Fort Worth Independent School District

117 Leadership Academy at Como Elementary

2022-2023 Campus Improvement Plan
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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- 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.  
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Title I Personnel  

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Revised/Approved: September 15, 2022

Demographics

Demographics Summary

Leadership Academy at Como is a traditional campus serving approximately 400(+) students.

Improvements are targeted to correlate and maximize Title 1 funds. 55% African American students, 37% Hispanic-(19% LEP/Bilingual Program) 5% White , 2% Two or More 95% Economically Disadvantaged 24% Mobility Rate

CNA identified the following area(s):

- Increase student reading levels across all grade levels.
- Ensure appropriate resources, interventions, and professional development are provided and available for students and teachers to support literacy, math, and science instruction.
- Resources and professional development to meet the needs of ELL/LEP, ED, and Special Education students and teachers.
- Increased opportunities for parental involvement, family communication, and technology-related support.
- Social and emotional wellness support for students.

Demographics Strengths

- Diversity of staff and students
- Ethnicity backgrounds are consistent with the previous year and continue to somewhat equal distribution.
- At-risk numbers and categories are consistent.
- Diversity is present for both staff and students. Diversity is celebrated and represented across the campus. The ethnic backgrounds are consistent with the previous years and continue to increase with the Hispanic population. The At-risk numbers are consistent. The campus monitors student group data and continues to accelerate achievement by student groups. The campus has shown evidence of student growth by student groups in both reading and math achievement. Leadership Academy at Mitchell Boulevard is a thriving neighborhood school serving all students to its highest potential.

Problem Statements Identifying Demographics Needs
**Problem Statement 1 (Prioritized):** Resources and professional development are needed to meet the needs of ELL/LEP, ED and Sp. Education students and teachers **Root Cause:** Targeted and specific PD inconsistently implemented

**Problem Statement 2:** New student enrollment indicates performance on benchmark data continues to be **Root Cause:** Mobility rate
Student Learning

Student Learning Summary

Current 4th grade students improved from 51% to 61% on the math Spring 21-22 benchmark (10+ growth)

Current 5th grade students improved from 31% to 49% on the math Spring 21-22 benchmark (18+ growth)

Current 4th grade students declined from 67% to 54% on the reading Spring 21-22 benchmark (-13)

Current 5th grade students improved from 33% to 51% on the reading Spring 21-22 benchmark (18+ growth)

3rd grade ELA on 21-22 benchmark 54% compared to comparable campuses at 47%, 33% and 31%

4th grade math on 21-22 benchmark 61% compared to comparable campuses at 32%, 41% and 14%

5th grade science on 21-22 benchmark 55% compared to comparable campuses at 31%, 22% and 26%

- In 2020-21, Grade 3 students showed large gains in STAAR Reading (at all performance levels), with +9% more students at the Approaches level than in the 2018-2019 (state average -8%). In 2020-2021, more than two-thirds of African American students made their projected growth in Math (NWEA MAP). The needs assessments focused on consistent attendance. Students will demonstrate exemplary performance in comparison to national standards in the areas of reading and writing of the English language and in the understanding of math and science. No Accountability Rating for the 2020-2021 school year.

- In 2021-2022-

Campus received a TEA rating of "B" for the school year

Some of the strategies implemented this year involved campus administrators closely monitoring the depth to which students are being taught and assessed as evidenced through walk-throughs, routine assessments data analysis, and review of benchmark, interim assessments. Additionally, during each 6 week period, rigorous assessments are given in each core subject area. These assessments are then analyzed to review which TEKS/student expectations have or have not been mastered successfully.

CNA identified the following area(s): An aggressive writing intervention program, an aggressive reading intervention program, maximized planning, instruction, and learning time for teachers and students. Focused efforts to address academic needs for at-risk students to improve overall student performance in mathematics, reading and writing.

Student Learning Strengths

- Academic gains have continued to show evidence that student growth continues.
- Student lexile levels are increasing.
- Increased number of students in grades K-2 are reading more and becoming confident in their reading ability.
• LLI has been extremely beneficial for the campus. Percent of students who met or exceeded progress in all subjects increased in 2020-2021 despite loss of instruction due to the pandemic March 2020.

• Progress was high, with 80% for RLA and 77% for Math. Overall, progress was comparable with comparison schools, though Grade 5 Math was much higher (79% vs 68% at the next comp).

• While percentages at Approaches didn’t see large increases relative to 20-21, percentages at Meets showed double-digit improvement, with Math seeing an increase of +12% pts.

• Grade 4 had higher performance in both RLA and Math relative to comparison schools, with Grade 4 Math Approaches being especially high (71% vs 54% at next comp). Grade 4 Math Meets was also notably higher (41% vs 29% at next comp).

• Science performance was also much higher than comparisons, with 30% Meets to 16% at the next comp.

Grade 3 RLA was the only area where decreases were seen relative to 20-21, partly due to very high performance in 20-21.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Student performance data reveals a need for implementation of effective instructional strategies to meet the level of rigor and depth of knowledge **Root Cause:** Limited vertical planning opportunities for teachers to target learning (specific for each student)

**Problem Statement 2 (Prioritized):** Identifying students in need of intervention-allowing reteach opportunities and individualized assistance for struggling learners **Root Cause:** Response to Intervention structure and evaluation to determine student progress
School Processes & Programs

School Processes & Programs Summary

Leadership Academy at Como requires all teachers to be highly qualified effective personnel (recruited, developed and retained). Administrators provide feedback from routine walkthroughs and observations. Teachers staff goal setting documentation reflects professional development plans. Intentional Leadership Data Driven Management Engaged Instruction Increase documentation on attendance, feedback and implementation of campus plan CNA identified the following area(s) Increase training on effective instructional practices for working with ELL's, at-risk, and economically disadvantaged Increase opportunities for individualized professional development Effectively recruit more bilingual and ESL teachers Provide differentiated PLC's

Leadership Academy at Como will utilize multiple sources of data to evaluate the impact of lesson planning and delivery on student achievement. Curriculum Development, implementation, and pacing has been collaboratively designed utilizing strong partnerships. Meaningful analysis of data to target areas of need. IPC's demonstrate tight alignment between state standards, objectives, and assessments. CNA identified the following area(s): Increase time for teachers to plan and incorporate the usage of TEKS Resource System into current instructional frameworks/scope and sequence Improvements in progress monitoring Consistently aligning curriculum to IPC development A need to continue to increase the number of math content experts on campus in order to see gains in math achievement. A need for more vertical articulation; opportunities to deconstruct TEKS.

School Processes & Programs Strengths

Staff Quality, Recruitment, and Retention Strengths

Administrators and campus leadership sets goals, give timely feedback, and focus on continuous cycles of improvement Staff is dedicated to seeing students and the campus be successful. Teachers are open to sharing ideas and providing professional development support to others. Master Teachers identified for PreK-2nd and 3rd-5th to provide support in lesson planning and provide targeted feedback to teams. Instructional Specialists lead content teams in implementation of new curriculum and programs.

Master Teachers- Master Teacher Program provides a pathway for highly effective teacher leaders to expand and promote excellent teaching through peer-to-peer coaching, purposeful sharing of best practices, and collaborative learning. This small group of educators will work closely with school and LAN leadership to build a collaborative learning culture to further develop professional learning communities, study and analyze student data, and develop strategic instructional plans to address learner needs.

TWU- Teacher Residents- Master/Cooperating Teacher and Resident utilizing appropriate co-teaching models for daily instruction. Master/Cooperating Teacher will support Residents in Co-Teaching model

Curriculum, Instruction, and Assessment Strengths

Utilize and share successful intervention strategies and programs across grade levels/subject areas Effective research-based materials to supplement teaching. New resource implementation and impacts on systems are in place Instructional Specialists help plan rigorous instruction Data Reviews at the 3rd, 6th and 9th weeks period for Progress Monitoring and instructional adjustments
Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers lack the knowledge of a true PLC to meet needs of students. **Root Cause:** Teachers are still new to the profession

Problem Statement 2: LAN systems not always being implemented with fidelity **Root Cause:** Teachers are new to LAN systems and are getting acclimated.
**Perceptions**

**Perceptions Summary**

Leadership Academy at Como provides a warm and welcoming environment. Staff, parents, and the community have high expectations for students—academically, behaviorally, and socially. Parents and community members are welcomed and encouraged to participate in the educational process through a variety of avenues. Staff retention remains high. 100% Highly qualified teachers.

SBDM committee includes parents, community members, business representatives, teachers and administrators as prescribed by the Texas Education Agency (TEA) and Board Policy.

Current campus efforts are in compliance with LAN/FWISD guidelines. The ongoing work of the committee includes: discussion of culture and climate issues expectations and values to a safe, disciplined environment for teaching and learning review efforts to better coordinate special funding to maximize instruction and services to at-risk students.

CNA identified following area(s):

- Increasing parental involvement in academics
- Developing academic support for parents so they are able to assist their student (homework and academics)
- Increasing leadership skills of staff
- Build relationships that foster a sense of pride and opportunities for leadership.

**Perceptions Strengths**

- The campus is meeting the academic, social/emotional needs of all students
- Counselor, and Intervention Specialists, provide direct social and emotional support to staff, students, and families.
- Visual displays to celebrate student achievement and behavioral success.
- Campus-wide House System to foster community and belonging
- Family Engagement Specialists (full-time) partnership w/community

- 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.
Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Focus on meeting the social-emotional needs of all students **Root Cause:** Build relationships that foster a sense of pride and opportunities for leadership.

**Problem Statement 2 (Prioritized):** Home life is adversely affecting social/academic progress of students **Root Cause:** Students are coming to school w/ trauma that adversely affect social/academic progress
Priority Problem Statements

**Problem Statement 1**: Resources and professional development are needed to meet the needs of ELL/LEP, ED and Sp. Education students and teachers

**Root Cause 1**: Targeted and specific PD inconsistently implemented

**Problem Statement 1 Areas**: Demographics

**Problem Statement 3**: Teachers lack the knowledge of a true PLC to meet needs of students.

**Root Cause 3**: Teachers are still new to the profession

**Problem Statement 3 Areas**: School Processes & Programs

**Problem Statement 2**: Identifying students in need of intervention—allowing reteach opportunities and individualized assistance for struggling learners

**Root Cause 2**: Response to Intervention structure and evaluation to determine student progress

**Problem Statement 2 Areas**: Student Learning

**Problem Statement 4**: Home life is adversely affecting social/academic progress of students

**Root Cause 4**: Students are coming to school w/ trauma that adversely affect social/academic progress

**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**
- District goals
- Campus goals

**Accountability Data**
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

**Student Data: Assessments**
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data
- Dyslexia data

**Student Data: Behavior and Other Indicators**
- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

**Employee Data**
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- T-TESS 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
District Goals

Revised/Approved: September 14, 2022

**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 2023, 70% of students in K-5th will meet or exceed growth literacy targets as measured by MAP Growth Adaptive assessments from BOY to EOY.

**Evaluation Data Sources:** MAP data, benchmarks and campus assessments

**Strategy 1:** 100% of teachers will utilize CLI Engage with fidelity and instructional monitoring systems will be established including PLC’s that focus on lesson planning and curriculum alignment.

**Strategy's Expected Result/Impact:** Leadership team will have specific schedule for monitoring lesson plan alignments and fidelity of curriculum.

**Staff Responsible for Monitoring:** Principal, Asst. Principal, Instructional Specialist(s), Data Analyst

**Title I:**
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math

- **ESF Levers:**

**Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 1
## Action Step 1 Details

**Action Step 1:** Teachers will meet weekly for data meetings to review student progress in literacy and design lessons that include activities that are aligned to the data

<table>
<thead>
<tr>
<th>Intended Audience:</th>
<th>Teachers</th>
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<tbody>
<tr>
<td><strong>Date(s) / Timeframe:</strong></td>
<td>Year round</td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong></td>
<td>Campus Leadership Team</td>
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<tr>
<td><strong>Collaborating Departments:</strong></td>
<td>LAN Team</td>
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<tr>
<td><strong>Delivery Method:</strong></td>
<td>Weekly meeting</td>
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**Funding Sources:**
- Current data- Campus, LAN, District assessments - Title I (211) - 211-13-6119-04E-117-30-510-000000-23F10 - $2,000, Lesson Plans - Title I (211) - 211-11-6399-04E-117-30-510-000000-23F10 - $2,000

### Reviews

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### Strategy 2:
Vertical alignment meetings and lesson planning will be scheduled weekly. Meetings will focus on reviewing upcoming standards and identifying gaps.

**Strategy's Expected Result/Impact:**
Teachers will become more proficient in linking lessons skills and assessments by prioritizing, focusing and reinforcing new contexts.

**Staff Responsible for Monitoring:**
Principal, Asst. Principal, Instructional Specialists, Master teachers

**Title I:**
2.4, 2.5, 2.6

- **TEA Priorities:**
  Recruit, support, retain teachers and principals, Build a foundation of reading and math
- **ESF Levers:**
  Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:**
Demographics 1 - Student Learning 2

## Action Step 1 Details

**Action Step 1:** Conduct two types of vertical meetings throughout the year:
- at least 1 time a semester meet with grade level above and the grade level below
- at least 1 time a semester meet by subject vertically (Math & LA)

### Reviews

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Strategy 3: Instructional monitoring systems will be implemented to track student growth

**Strategy's Expected Result/Impact:** Students will meet their growth measure targets and/or will show at least one year's growth on MAP(BOY and EOY)

**Staff Responsible for Monitoring:** K-5 teachers, Instructional Specialists, Administrative Team

**Title I:**
2.4, 2.5, 2.6

**TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:**
Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 2

### Action Step 1 Details

**Action Step 1:** Continue to refine the time in collaborative planning meetings to target learning for each student that is:
1) specific to each child (personalized);
2) based on pre-testing, formative and summative assessment;
3) TEKS based and at the appropriate level of rigor; and

**Intended Audience:** Teachers

**Date(s) / Timeframe:** August 2022-May 2023

**Provider / Presenter / Person Responsible:** Adm., Instructional Specialist

**Collaborating Departments:** LAN/

**Delivery Method:** Face to Face

### Reviews

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0% No Progress 100% Accomplished ▶ Continue/Modify ❌ Discontinue

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117 Leadership Academy at Como Elementary
Generated by Plan4Learning.com

Campus #220-905-117
October 17, 2022 11:21 PM
## School Performance Objective 1 Problem Statements:

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<th>Demographics</th>
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<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Resources and professional development are needed to meet the needs of ELL/LEP, ED and Sp. Education students and teachers</td>
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<th>Student Learning</th>
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<tr>
<td><strong>Problem Statement 2</strong>: Identifying students in need of intervention-allowing reteach opportunities and individualized assistance for struggling learners</td>
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<th>School Processes &amp; Programs</th>
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<tr>
<td><strong>Problem Statement 1</strong>: Teachers lack the knowledge of a true PLC to meet needs of students.</td>
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</table>
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 2: By June 2023, 80% of students in Kinder will meet or exceed growth targets as measured by TX-KEA from BOY to EOY

Evaluation Data Sources: TX-KEA

Strategy 1: By June 2022, 80% of students in Kinder will meet or exceed growth targets as measured by TX-KEA from BOY to EOY

Strategy's Expected Result/Impact: Kinder students will be on grade level in reading

Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist(s), Data Analyst

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - School Processes & Programs 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tr>
<td>Action Step 1: A new phonics curriculum will be implemented through Neuhaus to increase the reading levels of Kindergarten students</td>
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<td>Intended Audience: Kinder students</td>
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<td>Date(s) / Timeframe: On Going</td>
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<td>Provider / Presenter / Person Responsible: Teachers and Campus Leadership Team</td>
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<td>Collaborating Departments: LAN Team</td>
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<tr>
<td>Delivery Method: Daily in Instruction</td>
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No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Kinder Teachers will engage in weekly planning that is aligned to the curriculum and includes a way for students to demonstrate their learning

Strategy's Expected Result/Impact: Students will increase their reading levels

Staff Responsible for Monitoring: Campus Leadership Team

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
  Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 2

<table>
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<tr>
<th><strong>Action Step 1 Details</strong></th>
<th><strong>Reviews</strong></th>
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<tbody>
<tr>
<td><strong>Action Step 1:</strong> Everybody Grows Friday will provide Kinder teachers with a half day planning under the guidance of instructional coaches for deep planning and PLC</td>
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<td><strong>Intended Audience:</strong> Teachers</td>
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<td><strong>Date(s) / Timeframe:</strong> On Going</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Campus Leadership Team</td>
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<td><strong>Collaborating Departments:</strong> LAN Team</td>
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<td><strong>Delivery Method:</strong> Weekly PLC</td>
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**Strategy 3:** Campus Team will tier teachers based on their instructional delivery to provide targeted support to kinder teachers

**Strategy's Expected Result/Impact:** Kinder Teachers will move up in tiers by the end of the school year

**Staff Responsible for Monitoring:** LAN Team and Campus Leadership Team

**Title I:**
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**
Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 2

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<tr>
<th><strong>Action Step 1 Details</strong></th>
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<tr>
<td><strong>Action Step 1:</strong> Weekly leadership team meetings will be held to review the progress of Tier 1-3 teachers and to assign specific support</td>
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<td><strong>Intended Audience:</strong> Campus Leadership Team</td>
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### School Performance Objective 2 Problem Statements:

#### Demographics

**Problem Statement 1:** Resources and professional development are needed to meet the needs of ELL/LEP, ED, and Sp. Education students and teachers. **Root Cause:** Targeted and specific PD inconsistently implemented.

#### Student Learning

**Problem Statement 2:** Identifying students in need of intervention—allowing reteach opportunities and individualized assistance for struggling learners. **Root Cause:** Response to Intervention structure and evaluation to determine student progress.

#### School Processes & Programs

**Problem Statement 1:** Teachers lack the knowledge of a true PLC to meet needs of students. **Root Cause:** Teachers are still new to the profession.
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 3: By June 2023, 80% of students in Pre-K will meet or exceed growth targets as measure by CLI Engage from BOY to EOY

Evaluation Data Sources: CLI Engage

Strategy 1: Instructional monitoring systems will be implemented to track student growth (Pre-K)

Strategy's Expected Result/Impact: Systems will be established and lesson plans monitored for alignment and fidelity of curriculum

Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist(s), Data Analyst

Title I:
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 4: High-Quality Curriculum

Problem Statements: Student Learning

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<tr>
<th>Action Step 1 Details</th>
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<tr>
<td><strong>Action Step 1</strong>: Teachers will track growth of students in a tracker that will be reviewed and monitored by the Campus Leadership Team</td>
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<td><strong>Intended Audience</strong>: PreK Teachers</td>
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<td><strong>Collaborating Departments</strong>: LAN Team</td>
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<td><strong>Delivery Method</strong>: Tracker</td>
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<td><img src="0%25" alt="No Progress" /></td>
<td><img src="100%25" alt="Accomplished" /></td>
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Strategy 2: PreK Teachers will implement new curriculum to provide students with more phonics foundation and rigor

Strategy's Expected Result/Impact: Students will be ready for kinder knowing letter names and most sounds

Staff Responsible for Monitoring: Campus Leadership Team

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
  Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
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<tbody>
<tr>
<td><strong>Action Step 1:</strong> PreK Teachers will implement Scholastic PreK Curriculum which is on grade level providing students with higher level curriculum</td>
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<tr>
<td><strong>Intended Audience:</strong> PreK Students</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> On Going</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Campus Leadership Team</td>
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<td><strong>Collaborating Departments:</strong> LAN Team</td>
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<tr>
<td><strong>Delivery Method:</strong> Instruction</td>
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- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**

**Strategy 3:** PreK Teachers will have targeted planning sessions to plan for instruction that is aligned and rigorous

**Strategy's Expected Result/Impact:** Students will benefit from instruction that is aligned

**Staff Responsible for Monitoring:** Campus Leadership Team

**Title I:**
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**
  Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Action Step 1:</strong> PreK Teachers will meet every 6 weeks to plan together and have aligned IPC and lesson plans reviewed by Instructional Coaches and Master Teachers</td>
<td>Formative</td>
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<tr>
<td><strong>Intended Audience:</strong> PreK Teachers</td>
<td>Nov</td>
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</table>
School Performance Objective 3 Problem Statements:

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<tr>
<th>Demographics</th>
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<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Resources and professional development are needed to meet the needs of ELL/LEP, ED and Sp. Education students and teachers <strong>Root Cause</strong>: Targeted and specific PD inconsistently implemented</td>
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<thead>
<tr>
<th>Student Learning</th>
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<tbody>
<tr>
<td><strong>Problem Statement 2</strong>: Identifying students in need of intervention-allowing reteach opportunities and individualized assistance for struggling learners <strong>Root Cause</strong>: Response to Intervention structure and evaluation to determine student progress</td>
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<thead>
<tr>
<th>School Processes &amp; Programs</th>
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<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Teachers lack the knowledge of a true PLC to meet needs of students. <strong>Root Cause</strong>: Teachers are still new to the profession</td>
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</tbody>
</table>
**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 2023, 70% of students in K-5th will meet or exceed growth math targets as measured by MAP Growth Adaptive assessments from BOY to EOY.

**Evaluation Data Sources:** MAP data, benchmark, campus assessments

**Strategy 1:** Instructional Monitoring system will be implemented to track student growth for K-5th. Systems will be established and monitored where students and teachers are tracking their progress.

**Strategy's Expected Result/Impact:** Monitoring systems will be established including PLC's that focuses on lesson planning (during Everybody Grows) and lesson alignment (during walkthroughs)

**Staff Responsible for Monitoring:** Principal, Asst. Principal, Math Instructional Specialist, Data Analyst

**Title I:**
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1
<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Instructional Specialists will meet weekly with grade levels to plan instruction as well as the use of instructional materials in the core content areas to ensure continuity of instruction as well as meeting the needs of the students. Administration will check lesson plans weekly and follow up with teachers.</td>
<td><strong>Formative</strong> <strong>Summative</strong></td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> Teachers</td>
<td><strong>Nov</strong> <strong>Jan</strong> <strong>Mar</strong> <strong>June</strong></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> August 2022-May 2023</td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Data Analyst, Literacy/Math Specialists, Master Teachers Administrators</td>
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<tr>
<td><strong>Collaborating Departments:</strong> Literacy, Math and LAN Team</td>
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<tr>
<td><strong>Delivery Method:</strong> PLC/ Planning sessions</td>
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<tr>
<td><strong>Funding Sources:</strong> Lesson Plans, Campus, District, LAN Data - Title I (211) - 211-13-6119-04E-117-30-510-000000-23F10 - $72,000, Curriculum, Campus, District, LAN Data - Title I (211) - 211-11-6399-04E-117-30-510-000000-23F10 - $10,000, Supplemental Material - SCE (199 PIC 24) - 199-11-6329-001-117-24-313-000000- - $1,500, Small group instruction - SCE (199 PIC 24) - 199-13-6117-001-117-24-313-000000- - $1,000, Small group instruction - SCE (199 PIC 24) - 199-11-6112-001-117-24-313-000000- - $500</td>
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</table>

### Strategy 2:
Lesson Plan review will be conducted weekly by Principal, Asst. Principal, Master Teacher and Instructional Specialist to ensure alignment. Instructional Planning Calendars, DOL’s, creation and alignment will be reviewed in sync with 6 weeks district/LAN assessment.

- **Strategy's Expected Result/Impact:** Teachers will consistently align assessments during data meetings to track student goals.
- **Staff Responsible for Monitoring:** Principal, Asst. Principal, Instructional Specialist(math) and master teachers
- **Title I:**
  - 2.4, 2.5, 2.6
- **TEA Priorities:**
  - Build a foundation of reading and math
- **ESF Levers:**
- **Problem Statements:** Demographics 1 - School Processes & Programs 1
## Action Step 1 Details

**Action Step 1:** Instructional Specialists will review grade level data to determine teachers who are not meeting the campus measure and indicator and will need to enter a coaching cycle in order to assist teachers in improving Tier 1 instruction as well as student outcomes in reading, math, science and writing.

**Intended Audience:** Teachers  
**Date(s) / Timeframe:** August 2022-June 2023  
**Provider / Presenter / Person Responsible:** Instructional Specialists, Data Analyst, Administrators  
**Collaborating Departments:** LAN, Leadership Team  
**Delivery Method:** Face-to Face  

**Funding Sources:**  
- Title I (211) - 211-13-6119-04E-117-30-510-000000-23F10 - $1,000,  
- Title I (211) - 211-11-6399-04E-117-30-510-000000-23F10 - $5,000

### Reviews

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<td>June</td>
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## Action Step 2 Details

**Action Step 2:** Leadership team will provide professional learning opportunities that are personalized for teachers to review lesson plans and observe lesson delivery. Provide time for collaborative planning weekly.

**Intended Audience:** Teachers  
**Date(s) / Timeframe:** August 2022-June 2023  
**Provider / Presenter / Person Responsible:** Instructional Specialists, Data Analyst, Administrators  
**Collaborating Departments:** LAN, Leadership Team  
**Delivery Method:** Face-to Face

### Reviews

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<td>June</td>
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## Strategy 3:

Leadership team will meet weekly to calibrate implementation of levels and campus instructional focus. Instructional Specialists will meet to identify next steps and make necessary adjustments.

**Strategy's Expected Result/Impact:** Multilevel collaboration will help students success at all academic levels

**Staff Responsible for Monitoring:** Principal, Asst. Principal, Instructional Specialist(math) and master teachers

**Title I:**  
2.4, 2.5, 2.6  
- TEA Priorities:  
  Recruit, support, retain teachers and principals  
- ESF Levers:  

**Problem Statements:** School Processes & Programs 1 - Perceptions 2
### Action Step 1 Details

**Action Step 1:** Leadership Team will review tracker that has Teachers tiered for instructional delivery. Team will update tracker weekly and apply support as needed.

- **Intended Audience:** Teachers
- **Date(s) / Timeframe:** Weekly
- **Provider / Presenter / Person Responsible:** Campus Leadership Team
- **Collaborating Departments:** LAN Team
- **Delivery Method:** Leadership Team Meeting

### Reviews

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

### School Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Resources and professional development are needed to meet the needs of ELL/LEP, ED and Sp. Education students and teachers **Root Cause:** Targeted and specific PD inconsistently implemented

#### School Processes & Programs

**Problem Statement 1:** Teachers lack the knowledge of a true PLC to meet needs of students. **Root Cause:** Teachers are still new to the profession

#### Perceptions

**Problem Statement 2:** Home life is adversely affecting social/academic progress of students **Root Cause:** Students are coming to school w/ trauma that adversely affect social/academic progress
**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 2023, 52% of students in grades 3rd-5th will be at meets grade level or above in Reading assessment as measured by the end of year STAAR

  **Evaluation Data Sources:** STAAR

**Strategy 1:** Vertical alignment meetings and lesson planning will be held weekly. Meetings will focus on reviewing upcoming standards and identifying gaps by grade level.

  **Strategy's Expected Result/Impact:** Instructional Monitoring systems will be established including PLC's that focus on lesson planning and curriculum alignment. Leadership teams and master teachers will have specific schedules for monitoring lesson plan alignment and fidelity of curriculum.

  **Staff Responsible for Monitoring:** Principal, Asst. Principal, Instructional Specialist(Math/Literacy)

**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 - School Processes & Programs 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
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<tbody>
<tr>
<td><strong>Action Step 1:</strong> Teachers will create, implement, and track individual/grade level goals to identify learning gaps and increase student success.</td>
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  **Intended Audience:** Teachers

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</table>
**Date(s) / Timeframe:** September 2022-May 2023  
**Provider / Presenter / Person Responsible:** Instructional Specialists Data Analyst, Administrators  
**Collaborating Departments:** LAN, Leadership Team  
**Delivery Method:** Face-to-Face

**Funding Sources:** Supplemental Material to address learning gaps - SCE (199 PIC 24) - 199-11-6329-001-117-24-313-000000- - $791, Supplemental Material to address learning gaps - Title I (211) - 211-11-6329-04E-117-30-510-000000-23F10 - $2,000, Professional Development - BEA (199 PIC 25) - 211-11-6112-OPD-117-30-510-000000-22F10 - $756, Professional Development - Title I (211) - 211-11-6112-OPD-117-30-510-000000-23F10 - $2,000

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**Strategy 2:** Growth Walks will be conducted on campus to gather data/evidence to identify best practices

**Strategy's Expected Result/Impact:** As a result of gathering student growth walk data, adjustments to instructional practices will increase student achievement while teachers enhance their pedagogical skills.

**Staff Responsible for Monitoring:** Principal, Asst. Principal, Instructional Specialist(Math/Literacy)

**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 - Student Learning 2
### Action Step 1 Details

**Action Step 1:** Teachers will be provided professional development based on trends gathered during the Growth Walks at the campus

**Intended Audience:** Teachers  
**Date(s) / Timeframe:** Every 6 weeks  
**Provider / Presenter / Person Responsible:** Campus Leadership Team  
**Collaborating Departments:** LAN Team  
**Delivery Method:** Growth Walks

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<th>Reviews</th>
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<td>Nov</td>
<td>Jan</td>
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### Strategy 3

Instructional monitoring systems will be implemented to track student growth for PK-5th. Systems will be established and monitored where students/teachers are tracking progress. Administrators are tracking campus progress to identify effective/ineffective teaching strategies.

**Strategy's Expected Result/Impact:** Improve the quality of instruction for all students in the subject area they teach.

**Staff Responsible for Monitoring:** Principal, Asst. Principal, Instructional Specialist (Math/Literacy)

**Title I:**
2.4, 2.5, 2.6

**TEA Priorities:**
Recruit, support, retain teachers and principals, 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:** Demographics 1

### Action Step 1 Details

**Action Step 1:** Administrators will observe in classrooms 10% of each day and discuss classroom observations and teacher need during weekly admin/leadership meetings with a focus on high-quality teaching and student outcomes.

<table>
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<th>Reviews</th>
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<td>Nov</td>
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</table>
Intended Audience: Teachers
Date(s) / Timeframe: August 2022-June 2023
Provider / Presenter / Person Responsible: Administrators
Collaborating Departments: LAN/Leadership Team
Delivery Method: Face-to-Face
Funding Sources: - Title I (211) - 211-11-6116-0PD-117-30-510-000000-23F10 - $500, - Title I (211) - 211-11-6112-04E-117-30-510-000000-23F10 - $500

<table>
<thead>
<tr>
<th>School Performance Objective 1 Problem Statements:</th>
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<tbody>
<tr>
<td><strong>Demographics</strong></td>
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<tr>
<td><strong>Problem Statement 1:</strong> Resources and professional development are needed to meet the needs of ELL/LEP, ED and Sp. Education students and teachers <strong>Root Cause:</strong> Targeted and specific PD inconsistently implemented</td>
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<td><strong>Problem Statement 2:</strong> Identifying students in need of intervention—allowing reteach opportunities and individualized assistance for struggling learners <strong>Root Cause:</strong> Response to Intervention structure and evaluation to determine student progress</td>
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<td><strong>School Processes &amp; Programs</strong></td>
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<tr>
<td><strong>Problem Statement 1:</strong> Teachers lack the knowledge of a true PLC to meet needs of students. <strong>Root Cause:</strong> Teachers are still new to the profession</td>
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</tbody>
</table>
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: Improve the whole-school focus on communications, simplifying and promoting consistency in communication between educators, family and community.
   
   Evaluation Data Sources: Campus Survey, Parent Portal,

Strategy 1: Increase % of Parent Portal registration by 10% each 6 weeks

   Strategy's Expected Result/Impact: Parent awareness of student academic progress
   
   Staff Responsible for Monitoring: Principal, Asst. Principal, Family Engagement Specialist, Data Clerk

Title I:
2.6, 4.1
- TEA Priorities:
  Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
  Lever 3: Positive School Culture
- Targeted Support Strategy

Problem Statements: Perceptions 2

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Action Step 1</strong>: Increase the number of community activities on campus in order to</td>
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<tr>
<td>build a strong home-school partnership</td>
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<tr>
<td><strong>Intended Audience</strong>: Parents, Community Members</td>
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<tr>
<td><strong>Date(s) / Timeframe</strong>: August 2022-June 2023</td>
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<td>June</td>
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</tbody>
</table>
Provider / Presenter / Person Responsible: Family Engagement Specialist, Counselor, Intervention Specialists, Administrators

Collaborating Departments: Parent Engagement, LAN, Community Center(Liaison)

Delivery Method: Meeting/Events(6 weeks)


Strategy 2: Identify student and parent needs and create a series of events to educate parents, provide support and align community resources

Strategy's Expected Result/Impact: Frequent opportunities for parents to be partners with the campus to increase student achievement

Staff Responsible for Monitoring: Principal, Asst. Principal, Intervention Specialist(s), Counselor, Family Engagement Specialist

Title I:
4.1, 4.2
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

Problem Statements: Perceptions 2

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Action Step 1:</strong> Campus will hold monthly events to invite families in the building for different academic opportunities</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> Parents and Community</td>
<td>Nov</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> Monthly</td>
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</tbody>
</table>
**Strategy 3:** Increase opportunities for students to attend district and campus level designed field trips to increase academic achievement and support real world learning experiences

**Strategy's Expected Result/Impact:** Field trips will support students with applying learning and making connections outside of the classroom environment.

**Staff Responsible for Monitoring:** Principal, Asst. Principal, Teachers, Teacher Assistants

**Title I:**
4.1, 4.2

- **TEA Priorities:**
  Build a foundation of reading and math

- **ESF Levers:**
  Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Perceptions 2

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td>Action Step 1: Provide ongoing support to teachers and students in the areas of SEL as well as behavior management by increasing opportunities to increase academic achievement and support real/world learning experiences.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> Students PK-5th</td>
<td>Nov</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> October 2022-May 2023</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Teachers</td>
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<td><strong>Collaborating Departments:</strong> FWISD</td>
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<tr>
<td><strong>Delivery Method:</strong> In-person/virtual opportunities</td>
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<td><strong>Funding Sources:</strong> Transportation-District-Provided - Title I (211) - 211-11-6412-04E-117-30-510-000000-23F10 - $3,140</td>
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0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue
**School Performance Objective 1 Problem Statements:**

<table>
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<tr>
<th>Perceptions</th>
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<tbody>
<tr>
<td><strong>Problem Statement 2</strong>: Home life is adversely affecting social/academic progress of students <strong>Root Cause</strong>: Students are coming to school w/ trauma that adversely affect social/academic progress</td>
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## Title I Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
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<tbody>
<tr>
<td>Amy Davis</td>
<td>Data Analyst</td>
<td></td>
<td>75000</td>
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## Site-Based Decision Making Committee

<table>
<thead>
<tr>
<th>Committee Role</th>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Administrator</td>
<td>Shawn Buchanan</td>
<td>Principal</td>
</tr>
<tr>
<td>District-level Professional</td>
<td>Julie Morgan</td>
<td>Asst. Principal</td>
</tr>
<tr>
<td>Non-classroom Professional</td>
<td>Courtney Williams</td>
<td>Non-Classroom Professional</td>
</tr>
<tr>
<td>DERC Member</td>
<td>Michael Cole</td>
<td>Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Janae Capshaw</td>
<td>Teacher(Inst. Coach)</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>John Goodman</td>
<td>Teacher(P.E.)</td>
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<tr>
<td>Classroom Teacher</td>
<td>Sandra Gutierrez</td>
<td>Teacher(DLE)</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>A'Keisha Burke</td>
<td>Teacher(ESSER)</td>
</tr>
<tr>
<td>Additional Member</td>
<td>Chakakihan Dickerson</td>
<td>Family Engagement Specialist</td>
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<tr>
<td>Parent 1</td>
<td>Tami Yarborough</td>
<td>Parent</td>
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<tr>
<td>Community Representative</td>
<td>Clara Kirby</td>
<td>Community Rep</td>
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<tr>
<td>Business Representative</td>
<td>Kamryn Johnson</td>
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<tr>
<td>Parent 2</td>
<td>Charlotte Smith</td>
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<td>Parent 3</td>
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## Campus Instructional Leadership Team

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<tr>
<th>Committee Role</th>
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<tbody>
<tr>
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<tr>
<td>Administrator</td>
<td>Julie Morgan</td>
<td>Asst. Principal</td>
</tr>
<tr>
<td>Instructional Coach- Math</td>
<td>Janae Capshaw</td>
<td>Instructional Coach</td>
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<tr>
<td>Instructional Coach- Literacy</td>
<td>Keyan Brady</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Data Analyst</td>
<td>Amy Davis</td>
<td>Data Analyst</td>
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# Campus Funding Summary

## Title I (211)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
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Sub-Total $101,640.00

Budgeted Fund Source Amount $106,140.00

+/− Difference $4,500.00

## SCE (199 PIC 24)

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<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
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### SCE (199 PIC 24)

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**Sub-Total** $3,791.00

**Budgeted Fund Source Amount** $3,791.00

**+/- Difference** $0.00

### Parent Engagement

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<th>District Goal</th>
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<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
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</thead>
<tbody>
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**Sub-Total** $1,728.00

**Budgeted Fund Source Amount** $1,728.00

**+/- Difference** $0.00

### BEA (199 PIC 25)

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**Sub-Total** $756.00

**Budgeted Fund Source Amount** $756.00

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117 Leadership Academy at Como Elementary
Generated by Plan4Learning.com
Campus #220-905-117
October 17, 2022 11:21 PM

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<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
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Leadership Academy at Como Elementary School
Student, Teacher, Parent Compact

Parent/Guardian Agreement

I want my child to succeed. Therefore, I will encourage him/her by doing the following:
1. See that my child is punctual and attends school regularly.
2. Support the school discipline policy.
3. Establish a time for homework and review homework regularly.
4. Provide a quiet, well lighted place for study.
5. Encourage my child’s efforts and be available for questions.
7. Ensure my child understands that cell phones and other electronics cannot be visible at school.
8. Read with my child and let my child see me read.

Signature: __________________________________________

Student Agreement

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:
Attend school regularly.
Come to school each day in a dress code with pencils, paper, and other necessary tools for learning.
Complete and return homework assignments.
Observe regular study hours.
Conform to rules of student conduct.
Strive to be successful.

Signature: __________________________________________

Teacher Agreement

It is important that students achieve. Therefore, I shall strive to do the following:
Build a positive relationship with each student in an effort to increase student learning.
Provide necessary communication to parents so they can be a partner in the educational process.
Encourage students and parents by providing a positive role model for students to follow.
Strive to make learning relevant and enjoyable for students each day.

Principal’s Agreement

I support parent involvement and a safe well-organized school. Therefore, I will do the following:
Provide an environment that allows for positive communication between the teacher, parent, and student.
Encourage teachers to develop a positive relationship and act as a role model for your student, while engaging your student in relevant instruction each day.
Provide a safe and secure school where students feel welcome and encouraged to learn.
Ensure that each student is connected to an adult in a way that they are known, valued, and inspired.