

Fort Worth Independent School District
045 Leadership Academy at Forest Oak 7th And 8th Grade
2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness



Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning.

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Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

Demographics

Demographics Summary

We are the LAFO Lions!

Our campus has 891 students enrolled. We are 65% Hispanic, 33% AA, 1% White, 1% other. Over 50% of our students are ELL and 98% of our students are ED. Finally, 60% of our teachers have 3-5 years of experience. The campus was rated a high B for the 2022-2023 school year. Students have made tremendous growth and progress for math and reading. ELL students come from many different languages and need language support in order to be successful. In addition, COVID has provided a gap for students not just academically but when it comes to social emotional health. Campus is committed to provide top quality instruction and support to students and focused on providing on grade level instruction.

Demographics Strengths

Morning Star Church provides food, school supplies, household items and personal goods to families in the community 3-4 times a year. Campus has strong instructional systems to provide the support needed for student growth and progress. Campus has Instructional coaches and Master teachers that are providing targeted support to new teachers. Campus has strong student support systems to monitor growth for student behavior and engagement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Teachers lack the skills and resources to meet the needs of the students in this population. **Root Cause:** 40% of the teachers are new to teaching and the profession.

Problem Statement 2: Over 50% of our students are ELL and are not performing on grade level. **Root Cause:** Students have gaps in instruction due to the pandemic.

Student Learning

Student Learning Summary

Three of 7th grade classes ELL met standard on the 2020-2021 Math STAAR and 19% of 8th grade students met standard on the 2020-2021 Math STAAR. Thirty percent of 7th grade ELL met standard on the 2020-2021 Reading STAAR, and 21% of 8th grade ELL met standard on the 2020-2021 Reading STARR. The campus was an overall B for student growth in math and reading. Students did exceptionally well in reading. The focus is for 7th grade ELAR and Math for this upcoming year. Although students grew, the achievement is still low.

Student Learning Strengths

Fifty-eight percent of 7th grade ELL scored at approaches on the 2020-2021 Reading STAAR and 46% of 8th grade ELL scored at approaches on the 2020-2021 Reading STAAR. The campus was an overall B for student growth in math and reading. Students did exceptionally well in reading. The campus outscored campuses in District comparison groups for math and reading. For 2021-22 Progress for both RLA and Math were 81%. Math progress almost doubled relative to 20-21. Grade 8 math and Algebra I had the highest percentage of student progress at 83%. Grade 8 math saw far higher growth than comparison schools. Same trends with comparison campuses for RLA.

Science

had much higher performance than comparison campuses (60% App vs 48% at next comparison). Social Studies showed the same trend (50% vs 34%).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Low number of ELL students improved on TELPAS **Root Cause:** 17% of ELL students progressed at least 1 level on TELPAS

Problem Statement 2: Grade 7 students had low achievement for math and reading **Root Cause:** Students have gaps due to pandemic learning loss.

School Processes & Programs

School Processes & Programs Summary

We have an Instructional Coach and Master Teacher for each content to provide support and immediate feedback to teachers in the areas of Classroom Environment, Planning, and Instruction. Instructional systems have been developed to monitor the progress of students through Daily Demonstration of Learning. Campus Leadership teams monitor the progress of student learning daily through a tracker posted in every classroom. Campus provides support through daily PLC for teachers to plan and prepare for high-quality lessons. In addition, new curriculum has been purchased for math and reading curriculum to provide on grade level instruction for students.

School Processes & Programs Strengths

Instructional Coaches and Master Teachers collaborate with teachers weekly to observe and share best practice for teacher and student growth. Instructional systems have been developed to monitor the progress of students through Daily Demonstration of Learning. Campus Leadership teams monitor the progress of student learning daily through a tracker posted in every classroom. Campus provides support through daily PLC for teachers to plan and prepare for high quality lessons. In addition, new curriculum has been purchased for math and reading curriculum to provide on grade level instruction for students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of teacher capacity **Root Cause:** Large number of new teachers to the campus or to the teaching profession

Problem Statement 2: Students have not been exposed to grade level work consistently **Root Cause:** Low expectations of students and teachers not knowing how to differentiate and scaffold.

Perceptions

Perceptions Summary

Due to COVID 19, 40% of our students were virtual. This hindered their ability to receive social and emotional support from our Student Support Team. Students have had to readjust to campus systems and expectations. The campus SEL team has been established to support students that need high-level assistance. The SEL team works daily with the campus leadership team to monitor and provide opportunities for students to be proactive with students. Culture surveys indicate that we have some work to do around ensuring that students are safe at all times, especially after school. Transition times have been challenging, so the campus team has responded by incorporating different strategies to respond to the campus.

Perceptions Strengths

60% of our students were in person to receive social and emotional support from our Student Support Team during the pandemic. The campus has been able to establish house systems to respond to student needs and provide students with leadership opportunities and ways to be proactive about behavior. The campus has been working with outside vendors to secure additional support to work with families and provide parents with additional resources such as Parent University and ItsLIFE. Teachers are receiving targeted professional development on how to best build relationships and meet the needs of students and families. Teachers have also signed up to be a part of the Home Visit Project.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student discipline has increased in both grade levels, based on the number of referrals from last year **Root Cause:** 40% of students were virtual due to COVID 19 which hindered social and emotional development

Problem Statement 2: Lack of parental involvement and interest in school support **Root Cause:** Parents might not feel welcome into the campus especially since we have been closed for 2 years.

Priority Problem Statements

Problem Statement 1: Teachers lack the skills and resources to meet the needs of the students in this population.

Root Cause 1: 40% of the teachers are new to teaching and the profession.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Low number of ELL students improved on TELPAS

Root Cause 2: 17% of ELL students progressed at least 1 level on TELPAS

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lack of teacher capacity

Root Cause 3: Large number of new teachers to the campus or to the teaching profession

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Student discipline has increased in both grade levels, based on the number of referrals from last year

Root Cause 4: 40% of students were virtual due to COVID 19 which hindered social and emotional development

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Performance Objectives with summative review (prior year)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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

Support Systems and Other Data

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

District Goals

District 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.

School Performance Objective 1: By June of 2023, 60% of students in grades 7th and 8th will meet or exceed growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Growth

Strategy 1: All teacher lesson plans submitted, will include instructional practices, activities, and assessments that will be aligned to the rigor of the standard. In addition the campus leadership team will review and provide feedback weekly to ensure alignment is present.

Strategy's Expected Result/Impact: The established monitoring practices will lead to 90% of teachers demonstrating alignment from the lesson objective to the activities to the assessment.

Staff Responsible for Monitoring: Admin and Leadership Team

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Materials and Resources for Teachers to support instruction Intended Audience: Teachers Date(s) / Timeframe: ON GOing	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Campus Leadership Team Collaborating Departments: LAN Team Funding Sources: Materials and Resources - BEA (199 PIC 25) - 199-11-6399-001-045-25-273-000000 - \$2,251				
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No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Teachers will engage in PD on providing students with exemplars to establish clear expectations of student mastery.

Strategy's Expected Result/Impact: The established practice will lead to 90% of teachers demonstrating alignment from curriculum, activities and assessments.

Staff Responsible for Monitoring: Admin and Leadership Teams

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Instructional Coach to help support teachers planning and lesson delivery Intended Audience: Teachers Date(s) / Timeframe: On Going Provider / Presenter / Person Responsible: Campus Leadership Team Collaborating Departments: LAN Team Delivery Method: Weekly PLC meetings Funding Sources: Instructional Coach - Title I (211) - 211-13-6119-04N-045-30-510-000000-23F10 - \$70,000				

No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 3: Teachers will participate in data meetings by instructional coaches to help lead the data meetings utilizing the DDI framework.

Strategy's Expected Result/Impact: 90% of teachers will begin using the data practices while planning for assessments during the backwards planning process.

Staff Responsible for Monitoring: Admin and Leadership Teams

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Data meetings will take place every 3 weeks after 3 week assessment so that teachers review the data Intended Audience: Teachers Date(s) / Timeframe: Every 3 weeks Provider / Presenter / Person Responsible: Campus Team Collaborating Departments: LAN Team Delivery Method: Data Meeting	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Teachers lack the skills and resources to meet the needs of the students in this population. Root Cause: 40% of the teachers are new to teaching and the profession.
Student Learning
Problem Statement 1: Low number of ELL students improved on TELPAS Root Cause: 17% of ELL students progressed at least 1 level on TELPAS
School Processes & Programs
Problem Statement 1: Lack of teacher capacity Root Cause: Large number of new teachers to the campus or to the teaching profession
Perceptions
Problem Statement 1: Student discipline has increased in both grade levels, based on the number of referrals from last year Root Cause: 40% of students were virtual due to COVID 19 which hindered social and emotional development

District 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.

School Performance Objective 1: By June of 2023, 60% of students in grades 7th-8th will meet or exceed growth target as measured by MAP Growth Adaptive Assessment from BOY to EOY.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP

Strategy 1: All teacher lesson plans submitted, will include instructional practices, activities, and assessments that will be aligned to the rigor of the standard. In addition the campus leadership team will review and provide feedback weekly to ensure alignment is present.

Strategy's Expected Result/Impact: Establish monitoring practices will lead to 90% of techers demonstrating alignment from the lesson objective to the activities to the assessment.

Staff Responsible for Monitoring: Admin and Leadership Team

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Teacher Assistants to support classrooms for small groups and differentiation Intended Audience: Students Date(s) / Timeframe: On Going Provider / Presenter / Person Responsible: Campus Leadership Team Collaborating Departments: LAN Team Delivery Method: Classroom Support Funding Sources: Teacher Assistant - Title I (211) - 211-11-6129-04N-045-30-510-000000-23F10 - \$40,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Additional teacher to support smaller classroom sizes and small group instruction for students Intended Audience: Students Date(s) / Timeframe: On Going Provider / Presenter / Person Responsible: Campus Leadership Team Collaborating Departments: LAN Team Delivery Method: Instruction Funding Sources: Teacher - Title I (211) - 211-11-6119-04N-045-30-510-000000-23F10 - \$50,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Teachers will engage in PD on lesson alignment to ensure daily alignment with the curriculum, activities, and assessments.

Strategy's Expected Result/Impact: The established practice will lead to 90% of teachers demonstrating alignment from curriculum, activities and assessments

Staff Responsible for Monitoring: Admin and Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Materials for teachers classrooms Intended Audience: Teachers Date(s) / Timeframe: On going Collaborating Departments: LAN Team Delivery Method: PD and conferences Funding Sources: - SCE (199 PIC 24) - 199-11-6329-001-045-24-273-000000- - \$1,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Teachers will attend conferences to build math and literacy lesson delivery with engaging strategies Intended Audience: Students Date(s) / Timeframe: On Going Provider / Presenter / Person Responsible: Campus Leadership Team Collaborating Departments: LAN Team Delivery Method: Instruction Funding Sources: Travel - Title I (211) - 211-13-6411-04N-045-30-510-000000-23F10 - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Teachers will participate in data meetings led by instructional coaches who were trained by Bambrick on DDI model to help lead the data meetings utilizing the DDI framework.

Strategy's Expected Result/Impact: 90% of teachers will begin using data practices while planning for assessments during the backwards planning process.

Staff Responsible for Monitoring: Admin and Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Resources for teachers to implement high level lessons Intended Audience: Teachers Date(s) / Timeframe: On Going Provider / Presenter / Person Responsible: Campus Leadership Team Collaborating Departments: LAN Team Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-045-24-273-000000- - \$9,430, - Title I (211) - 211-11-6399-04N-045-30-510-000000-23F10 - \$36,790	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Data Analyst to run data meetings, provide teachers with analysis and reporting Intended Audience: Teachers and Administrators Date(s) / Timeframe: On Going Provider / Presenter / Person Responsible: n/a Funding Sources: - Title I (211) - 211-13-6119-04N-045-30-510-000000-23F10 - \$70,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Teachers lack the skills and resources to meet the needs of the students in this population. Root Cause: 40% of the teachers are new to teaching and the profession.
Student Learning
Problem Statement 1: Low number of ELL students improved on TELPAS Root Cause: 17% of ELL students progressed at least 1 level on TELPAS
School Processes & Programs
Problem Statement 1: Lack of teacher capacity Root Cause: Large number of new teachers to the campus or to the teaching profession
Perceptions
Problem Statement 1: Student discipline has increased in both grade levels, based on the number of referrals from last year Root Cause: 40% of students were virtual due to COVID 19 which hindered social and emotional development

District Goal 3: CCMR

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

School Performance Objective 1: By June of 2023, 25% of students will be at the Masters Level in Reading as measured by end of year STAAR.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR

Strategy 1: All teacher lesson plans submitted, will include instructional practices, activities, and assessments that will be aligned to the rigor of the standard. In addition the campus leadership team will review and provide feedback weekly to ensure alignment is present.

Strategy's Expected Result/Impact: Establish monitoring will lead to 90% of teachers will demonstrate alignment from objectives to lesson plans.

Staff Responsible for Monitoring: Admin and leadership team

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Saturday and After School Tutoring or PD for teachers Intended Audience: Teachers Date(s) / Timeframe: On Going Provider / Presenter / Person Responsible: Campus Leadership Team Collaborating Departments: LAN Team Funding Sources: Materials and Resources - SCE (199 PIC 24) - 199-11-6116-001-045-24-273-000000- - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Teachers will engage in PD on providing students with exemplars to establish clear expectations of student mastery.

Strategy's Expected Result/Impact: Monitoring practices will lead to 90% of teachers utilizing exemplars during instruction.

Staff Responsible for Monitoring: Admin and leadership team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Extra Duty for Support Staff to assist in implementation of school initiatives Intended Audience: Support Staff Date(s) / Timeframe: On GOing Provider / Presenter / Person Responsible: Campus Leadership Team Collaborating Departments: LAN Team Funding Sources: Extra Duty for Support Staff - BEA (199 PIC 25) - 199-11-6116-001-045-25-273-000000 - \$789	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 3: All students will be provided daily enrichment opportunities utilizing project based learning.

Strategy's Expected Result/Impact: Establish monitoring practices that lead to 10% of student performing at the masters level on STAAR

Staff Responsible for Monitoring: Admin and Leadership teams.

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Contract services to support differentiation of instruction Intended Audience: Teachers Date(s) / Timeframe: On Going Collaborating Departments: LAN Team Delivery Method: PD Funding Sources: Contract - SCE (199 PIC 24) - 199-11-6299-001-045-24-273-000000- - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Teachers lack the skills and resources to meet the needs of the students in this population. Root Cause: 40% of the teachers are new to teaching and the profession.
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School Processes & Programs
Problem Statement 1: Lack of teacher capacity Root Cause: Large number of new teachers to the campus or to the teaching profession
Perceptions
Problem Statement 1: Student discipline has increased in both grade levels, based on the number of referrals from last year Root Cause: 40% of students were virtual due to COVID 19 which hindered social and emotional development

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

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

School Performance Objective 1: By June 2023 the number of social media followers will increase by 10% as measured by the number of school facebook and instagram page followers.

High Priority

HB3 District Goal

Evaluation Data Sources: Facebook and Instagram

Strategy 1: Remind families to follow us on Facebook during call outs.

Strategy's Expected Result/Impact: Increase facebook followers

Staff Responsible for Monitoring: Administration

Title I:





2.4, 2.5, 2.6

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Hold parent workshops and events to inform parents about social emotional and academic activities Intended Audience: Parents Date(s) / Timeframe: On Going Provider / Presenter / Person Responsible: Campus Leadership Collaborating Departments: LAN Team Delivery Method: Events Funding Sources: Materials and Resources - Parent Engagement - 211-61-6399-04L-045-30-510-000000-23F10 - \$3,946.50	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Partner with outside organizations to provide support to students and families

Strategy's Expected Result/Impact: Discipline referrals will decrease

Staff Responsible for Monitoring: Campus Team

Title I:

4.1, 4.2

- TEA Priorities:





Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Campus will partner with Parent University and itsRlife to provide additional support to families and students Intended Audience: families and students Date(s) / Timeframe: On Going Provider / Presenter / Person Responsible: Campus Team Collaborating Departments: LAN Team Delivery Method: weekly	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 3: Teachers will build strong relationships with families

Strategy's Expected Result/Impact: More parental involvement

Staff Responsible for Monitoring: Campus Team

Title I:

4.1, 4.2





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will be engaged in the Home Visit Project to visit families once in the fall and once in the spring Intended Audience: Families and students Date(s) / Timeframe: Once in the fall and once in the spring Provider / Presenter / Person Responsible: Campus Team Collaborating Departments: LAN Team and Home Visit Project Delivery Method: Home Visits	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Teachers lack the skills and resources to meet the needs of the students in this population. Root Cause: 40% of the teachers are new to teaching and the profession.
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School Processes & Programs
Problem Statement 1: Lack of teacher capacity Root Cause: Large number of new teachers to the campus or to the teaching profession
Perceptions
Problem Statement 1: Student discipline has increased in both grade levels, based on the number of referrals from last year Root Cause: 40% of students were virtual due to COVID 19 which hindered social and emotional development

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Steven Moore	Principal
District-level Professional	LaTonya Copeland	District-level Professional
Administrator	Lea Roach	Assistant Principal
Community Representative	Jack Crane	Pastor
Classroom Teacher	Ernest Thomas	Classroom Teacher
Classroom Teacher	Nathaniel Goodwin	Classroom Teacher
Paraprofessional	Nirmal Cervera	Paraprofessional
Non-classroom Professional	Arasele Caranza	Non-classroom Professional
Student	Tatiana Lee Mathis	Student
Parent	Esperanza Ruiz	Parent
Business Representative	Greg Ellis	Business Representative
Administrator	Crystell Carr	Administrator
Classroom Teacher	Greg Allen	Classroom Teacher
Classroom Teacher	Christopher Leboeuf	Classroom Teacher
Parent	Tiwuana Mathis	Parent

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	Instructional Coach	Instructional Coach	211-13-6119-04N-045-30-510-000000-23F10	\$70,000.00
2	1	1	1	Teacher Assistant	Teacher Assistant	211-11-6129-04N-045-30-510-000000-23F10	\$40,000.00
2	1	1	2	Teacher	Title I Teacher	211-11-6119-04N-045-30-510-000000-23F10	\$50,000.00
2	1	2	2	Travel	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-045-30-510-000000-23F10	\$10,000.00
2	1	3	1		Supplies and materials for instructional use	211-11-6399-04N-045-30-510-000000-23F10	\$36,790.00
2	1	3	2		Data Analyst	211-13-6119-04N-045-30-510-000000-23F10	\$70,000.00
Sub-Total							\$276,790.00
Budgeted Fund Source Amount							\$276,790.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	2	1		Reading materials for classroom use	199-11-6329-001-045-24-273-000000-	\$1,000.00
2	1	3	1		Supplies and materials for instructional use	199-11-6399-001-045-24-273-000000-	\$9,430.00
3	1	1	1	Materials and Resources	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-045-24-273-000000-	\$2,000.00
3	1	3	1	Contract	Contracted instructional services	199-11-6299-001-045-24-273-000000-	\$1,000.00
Sub-Total							\$13,430.00
Budgeted Fund Source Amount							\$13,430.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Materials and Resources	Supplies and materials for parental involvement	211-61-6399-04L-045-30-510-000000-23F10	\$3,946.50
Sub-Total							\$3,946.50
Budgeted Fund Source Amount							\$3,946.50
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Materials and Resources	Supplies and materials for instructional use	199-11-6399-001-045-25-273-000000	\$2,251.00
3	1	2	1	Extra Duty for Support Staff	Extra duty pay for PD after hours	199-11-6116-001-045-25-273-000000	\$789.00
Sub-Total							\$3,040.00
Budgeted Fund Source Amount							\$3,040.00
+/- Difference							\$0.00
Grand Total Budgeted							\$297,206.50
Grand Total Spent							\$297,206.50
+/- Difference							\$0.00

Addendums