1.5% African American and .5% are two or more races.

Our population consists of 94% of students who meet the qualifications for being economically disadvantaged, 59% of the students are English Learners, 15% of the students receive special education services and 6% are identified gifted and talented.

We have wonderful teachers who go out of their way on a daily basis to help students achieve their goals and grade level expectations. 67% of the teachers are Hispanic, 6% are African American and 28% are White. All teachers must have a Bachelor's Degree but we also have 28% of our teachers that have a Master's Degree. The average years of experience for our teachers is 11.2 years.

Demographics Strengths

The staff and students at Dolores Huerta Elementary feel safe and have good relationships with everyone on campus. Our staff are working together to help when needed and cover for each other to meet our students' needs. We offer services to our students who qualify for extra services such as special education, dyslexia and gifted and talented. Our administrators has been flexible with schedules and instructional strategies due to the changing environment this school year. Teachers have a voice and have great communication with community and other staff members.

Problem Statements Identifying Demographics Needs

Problem Statement 2 (Prioritized): The decrease in MTSS and dyslexia referrals from 33 in 19-20 to 19 in the 20-21 school year is showing us that teachers are having more difficulty identifying virtual students that might need services (504, Dyslexia, SPED) **Root Cause:** Signs of each of the disabilities are not as visible through virtual instruction (interactions, behaviors, etc.)

Problem Statement 3 (Prioritized): While the student attendance rate at our campus is 90%, the Panorama student survey shows a 68% favorable rating for students focused on activities in class for 3rd-5th. **Root Cause:** Teachers need to plan for the active engagement parts for each of the lessons.

Student Learning

Student Learning Summary

Strong instructional practices are the backbone of every successful school. At Dolores Huerta Elementary we are committed to academic success and excellence for all students. In order to achieve this, teachers must have high expectations for all students, along with rigorous instruction and the necessary support for students to achieve their learning goals. Teachers are expected to collaborate in Professional Learning Communities (PLCs) to create Instructional Planning Calendars (IPCs) for the core content areas in grades Kinder through 5th. All teachers are also expected to submit weekly lesson plans aligned to the FWISD Curriculum Scope & Sequence and Lesson Structure. Aligned formative assessments will be provided to students throughout each unit of study, and the data will be gathered and analyzed in Weekly Data Meetings with the administrative team. Student progress will be closely monitored so interventions can be provided in a timely and effective manner.

Student Learning Strengths

The instructional practices in the lower grades have engaged students in virtual and in-person learning. They have also done a great job building relationships with all students. In-person students have been more engaged in the learning and giving a lot of effort in their work. Teachers in lower grades are using manipulatives daily to engage the students and teach the concept behind the process.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to MAP Growth Reading scores 58% of Kindergarten students, 69% of first grade students and 64% of second grade students have reading levels that are below and far below grade level expectations. **Root Cause:** Teachers do not have the training or consistent resources to teach explicit phonics lessons.

Problem Statement 2 (Prioritized): Based on reading benchmark data 60% of 5th grade students were approaching grade level in the 19-20 school year. However only 31% of students in the 20-21 school year are approaching grade level. **Root Cause:** Teachers do not have the training to teach the fundamental four on a daily basis with an emphasis on vocabulary development.

Problem Statement 3 (Prioritized): According to the MAP Growth Middle of the year 2020-21 North Side Pyramid Campus Roster we had the least % of Met Growth BOY-MOY Math at 33% compared to 41% for the highest percent of growth in the roster. **Root Cause:** Teachers are not always using DOL data or formative assessments to inform instruction.

School Processes & Programs

School Processes & Programs Summary

Motto

"Si Se Puede!"

Mission

"Preparing ALL students for success in college, career, and community leadership."

Vision

"Together we can build a bright future."

Values

- Growth Mindset

- Building positive relationships with students, parents, and staff

- Safety for all in a welcoming environment

- Family and community involvement

School Processes & Programs Strengths

Dolores Huerta Elementary teachers have completed 30 hours of PD related to their grade level and expertise. The Dolores Huerta Elementary leadership team voices the ideas of teachers and works diligently with administrators to identify problems and its roots to develop and outline a plan to solve them. The district has provided technology so students in all grades are one to one in technology. Our instructional coach has lead session to help teacher align lessons to the FWISD curriculum. Teacher have shared activities with each other during grade level planning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 93% of Dolores Huerta Elementary teachers completed 30 hours of PD, however these Professional Learning opportunities need to be reformed and differentiated by grade level, content area and years of expertise. **Root Cause:** The district Professional development does not "go deep" into each teacher's context, prioritizing application of knowledge in instruction instead only covers generalized topics.

Problem Statement 2 (Prioritized): Not all grades are represented in the leadership roles on campus. **Root Cause:** The lack of varied leadership roles in our school

organization.

Problem Statement 3 (Prioritized): ARD and 504 meetings were held to assure students receive what they need during district and standardized tests, however the scores for MAP Reading show only 42% growth in Kindergarten through 5th grade. **Root Cause:** Students don't always show accurate ability in computer assessments.

Perceptions

Perceptions Summary

At Dolores Huerta Elementary we strive for academic success and excellence in all we do. We value a growth mindset, knowing we can always improve and encourage others to do so. We cannot do this work alone, and seek above all else to strengthen the bonds between students, staff, families, and our community. At Dolores Huerta, together we can build a bright future.

En la Escuela Primaria Dolores Huerta nos esforzamos por el éxito académico y la excelencia en todo lo que hacemos. Valoramos una mentalidad de crecimiento, sabiendo que siempre podemos mejorar y alentar a otros a hacerlo. No podemos hacer este trabajo solos, así que sobre todo, buscamos fortalecer los lazos entre los estudiantes, el personal, las familias y nuestra comunidad. En Dolores Huerta, juntos podemos construir un futuro brillante.

It is important that all students, staff, and community members at Dolores Huerta have a growth mindset. To foster this, we focus on the power of yet and the deep belief that everyone can improve and grow. In order to nurture this growth, our students will need the right support from their school and homes. We have a series of support programs in place to help us meet the needs of all students including MTSS, Section 504, Special Education, RISE, Gifted & Talented, ESL and Dual Language, Dyslexia, and Speech.

Perceptions Strengths

Our school counselor is scheduling weekly meetings with each homeroom to help students manage their feelings. Dolores Huerta Elementary offers many extracurricular activities that include academic clubs (STEM), musicals, cheer-leading, UIL, Battle of the Books, Science Fair, Spelling Bee, Reading Bee, soccer, softball, and chess club. Students in second through fifth grades are able to stay after school in the FWAS program.

Parental involvement is great as parents grow and learn in our Parent University and are also involved in making decisions as PTA members.

Our teachers have at least one face to face conference with the students a year to go over progress, strengths and things that they need to grow.

Teachers in the grade levels work well together and are willing to share and collaborate to help each other and increase student achievement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on the Panorama survey only 45% of 3rd-5th grade students at Dolores Huerta report that they can regulate their emotions consistently, sometimes negatively impacting their learning and engagement. **Root Cause:** Lack of consistent culturally-relevant SEL and emotional regulation practices in all classrooms.

Problem Statement 2 (Prioritized): Based on the Panorama survey 50% of teachers at Dolores Huerta feel confident that adults in the building can have honest conversations with students about race and 31% of teachers feel the school is helping students speak out about racism. **Root Cause:** Lack of resources and teaching materials at the campus level to address racial issues.

Problem Statement 3 (Prioritized): Based on the Panorama survey only 32% of 3rd-5th grade students at Dolores Huerta report that they frequently or almost always discuss ideas from class at home. **Root Cause:** Need for continued communication with parents regarding curriculum and instruction.

Problem Statement 4 (Prioritized): 57% of teachers at Dolores Huerta had positive perceptions about the amount and quality of feedback faculty and staff receive. **Root Cause:** Did not schedule out time to have conversations regarding written communication and feedback with all teachers.

Priority Problem Statements

Problem Statement 1: The decrease in MTSS and dyslexia referrals from 33 in 19-20 to 19 in the 20-21 school year is showing us that teachers are having more difficulty identifying virtual students that might need services (504, Dyslexia, SPED)

Root Cause 1: Signs of each of the disabilities are not as visible through virtual instruction (interactions, behaviors, etc.)

Problem Statement 1 Areas: Demographics

Problem Statement 2: According to MAP Growth Reading scores 58% of Kindergarten students, 69% of first grade students and 64% of second grade students have reading levels that are below and far below grade level expectations.

Root Cause 2: Teachers do not have the training or consistent resources to teach explicit phonics lessons.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Based on reading benchmark data 60% of 5th grade students were approaching grade level in the 19-20 school year. However only 31% of students in the 20-21 school year are approaching grade level.

Root Cause 3: Teachers do not have the training to teach the fundamental four on a daily basis with an emphasis on vocabulary development.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: According to the MAP Growth Middle of the year 2020-21 North Side Pyramid Campus Roster we had the least % of Met Growth BOY-MOY Math at 33% compared to 41% for the highest percent of growth in the roster.

Root Cause 4: Teachers are not always using DOL data or formative assessments to inform instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: While the student attendance rate at our campus is 90%, the Panorama student survey shows a 68% favorable rating for students focused on activities in class for 3rd-5th.

Root Cause 5: Teachers need to plan for the active engagement parts for each of the lessons.

Problem Statement 5 Areas: Demographics

Problem Statement 6: 93% of Dolores Huerta Elementary teachers completed 30 hours of PD, however these Professional Learning opportunities need to be reformed and differentiated by grade level, content area and years of expertise.

Root Cause 6: The district Professional development does not "go deep" into each teacher's context, prioritizing application of knowledge in instruction instead only covers generalized topics.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Not all grades are represented in the leadership roles on campus.

Root Cause 7: The lack of varied leadership roles in our school organization.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: ARD and 504 meetings were held to assure students receive what they need during district and standardized tests, however the scores for MAP Reading show only 42% growth in Kindergarten through 5th grade.

Root Cause 8: Students don't always show accurate ability in computer assessments.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Based on the Panorama survey only 45% of 3rd-5th grade students at Dolores Huerta report that they can regulate their emotions consistently, sometimes negatively impacting their learning and engagement.

Root Cause 9: Lack of consistent culturally-relevant SEL and emotional regulation practices in all classrooms.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Based on the Panorama survey 50% of teachers at Dolores Huerta feel confident that adults in the building can have honest conversations with students about race and 31% of teachers feel the school is helping students speak out about racism.

Root Cause 10: Lack of resources and teaching materials at the campus level to address racial issues.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Based on the Panorama survey only 32% of 3rd-5th grade students at Dolores Huerta report that they frequently or almost always discuss ideas from class at home.

Root Cause 11: Need for continued communication with parents regarding curriculum and instruction.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: 57% of teachers at Dolores Huerta had positive perceptions about the amount and quality of feedback faculty and staff receive.

Root Cause 12: Did not schedule out time to have conversations regarding written communication and feedback with all teachers.

Problem Statement 12 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Student Progress Domain

Student Data: Assessments

- State and federally required assessment information
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 28% 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 50% to 60% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 77% to 83% by May 2022.

Increase the percentage of English, Economically Disadvantaged students from 42% to 52% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: CLI Assessment

Strategy 1 Details	Reviews			
Strategy 1: We will increase the understanding and implementation of quality Tier 1 instruction in Literacy by providing professional learning that is focused on the fundamental four and provide weekly planning time in PLC meetings with peers to focus on engagement, differentiated activities, aligning standards, analyzing assessments and adjusting instruction with a focus on our 504 and special education students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By June 2022, the percentage of PK students score on track on Circle Phonological Awareness will increase by 10%. By June 2022, 80% of lessons observed will be aligned to the Fundamental Four components and tier one instruction. **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: According to MAP Growth Reading scores 58% of Kindergarten students, 69% of first grade students and 64% of second grade students have reading levels that are below and far below grade level expectations. **Root Cause**: Teachers do not have the training or consistent resources to teach explicit phonics lessons.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 28% 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 47% 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 34% to 40% by May 2022.

Increase the percentage of Economically Disadvantaged (Spanish) students from 34% to 40% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP Fluency

Strategy 1 Details	Reviews			
Strategy 1: We will increase the understanding and implementation of quality Tier 1 instruction in Literacy by providing professional learning that is focused on the fundamental four and provide weekly planning time in PLC meetings with peers to focus on acceleration activities for students that are on and above grade level.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By June 2022, the percentage of students in Kindergarten-3rd grade meeting or exceeding grade level expectations will increase by 10% on the MAP Fluency indicators. **Staff Responsible for Monitoring:** Teachers and administrators **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Teacher assistants - Title I (211) - 211-11-6129-04E-227-30-510-000000-22F10 - $52,743				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: According to MAP Growth Reading scores 58% of Kindergarten students, 69% of first grade students and 64% of second grade students have reading levels that are below and far below grade level expectations. **Root Cause**: Teachers do not have the training or consistent resources to teach explicit phonics lessons.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 28% 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 32% to 37% 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 20% to 30% by May 2022.

Increase the percentage of Economically Disadvantaged (Spanish) students from 21% to 30% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth

Strategy 1 Details	Reviews			
Strategy 1: We will increase the understanding and implementation of quality Tier 1 instruction in Literacy by providing professional learning that is focused on the fundamental four and provide weekly planning time in PLC meetings with peers to focus on engagement, differentiated activities, aligning standards, analyzing assessments and adjusting instruction with a focus on interventions to match the needs of our students who are not meeting growth in the BOY and MOY administrations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By June 2022, we will have a 10% growth in Kindergarten through 5th grade students who meet or exceed projected growth on MAP Growth. **Staff Responsible for Monitoring:** Teachers and administration **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3				

Strategy 2 Details	Reviews			
Strategy 2: Students will have the opportunity to select authentic literature and diverse text when visiting the library each week.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By June 2022, there will be an increase of 10% in the library circulation as measured by circulation report. **Staff Responsible for Monitoring:** Librarian and teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** Library Books - Title I (211) - 211-12-6329-04E-227-30-510-000000-22F10 - $5,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: According to MAP Growth Reading scores 58% of Kindergarten students, 69% of first grade students and 64% of second grade students have reading levels that are below and far below grade level expectations. **Root Cause**: Teachers do not have the training or consistent resources to teach explicit phonics lessons.

Problem Statement 2: Based on reading benchmark data 60% of 5th grade students were approaching grade level in the 19-20 school year. However only 31% of students in the 20-21 school year are approaching grade level. **Root Cause**: Teachers do not have the training to teach the fundamental four on a daily basis with an emphasis on vocabulary development.

Problem Statement 3: According to the MAP Growth Middle of the year 2020-21 North Side Pyramid Campus Roster we had the least % of Met Growth BOY-MOY Math at 33% compared to 41% for the highest percent of growth in the roster. **Root Cause**: Teachers are not always using DOL data or formative assessments to inform instruction.

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 (English)from 76% to 85% and Circle Math (Spanish) from 68% to 78% by May 2022.
Increase the percentage of English, Economically Disadvantaged students from 67% to 75% by May 2022.

    Evaluation Data Sources: PK Circle Math

Strategy 1 Details	Reviews			
Strategy 1: We will increase the understanding and implementation of quality Tier 1 instruction in Math by providing professional learning that is focused on early numeracy, problem solving and provide weekly planning time in PLC meetings with peers to focus on engagement, differentiated activities, aligning standards, analyzing assessments and adjusting instruction with a focus on our 504 and special education students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: By June 2022, PK students who score On Track on Circle Math will increase by 10%.
   Staff Responsible for Monitoring: Teachers and administrators
   Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction
   Problem Statements: School Processes & Programs 1, 3				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 93% of Dolores Huerta Elementary teachers completed 30 hours of PD, however these Professional Learning opportunities need to be reformed and differentiated by grade level, content area and years of expertise. **Root Cause**: The district Professional development does not "go deep" into each teacher's context, prioritizing application of knowledge in instruction instead only covers generalized topics.
Problem Statement 3: ARD and 504 meetings were held to assure students receive what they need during district and standardized tests, however the scores for MAP Reading show only 42% growth in Kindergarten through 5th grade. **Root Cause**: Students don't always show accurate ability in computer assessments.

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 39% to 49% by May 2022.
Increase the percentage of Economically Disadvantaged students from 25% to 31% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: TX-KEA Math

Strategy 1 Details	Reviews			
Strategy 1: We will increase the understanding and implementation of quality Tier 1 instruction in Math by providing professional learning that is focused on early numeracy, problem solving and provide weekly planning time in PLC meetings with peers to focus on engagement, differentiated activities, aligning standards, analyzing assessments and adjusting instruction with a focus on our 504 and special education students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By June 2022, Kindergarten students who score On Track on TX-KEA assessments will increase by 10%. **Staff Responsible for Monitoring:** Teachers and administrators **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Subtitutes for planning - Title I (211) - 211-11-6112-0PD-227-30-510-000000-22F10 - $12,500				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: According to MAP Growth Reading scores 58% of Kindergarten students, 69% of first grade students and 64% of second grade students have reading levels that are below and far below grade level expectations. **Root Cause**: Teachers do not have the training or consistent resources to teach explicit phonics lessons.

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 Math from 29% to 40% by May 2022.

Increase the percentage of Special Education students from 29% to 40% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: MAP Growth

Strategy 1 Details			Reviews			
Strategy 1: We will increase the understanding and implementation of quality Tier 1 instruction in Math by providing professional learning that is focused on early numeracy, problem solving and provide weekly planning time in PLC meetings with peers to focus on engagement, differentiated activities, aligning standards, analyzing assessments and adjusting instruction with a focus on our at risk students.			**Formative**			**Summative**
			Nov	Jan	Mar	June
Strategy's Expected Result/Impact: By June 2022, the percent of students in Kindergarten- 5th grade who Meet or Exceed projected growth on MAP growth will increase by 10%.
Staff Responsible for Monitoring: Teachers and administration
Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction
Problem Statements: Student Learning 3
Funding Sources: Materials and resources - SCE (199 PIC 24) - 199-11-6399-001-227-24-313-000000- - $5,172						

Strategy 2 Details			Reviews			
Strategy 2: Improve the quality of Tier 1 instruction in Math by providing teachers time to pre-plan each six weeks period using the Instructional Framework Lesson Plan format to focus on engagement and differentiated activities for our 504 and special education students.			**Formative**			**Summative**
			Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 90% of lesson plan objectives will correlate with the district curriculum framework.
Staff Responsible for Monitoring: Instructional Coach and Administrators
Title I Schoolwide Elements: 2.4, 2.5, 2.6
Problem Statements: Demographics 2, 3
Funding Sources: Materials for instruction - Title I (211) - 211-11-6399-04E-227-30-510-000000-22F10 - $4,332						

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: The decrease in MTSS and dyslexia referrals from 33 in 19-20 to 19 in the 20-21 school year is showing us that teachers are having more difficulty identifying virtual students that might need services (504, Dyslexia, SPED) **Root Cause**: Signs of each of the disabilities are not as visible through virtual instruction (interactions, behaviors, etc.)
Problem Statement 3: While the student attendance rate at our campus is 90%, the Panorama student survey shows a 68% favorable rating for students focused on activities in class for 3rd-5th. **Root Cause**: Teachers need to plan for the active engagement parts for each of the lessons.

Student Learning
Problem Statement 3: According to the MAP Growth Middle of the year 2020-21 North Side Pyramid Campus Roster we had the least % of Met Growth BOY-MOY Math at 33% compared to 41% for the highest percent of growth in the roster. **Root Cause**: Teachers are not always using DOL data or formative assessments to inform 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 22% to 35% by May 2022.

Increase the percentage of Special Education students from 10% to 25% by May 2022.

    Targeted or ESF High Priority

    HB3 Goal

    Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in continuous professional learning and data review process by aligning and analyzing assessments, adjusting instruction and providing students will interventions/accelerations based on individual student data with a focus on our Special Education population.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: By June 2022, 3rd-5th grade students scoring at Meets or above on the STAAR Reading assessment will increase by 10%.
     Staff Responsible for Monitoring: Data Analyst and Administrator
     Title I Schoolwide Elements: 2.4, 2.5 - **ESF Levers:** Lever 5: Effective Instruction
     Problem Statements: School Processes & Programs 2 - Perceptions 1, 4
     Funding Sources: Tutoring - materials and substitutes - Title I (211) - 211-11-6116-04E-227-30-510-000000-22F10 - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: The data analyst and instructional coach will help teachers create a system that tracks students who are at the Approaches and Does Not Meet levels on district and state assessments. This data will be used during PLC time to focus our tier one instruction and lesson delivery on aligned standards, data analysis and instructional adjustments based on the FWISD Literacy Framework.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: By May 2022, teachers will analyze the student trackers with the students to set individual student goals which will result in a 10% increase of students scoring Meets of above in STAAR Reading.
     Staff Responsible for Monitoring: Data Analyst, Instructional Coach, Teachers, Administrators
     Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers
     Problem Statements: Demographics 2 - Perceptions 3
     Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-227-30-510-000000-22F10 - $70,013				

    0% No Progress   **100%** Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The decrease in MTSS and dyslexia referrals from 33 in 19-20 to 19 in the 20-21 school year is showing us that teachers are having more difficulty identifying virtual students that might need services (504, Dyslexia, SPED) **Root Cause**: Signs of each of the disabilities are not as visible through virtual instruction (interactions, behaviors, etc.)

School Processes & Programs
Problem Statement 2: Not all grades are represented in the leadership roles on campus. **Root Cause**: The lack of varied leadership roles in our school organization.

Perceptions
Problem Statement 1: Based on the Panorama survey only 45% of 3rd-5th grade students at Dolores Huerta report that they can regulate their emotions consistently, sometimes negatively impacting their learning and engagement. **Root Cause**: Lack of consistent culturally-relevant SEL and emotional regulation practices in all classrooms.
Problem Statement 3: Based on the Panorama survey only 32% of 3rd-5th grade students at Dolores Huerta report that they frequently or almost always discuss ideas from class at home. **Root Cause**: Need for continued communication with parents regarding curriculum and instruction.
Problem Statement 4: 57% of teachers at Dolores Huerta had positive perceptions about the amount and quality of feedback faculty and staff receive. **Root Cause**: Did not schedule out time to have conversations regarding written communication and feedback with all teachers.

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 13% to 25% by May 2022. Increase the percentage of Economically Disadvantaged students from 13% to 25% by May 2022.

    Targeted or ESF High Priority

    Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in continuous professional learning and data review process by aligning and analyzing assessments, adjusting instruction and providing students will interventions/accelerations based on individual student data with a focus on our Special Education population.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: By June 2022, the percentage of 3rd-5th grade students scoring at Meets or above on STAAR Math will increase by 10%.
     Staff Responsible for Monitoring: Data Analyst
     Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math
     Problem Statements: Student Learning 3 - School Processes & Programs 1
     Funding Sources: Tutoring- substitutes and materials - Title I (211) - 211-11-6399-04E-227-30-510-000000-22F10 - $2,882				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: According to the MAP Growth Middle of the year 2020-21 North Side Pyramid Campus Roster we had the least % of Met Growth BOY-MOY Math at 33% compared to 41% for the highest percent of growth in the roster. **Root Cause**: Teachers are not always using DOL data or formative assessments to inform instruction.
School Processes & Programs
Problem Statement 1: 93% of Dolores Huerta Elementary teachers completed 30 hours of PD, however these Professional Learning opportunities need to be reformed and differentiated by grade level, content area and years of expertise. **Root Cause**: The district Professional development does not "go deep" into each teacher's context, prioritizing application of knowledge in instruction instead only covers generalized topics.

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 22% to 15% by May 2022.

Decrease the number and percentage of Economically Disadvantaged students from 23% to 16% by May 2022.

    Targeted or ESF High Priority

    Evaluation Data Sources: Attendance Data

Strategy 1 Details		Reviews			
Strategy 1: The attendance committee with create a clear and well communicated plan for teachers and parents focused on early outreach and family support to help with student attendance.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: By June 2022, the percentage of students who are chronically absent will decrease by 5% as measured by FOCUS reports.
     Staff Responsible for Monitoring: Clerk, teachers, and administrators
     Title I Schoolwide Elements: 3.1 - **ESF Levers:** Lever 3: Positive School Culture
     Problem Statements: Perceptions 1, 2
     Funding Sources: Family Engagement Resources - Title I (211) - 211-61-6399-04L-227-30-510-000000-22F10 - $2,741					

0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Based on the Panorama survey only 45% of 3rd-5th grade students at Dolores Huerta report that they can regulate their emotions consistently, sometimes negatively impacting their learning and engagement. **Root Cause**: Lack of consistent culturally-relevant SEL and emotional regulation practices in all classrooms.
Problem Statement 2: Based on the Panorama survey 50% of teachers at Dolores Huerta feel confident that adults in the building can have honest conversations with students about race and 31% of teachers feel the school is helping students speak out about racism. **Root Cause**: Lack of resources and teaching materials at the campus level to address racial issues.

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 63% to 73% by May 2022.

  Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details		Reviews		
Strategy 1: We will build teacher capacity to create a classroom that promotes a culturally responsive learning environment with an increased awareness on active student engagement and regular communication between the school and home.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By June 2022, 85% of teachers will have a culturally responsive learning environment and will use culturally responsive strategies as needed as measured by lesson plans. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Perceptions 3 **Funding Sources:** Substitutes- parent conferences - Title I (211) - 211-11-6112-0PD-227-30-510-000000-22F10 - $2,500					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 3: Based on the Panorama survey only 32% of 3rd-5th grade students at Dolores Huerta report that they frequently or almost always discuss ideas from class at home. **Root Cause**: Need for continued communication with parents regarding curriculum and instruction.

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 students from 3 to 1 by May 2022.

    Evaluation Data Sources: Discipline data in FOCUS

Strategy 1 Details	Reviews			

Strategy 1: Teachers will have a classroom built on routine and clear expectations for the students where the objectives are posted and updated daily. High quality student work is posted to praise a growth mindset in each student.
    Strategy's Expected Result/Impact: The number of out of school suspensions will decrease from 6 in the 2019-2020 school year to 3 in the 2021-2022 school year as measured in FOCUS reports.
    Staff Responsible for Monitoring: Assistant Principal/ Counselor
    Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 3: Positive School Culture
    Problem Statements: Perceptions 1
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Based on the Panorama survey only 45% of 3rd-5th grade students at Dolores Huerta report that they can regulate their emotions consistently, sometimes negatively impacting their learning and engagement. **Root Cause**: Lack of consistent culturally-relevant SEL and emotional regulation practices in all classrooms.

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 89% to 93% by May 2022.

Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
Strategy 1: Dolores Huerta Elementary will have a welcoming environment for all visitors in person and over the phone so that a clear line of communication can be available with the school and the community.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By May 2021 there will be a positive increase of at least 3% of parents who have a positive perception of the school as measured by Panorama survey. **Staff Responsible for Monitoring:** Office staff **Title I Schoolwide Elements:** 3.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 2 - Perceptions 1				
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Based on reading benchmark data 60% of 5th grade students were approaching grade level in the 19-20 school year. However only 31% of students in the 20-21 school year are approaching grade level. **Root Cause**: Teachers do not have the training to teach the fundamental four on a daily basis with an emphasis on vocabulary development.
Perceptions
Problem Statement 1: Based on the Panorama survey only 45% of 3rd-5th grade students at Dolores Huerta report that they can regulate their emotions consistently, sometimes negatively impacting their learning and engagement. **Root Cause**: Lack of consistent culturally-relevant SEL and emotional regulation practices in all classrooms.

Campus Funding Summary

				Title I (211)		
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	1	Teacher assistants	Teacher Assistant	211-11-6129-04E-227-30-510-000000-22F10	$52,743.00
1	3	2	Library Books	Reading materials for library use	211-12-6329-04E-227-30-510-000000-22F10	$5,000.00
2	2	1	Subtitutes for planning	Subs for professional development	211-11-6112-0PD-227-30-510-000000-22F10	$12,500.00
2	3	2	Materials for instruction	Supplies and materials for instructional use	211-11-6399-04E-227-30-510-000000-22F10	$4,332.00
3	1	1	Tutoring - materials and substitutes	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-227-30-510-000000-22F10	$1,000.00
3	1	2	Data Analyst	Data Analyst	211-13-6119-04E-227-30-510-000000-22F10	$70,013.00
3	2	1	Tutoring- substitutes and materials	Supplies and materials for instructional use	211-11-6399-04E-227-30-510-000000-22F10	$2,882.00
4	1	1	Family Engagement Resources	Supplies and materials for parental involvement	211-61-6399-04L-227-30-510-000000-22F10	$2,741.00
4	2	1	Substitutes- parent conferences	Subs for professional development	211-11-6112-0PD-227-30-510-000000-22F10	$2,500.00
					Sub-Total	$153,711.00
					Budgeted Fund Source Amount	$153,711.00
					+/- Difference	$0.00
				SCE (199 PIC 24)		
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
2	3	1	Materials and resources	Supplies and materials for instructional use	199-11-6399-001-227-24-313-000000-	$5,172.00
					Sub-Total	$5,172.00
					Budgeted Fund Source Amount	$5,172.00
					+/- Difference	$0.00
					Grand Total	$158,883.00