Fort Worth Independent School District
123 S.S. Dillow Elementary School
2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster
Mission Statement

Create a learning environment that promotes academic and social success in college, career, and beyond
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Demographics

Demographics Summary

Dillow is an elementary school which is part of Fort Worth ISD. The make up of S.S. Dillow Elementary is primarily Hispanic and African American students. Our campus is nearly 75% Hispanic with the remaining population primarily being African American (23%) and other (2%). S.S. Dillow has seen a decline in student population over the last few years. S.S. Dillow educates approximately 430 students in grades Pre-K 3 through 5th grade.

S.S. Dillow is located in the 76105 zip code which is one of the most impoverished zip codes in the entire state of Texas and the most impoverished zip code in Fort Worth. More than 98% of students at S.S. Dillow are economically disadvantaged. 100% of S.S. Dillow students qualify for free lunch. Our campus is high transit with many of our students leaving S.S. Dillow at some point between the grade levels of Pre-K to 5.

In July of 2022, S.S. Dillow changed leadership marking their 4th principal in 10 years. Our campus is focused on effective instruction and data-driven instruction. The focus has shifted more to lower level grade instruction from the previous primary focus on STAAR tested grade levels in grades 3-5. This focus and approach was implemented with the emphasis on growing our campus from the ground up. Our belief is with a sharp focus as well as purposeful support for the lower grade levels, a strong educational foundation can be built for now and in the future.

S.S. Dillow has recently become a part of the Fort Worth Children's Partnership to help support the K-2 grade level goals and foundation. S.S. Dillow has had a history of limited parent involvement. Leadership has been focusing on ways to better inform and involve parents in the education of students.

Student Attendance:

2019-2020 (Pre-COVID): 95.88%
2020-2021 (Post-COVID- Virtual Option): 89.30%
2021-2022 (Post-COVID- In person): 90.84%

Demographics Strengths

S.S. Dillow is a school who perseveres. The culture at S.S. Dillow is like no other with teachers and staff bonding together for the good of all students. This culture has welcomed new team members in with speedy and efficient transitions to collaboration and quality instruction. The staff has grown in the area of collaboration with teachers growing with their development of lesson plans and instructional delivery. The leadership team in in classrooms daily supporting teachers and students as well as providing teachers with actional feedback to improve instruction and students outcomes.
Programs:

- Our campus helps to provide school supplies, school uniforms, etc. to those in need. We also provide an after school program with dinner to students in grades 3-5.
- We have a Pre-K 3 class that is offered for students who qualify through a grant with Fort Worth Chiuldren's Partnership.
- We have several SEL supports in place to assist students including: Two full-time certified case managers, and a counselor.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographics of S.S. Dillow is continuing to shift with an increased enrollment of Hispanic requiring a shift in training teachers on additional instructional strategies. Root Cause: Students are more transit due to many of the properties in the community being rental properties.

Problem Statement 2 (Prioritized): Attendance for 2021-2022 school year is only 1.54% higher that the previous school year during the pandemic. Our grade with the lowest percentage of student attendance is Kindergarten with 88.94%. Root Cause: Our parents of students in Pre-K through 1st grade need more information on the importance and benefits of students being in school during their foundational years.
Student Learning

Student Learning Summary
As a campus, S.S. Dillow Elementary reached projected growth in the area of math in grades 3, 4, and 5 based on MOY MAP data. Students in grades 3 and 4 also made projected growth in the area of English reading based on MOY MAP data. This aligns with the district benchmark data in 2021-2022. Our campus data points directly to grades K-2 as an area where we need to focus. First grade displayed minimal growth in the MOY MAY spanish literacy assessment.

Through many observations and various pieces of data, it is evident that reading is an area of concern. Students in the tested grade levels are showing an average of two years below grade level which has impacted their reading scores and overall academic performance. A major focus on our campus this school year and going forward will be lower grade levels in both math and literacy instruction.

African American students perform at a lower rate than Hispanic students in literacy but perform at a higher rate in math.

Our campus believes by targeting math and literacy instruction with an emphasis on lower grade level literacy, we can improve our campus rating gradually each school year.

Pre-K Circle Data:
- 78% of English tested students are On-Track with Phonological Awareness skills.
- 77% of Spanish tested students are On-Track with Phonological Awareness skills.
- 72% of English tested students are On-Track with Math skills.
- 88% of Spanish tested students are On-Track with Math skills.

Kindergarten TX-KEA Data:
- 52% of English tested students are On-Track with Math skills.
- 87% of Spanish tested students are On-Track with Math skills.
- 59% of English tested students are On-Track with Vocabulary skills.
- 87% of Spanish tested students are On-Track with Vocabulary skills.

2019 Accountability Rating Summary

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<th>Component</th>
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<th>Scaled Score</th>
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### 2021 Accountability Data Summary

**Student Achievement Raw Component Score**

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Student Achievement Raw Component Score

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<td>2020-21</td>
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Student Learning Strengths

Based on this year’s MAP data and the previous STAAR test data, math is an area of strength for our campus. More grade levels were able to achieve their projected MAP growth in math and literacy and during the last STAAR test. More students met approaches, meets, and masters in math than any other subject area. Teachers and leadership have observed that when working outside of word problems students are more likely to answer questions correctly in math.

Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** During the 2021-2022 school year, kindergarten students increased 4 RIT (Rasch UnIT) points based on the MOY MAP literacy data which was 6 RIT (Rasch UnIT) points from reaching their expected growth (10.8). **Root Cause:** Lack of teaching to the rigor of the TEKS. (E.g., weak direct instruction, lack of formative assessments throughout the lesson, and alignment to the TEKS).

**Problem Statement 2:** During the 2021-2022 school year, 1st grade students increased 7 RIT (Rasch UnIT) points based on the MOY MAP math data which was 4 RIT (Rasch UnIT) points from reaching their expected growth (11.7). **Root Cause:** Lack of teaching to the rigor of the TEKS, analyzing student data, identifying trends in student misconceptions, and determining the root cause as to why students do not master TEKS. (E.g., weak direct instruction, lack of formative assessments throughout the lesson, and alignment to the TEKS).

**Problem Statement 3:** English tested students in Kindergarten underperformed their Dual Language peers in growth by 30% points in both math and vocabulary on the Kindergarten TX-KEA. **Root Cause:** Kindergarten teacher practices around classroom management and tier 1 instruction (planning and delivery) are needing refinement.
School Processes & Programs

School Processes & Programs Summary

Lesson planning at S.S. Dillow follows the FWISD scope and sequence, curriculum, and resources as well as the FWISD lesson plan framework. Daily lesson plan expectations include: the state TEKS, the learning objective(s), aligned activities and formative assessment(s) to ensure students mastered the TEKS aligned learning objective. Teachers are expected to include scaffolds in their lessons to differentiate for student needs to ensure all students can access the level of rigor expected from the state standard (tier 1 instruction).

The instructional focus at S.S. Dillow is high-quality tier 1 instruction. Within the framework of tier 1 instruction, our campus is prioritizing modeling and checking for understanding during instruction. Improvement with modeling will provide students with a deeper understanding of how to understand the standard being taught. It will also give students an example to refer back to when working collaboratively and independently. Checking for understanding is also an important focus as it will provide teachers with a view of where students are so that they can monitor and adjust instruction as needed. It also will support teachers with knowing exactly where students are with the understanding of the TEKS so that they can provide additional support as needed.

PLC has been a place where the work has begun with improving high-quality tier 1 instruction. Our meetings have grown in structure with a strong emphasis on lesson alignment, formative assessments, and exit tickets. We have also used data from MAP, formative assessments and benchmarks to help guide instruction. Teachers are learning and understanding more about the impact of lesson alignment and data and how it drive instruction. The instructional leadership team has been working closely and in classrooms daily to support teachers. The team meets weekly to address what was observed in classrooms to refine our plan and approach on how we support and grow teachers.

School Processes & Programs Strengths

Collaboration and culture are two areas where we have shown growth as a campus. Our campus has focused more on the whole child and teacher with emphasis on PBIS. We positively recognize teachers and students monthly for their achievements. Teachers receive praise during staff meetings, weekly newsletters, a special email, PLCs, and during face to face conversations. Students are rewarded based on teacher nomination each month. Students are also rewarded by their teachers and staff with incentives.

Our campus has requested additional training from the district in Restorative Practices for the 2022-2023 school year. This will allow for all staff members to receive the same training and have district supports while we align our practices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The campus continues to use PBIS, however, classroom and campus observations do not indicate policies consistently implemented with fidelity as teachers utilize various practices to encourage appropriate student behavior. Root Cause: Lack of clarity on how to use PBIS and Restorative Practices and how it impacts school culture.

Problem Statement 2 (Prioritized): Out of all MAP tested students, only 21% scored at the national grade level norm on the Math test, and only 21% scored at the national grade
level norm on the Reading English test, and only 35% scored at the national grade level norm on the Reading Spanish test compared to the district at 34%, 35%, and 41% respectively. **Root Cause:** Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.
Perceptions

Perceptions Summary

S.S Dillow Elementary has a strong culture and climate as it pertains to students and staff. Working together is a key component of what we do at S.S. Dillow on a daily basis. That primarily comes in the form of collaboration. Teachers collaborate to plan, create lessons, and share ideas. Students collaborate during instruction to share their thinking and support their classmates.

Our staff prioritizes SEL and making sure students not only receive the education they need but that they are taken care of socially and emotionally. Teachers hold class meetings where students discuss and share experiences and concerns. Our guidance counselor conducts weekly class meetings where students learn how to be better students, be better people, share their thoughts and feelings, how to problem solve, and how to seek help when needed.

S.S. Dillow Elementary is student centered with everything we do being centered around what is best for students. We evaluate our students needs and work together on how to provide. Most needs are met through instruction but our teachers and staff also dig deeper to know students and what they may need outside of instruction as well. Our teachers and staff communicate with parents weekly. Home visits, supports and supplies are offered to those families in need.

As a campus, our discipline concerns have taken a deep decline. Students feel more comfortable and safe in school. We have incorporated more interaction opportunities between instructional programs that has helped with student referrals.

Our grades 3-5 students take the Panorama Climate Survey multiple times throughout the school year. Below are some of the results from the Fall 2021 survey:

- Supportive Relationships: 88% of students responded favorably
  - This ranks S.S. Dillow in the 60th-79th percentile nationally
- Teacher-Student Relationships: 63% of students responded favorably
  - This ranks S.S. Dillow in the 40th-59th percentile nationally
- Sense of belonging: 60% of students responded favorably
  - This ranks S.S. Dillow in the 60th-79th percentile nationally
- Engagement: 57% of students responded favorably
  - This ranks S.S. Dillow in the 60th-79th percentile nationally
- Social Awareness: 56% of students responded favorably
  - This ranks S.S. Dillow in the 0th-19th percentile nationally
- Emotional Regulation: 42% of students responded favorably
  - This ranks S.S. Dillow in the 20th-39th percentile nationally

Our teaching staff also takes the Panorama Climate Survey multiple times throughout the school year. Below are some of the results from the Fall 2021 survey:

- Inviting Work Environment: 75% of staff responded favorably
  - Up 0% since Spring 2021
- Educating All Students: 64% of staff responded favorably
  - Down 8% since Spring 2021
Perceptions Strengths

The culture at S.S. Dillow is strong and continues to grow. Through daily positive interactions, celebration of teachers and students achievement and prioritizing caring for and respecting others. S.S. Dillow is a place where staff and students feel safe. Teachers and staff care about and prioritize the whole child. Our campus centers all of what we do about what is best for students.

Problem Statements Identifying Perceptions Needs

**Problem Statement 1**: Low parent involvement with instructional student support at home. **Root Cause**: A lack of communication between teachers and parents about what teachers need parents to do and how to do it.

**Problem Statement 2 (Prioritized)**: 49% of students responded favorably on the Panoramic Survey to teachers caring about their feelings. 53% Hispanic answered favorably compared to 36% of students that wanted to keep their race confidential. **Root Cause**: Staff needs more specific training in interpreting and responding to Panorama data throughout the year.
Priority Problem Statements

**Problem Statement 1:** During the 2021-2022 school year, kindergarten students increased 4 RIT (Rasch Unit) points based on the MOY MAP literacy data which was 6 RIT (Rasch Unit) points from reaching their expected growth (10.8).

**Root Cause 1:** Lack of teaching to the rigor of the TEKS. (E.g., weak direct instruction, lack of formative assessments throughout the lesson, and alignment to the TEKS).

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Attendance for 2021-2022 school year is only 1.54% higher that the previous school year during the pandemic. Our grade with the lowest percentage of student attendance is Kindergarten with 88.94%.

**Root Cause 2:** Our parents of students in Pre-K through 1st grade need more information on the importance and benefits of students being in school during their foundational years.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Out of all MAP tested students, only 21% scored at the national grade level norm on the Math test, and only 21% scored at the national grade level norm on the Reading English test, and only 35% scored at the national grade level norm on the Reading Spanish test compared to the district at 34%, 35%, and 41% respectively.

**Root Cause 3:** Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.

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

**Problem Statement 4:** 49% of students responded favorably on the Panoramic Survey to teachers caring about their feelings. 53% Hispanic answered favorably compared to 36% of students that wanted to keep their race confidential.

**Root Cause 4:** Staff needs more specific training in interpreting and responding to Panorama data throughout the year.

**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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

**Student Data: Assessments**
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**
• Attendance data
• Mobility rate, including longitudinal data
• Discipline records
• Student surveys and/or other feedback
• Class size averages by grade and subject
• School safety data

Employee Data
• Professional learning communities (PLC) data
• Staff surveys and/or other feedback
• Teacher/Student Ratio
• Campus leadership data
• Campus department and/or faculty meeting discussions and data
• Professional development needs assessment data
• Evaluation(s) of professional development implementation and impact
• Equity data
• T-PESS data

Parent/Community Data
• Parent surveys and/or other feedback
• Parent engagement rate
• Community surveys and/or other feedback

Support Systems and Other Data
• Organizational structure data
• Processes and procedures for teaching and learning, including program implementation
• Communications data
• Budgets/entitlements and expenditures data
• Other additional data
District Goals

District Goal 1: 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: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 77.5% to 85% by May 2023.
*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 84.6% to 90% by May 2023.
*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 61.5% to 70% by May 2023.

High Priority

Evaluation Data Sources: CLI

Strategy 1: Improve the quality and alignment of developmentally appropriate practices for all students through the use of the Teaching Strategies and lesson internalization process to ensure alignment, checks for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increase in students ready for Pre-K 4 and Kinder.

Staff Responsible for Monitoring: EC Specialist/Coach
Principal
Assistant Principal

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

- ESF Levers:
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy

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<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tr>
<td>Action Step 1: Teachers and Teacher Assistants will attend monthly PLCs led by the Early Learning Department</td>
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<tr>
<td><strong>Intended Audience:</strong> Pre-K3 and Pre-K4 Teachers and TAs.</td>
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<td><strong>Delivery Method:</strong> Face to Face</td>
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0% No Progress 100% Accomplished Continue/Modify Discontinue
District Goal 1: 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: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 34% to 40% by May 2023.
*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 32% to 40% by May 2023.
*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 30% to 40% by May 2023.

High Priority
HB3 District Goal

Evaluation Data Sources: MAP Fluency Foundations skills comparison report

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: At least an increase of 6% from not met to making progress, meeting or exceeding progress.

Staff Responsible for Monitoring: Instructional Coaches
Principal
Assistant Principal

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
- Targeted Support Strategy

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

**Action Step 1:** Purchase additional materials for the classroom that will support the Amplify Curriculum.

**Intended Audience:** Teachers

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

**Provider / Presenter / Person Responsible:** Instructional Coaches

Principal
Assistant Principal

**Collaborating Departments:** Teaching and Learning

**Delivery Method:** Face to face

**Funding Sources:** - Title I (211) - 211-11-6399-04E-123-30-510-000000-23F10 - $8,400,
- Title I (211) - 211-11-6499-04E-123-30-510-000000-23F10 - $600

### Action Step 2 Details

**Action Step 2:** Collaborate with a high-impact tutoring group to address the needs of identified low performing students.

**Intended Audience:** All grades

**Date(s) / Timeframe:** 08/2022 - 05/2023

**Provider / Presenter / Person Responsible:** Teachers

**Collaborating Departments:** Teaching and Learning

**Delivery Method:** Face to Face

**Funding Sources:** - Title I (211) - 211-11-6116-04E-123-30-510-000000-23F10 - $5,000

### Action Step 3 Details

**Action Step 3:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Intended Audience:** Faculty

All Students

**Date(s) / Timeframe:** 08/2022-05/2023

**Provider / Presenter / Person Responsible:** Faculty

**Collaborating Departments:** Safety and Security

**Delivery Method:** Face to Face

**Funding Sources:** - Title I (211) - 211-11-6112-04E-123-30-510-000000-23F10 - $1,000

### School Performance Objective 2 Problem Statements:
### Student Learning

**Problem Statement 1:** During the 2021-2022 school year, kindergarten students increased 4 RIT (Rasch UnIT) points based on the MOY MAP literacy data which was 6 RIT (Rasch UnIT) points from reaching their expected growth (10.8). **Root Cause:** Lack of teaching to the rigor of the TEKS. (E.g., weak direct instruction, lack of formative assessments throughout the lesson, and alignment to the TEKS).

### School Processes & Programs

**Problem Statement 2:** Out of all MAP tested students, only 21% scored at the national grade level norm on the Math test, and only 21% scored at the national grade level norm on the Reading English test, and only 35% scored at the national grade level norm on the Reading Spanish test compared to the district at 34%, 35%, and 41% respectively. **Root Cause:** Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.
District Goal 1: 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: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 43.2% to 50% by May 2023.*
*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 44.3% to 50% by May 2023.*
*Increase the percentage of Hispanic students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 42.1% to 50% by May 2023.

High Priority
HB3 District Goal

Evaluation Data Sources: MAP Growth

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework). Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization.

**Strategy's Expected Result/Impact:** Increase student achievement and progress in reading for grades K-5

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coaches

**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

- **Targeted Support Strategy**

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

**Action Step 1:** Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify, Lexia and Neuhaus)

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<td>Literacy Department Lexia Neuhaus</td>
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<tr>
<td><strong>Delivery Method:</strong></td>
<td>In House Off-Campus</td>
</tr>
<tr>
<td><strong>Funding Sources:</strong></td>
<td>- SCE (199 PIC 24) - 199-11-6396-001-123-24-313-000000- - $3,000, - SCE (199 PIC 24) - 199-11-6399-001-123-24-313-000000- - $3,000</td>
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</table>

### Action Step 2 Details

**Action Step 2:** Purchase technology to support a data-rich environment and maintain day-to-day operations.

<table>
<thead>
<tr>
<th>Intended Audience:</th>
<th>Teachers Students All stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date(s) / Timeframe:</strong></td>
<td>08/2022 - 05/2023</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong></td>
<td>Principal Assistant Principal Instructional Coaches</td>
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<tr>
<td><strong>Collaborating Departments:</strong></td>
<td>Data and Accountability</td>
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<tr>
<td><strong>Delivery Method:</strong></td>
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</tr>
<tr>
<td><strong>Funding Sources:</strong></td>
<td>Computer accessories - Title I (211) - 211-11-6396-04E-123-30-510-000000-23F10 - $5,000</td>
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</tbody>
</table>

### Strategy 2:

**Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Bi-literacy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, and materials, and extended day.**

**Strategy's Expected Result/Impact:** Increased % of students meeting or exceeding projected MAP Growth

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coaches
Lead Teachers

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

- **ESF Levers:**

- **Targeted Support Strategy**

**Action Step 1 Details**

<table>
<thead>
<tr>
<th>Action Step 1: Conduct data gathering walks every six, conduct a debrief for the next steps and share data with staff.</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Audience:</strong> Teachers</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> 08/2022 - 05/2023</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Principal Assistant Principal Instructional Coaches Lead Teachers</td>
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</tr>
</tbody>
</table>

**Collaborating Departments:** Teaching and Learning Department Math Department Literacy Department

**Delivery Method:** Face to Face

**Action Step 2 Details**

<table>
<thead>
<tr>
<th>Action Step 2: Pull out/Push-in and use supplemental materials to support the learning needs of our special populations.</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Audience:</strong> Students</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> 08/2022 - 05/2023</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Inclusion Teacher Reading Specialist</td>
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</table>

**Collaborating Departments:** Special Education Literacy

**Delivery Method:** Small-Group Individual

**Funding Sources:** - BEA (199 PIC 25) - 199-11-6399-001-123-25-313-000000 - $1,494

| 0% No Progress | 100% Accomplished | Continue/Modify | X Discontinue |

**School Performance Objective 3 Problem Statements:**
## Student Learning

**Problem Statement 1:** During the 2021-2022 school year, kindergarten students increased 4 RIT (Rasch UnIT) points based on the MOY MAP literacy data which was 6 RIT (Rasch UnIT) points from reaching their expected growth (10.8). **Root Cause:** Lack of teaching to the rigor of the TEKS. (E.g., weak direct instruction, lack of formative assessments throughout the lesson, and alignment to the TEKS).

## School Processes & Programs

**Problem Statement 2:** Out of all MAP tested students, only 21% scored at the national grade level norm on the Math test, and only 21% scored at the national grade level norm on the Reading English test, and only 35% scored at the national grade level norm on the Reading Spanish test compared to the district at 34%, 35%, and 41% respectively. **Root Cause:** Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.
District Goal 2: 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: Increase the percentage of PK students who score On Track on Circle Math from 72.5% to 80% by May 2023.
Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 69.2% to 80% by May 2023.

High Priority
Evaluation Data Sources: CLI Math Assessments

Strategy 1: Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem-solving application, and use of district-approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: Increased developmentally appropriate practices delivered in the classroom.
Increase early math scores.

Staff Responsible for Monitoring: Pre-K Specialist
Principal
Assistant Principal

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
- Targeted Support Strategy

Problem Statements: School Processes & Programs 2

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td>Action Step 1: Teachers and Teacher Assistants will attend monthly PLCs led by the Early Learning Department</td>
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<tr>
<td>Intended Audience: Pre-K Teachers and Teacher Assistants</td>
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<td>Date(s) / Timeframe: 08/2022 - 05/2023</td>
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<td>Collaborating Departments: Early Learning Department</td>
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<tr>
<td>Delivery Method: Face to face</td>
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### Action Step 2 Details

**Action Step 2:** Hire a Data Analyst to help build teachers' capacity and improve the quality and alignment of Tier 1 instruction and targeted interventions for all students through the use of data analysis meetings that will target student misconceptions.

- **Intended Audience:** Teachers
- **Date(s) / Timeframe:** August 2022 - June 2023
- **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Data Analyst
- **Collaborating Departments:** Accountability & Data Quality
- **Delivery Method:** Face to face
- **Funding Sources:** - Title I (211) - 211-13-6119-04E-123-30-510-000000-23F10 - $76,000

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**School Performance Objective 1 Problem Statements:**

<table>
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<tr>
<th>School Processes &amp; Programs</th>
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**Problem Statement 2:** Out of all MAP tested students, only 21% scored at the national grade level norm on the Math test, and only 21% scored at the national grade level norm on the Reading English test, and only 35% scored at the national grade level norm on the Reading Spanish test compared to the district at 34%, 35%, and 41% respectively. **Root Cause:** Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.
**District Goal 2:** 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 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 52.4% to 60% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 40% to 50% by May 2023.

**High Priority**

**Evaluation Data Sources:** TX-KEA Math

**Strategy 1:** Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math, and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

- **Strategy's Expected Result/Impact:** Increase student achievement and progress in math for grades K - 5
- **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

**Targeted Support Strategy**

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Action Step 1:</strong> Hire a Teacher Assistant to help improve the quality of Tier 1 instruction for all students through the use of interventions on campus. <strong>Intended Audience:</strong> Teachers</td>
<td><strong>Formative</strong></td>
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123 S.S. Dillow Elementary School
Generated by Plan4Learning.com
Campus #220905123
November 16, 2022 12:51 PM
Students

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

**Provider / Presenter / Person Responsible:** Principal
Assistant Principal
Teacher Assistant

**Collaborating Departments:** Teaching and Learning

**Delivery Method:** Face to face

**Funding Sources:**
- Title I (211) - 211-11-6129-04U-123-30-510-000000-23F10 - $25,000

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<tr>
<td>0%</td>
<td>0%</td>
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</table>
District Goal 2: 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 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 45.8% to 60% by May 2023.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 38.7% to 50% by May 2023.

High Priority

Evaluation Data Sources: MAP Growth

Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math, and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increased % of students on level and meeting or exceeding the projected growth measure

Staff Responsible for Monitoring: Eureka Representatives
Math Specialist
Instructional Coaches

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:

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

**Action Step 1:** Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Eureka and approved math intervention program)

**Intended Audience:** Teachers K-5

**Date(s) / Timeframe:** 09/2022 - 05/2023

**Provider / Presenter / Person Responsible:** Principal

  - Instructional Coaches
  - Math Specialist
  - Eureka Representative
  - Approved Math Representative

**Collaborating Departments:** Math Department

  - Eureka
  - Approved Math Intervention Program Vendor

**Delivery Method:** In House

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<tr>
<td>June</td>
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</table>

School Performance Objective 3 Problem Statements:

**School Processes & Programs**

**Problem Statement 2:** Out of all MAP tested students, only 21% scored at the national grade level norm on the Math test, and only 21% scored at the national grade level norm on the Reading English test, and only 35% scored at the national grade level norm on the Reading Spanish test compared to the district at 34%, 35%, and 41% respectively. **Root Cause:** Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.
**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 17% to 35% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 15% to 30% by May 2023.

**HB3 District Goal**

**Evaluation Data Sources:** STAAR

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, and formative and summative assessments from the Curriculum Framework in all courses for all students.

**Strategy's Expected Result/Impact:** Increased % of students performing at the meets level on STAAR Reading

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coaches

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

**Targeted Support Strategy**

**Problem Statements:** Student Learning 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Extended school day- provide after-school tutoring to compact and accelerate students' learning.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> Students</td>
<td><strong>Summative</strong></td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> 10/2022 - 4/2023</td>
<td><strong>Nov</strong></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Teachers</td>
<td><strong>Jan</strong></td>
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<td><strong>Delivery Method:</strong> Face to Face</td>
<td><strong>Mar</strong></td>
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<td><strong>Funding Sources:</strong> - SCE (199 PIC 24) - 199-11-6116-001-123-24-313-000000 - $426</td>
<td><strong>June</strong></td>
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0% No Progress 50% Accomplished Continue/Modify X Discontinue

**School Performance Objective 1 Problem Statements:**

123 S.S. Dillow Elementary School
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Campus #220905123
November 16, 2022 12:51 PM
### Student Learning

**Problem Statement 1**: During the 2021-2022 school year, kindergarten students increased 4 RIT (Rasch UnIT) points based on the MOY MAP literacy data which was 6 RIT (Rasch UnIT) points from reaching their expected growth (10.8). **Root Cause**: Lack of teaching to the rigor of the TEKS. (E.g., weak direct instruction, lack of formative assessments throughout the lesson, and alignment to the TEKS).
**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 16.3% to 30% by May 2023.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 15% to 30% by May 2023.

**High Priority**

**Evaluation Data Sources:** STAAR

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, and formative and summative assessments from the Curriculum Framework in all courses for all students.

**Strategy's Expected Result/Impact:** Increase in % of students at the meets level on the 2023 Math STAAR assessment.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coaches
Teacher Leaders

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

- **Targeted Support Strategy**

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

**Strategy 2:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

**Strategy's Expected Result/Impact:** Increase % of students at the met level on the Math STAAR

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coaches
Teacher Leaders

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

- **Targeted Support Strategy**
## Action Step 1 Details

**Intended Audience:** All stakeholders  
**Date(s) / Timeframe:** 08/2022 - 05/2023  
**Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Data Analyst  
**Collaborating Departments:** Accountability & Data Quality  
**Delivery Method:** Face to Face  
**Funding Sources:**  
- Title I (211) - 211-11-6399-04E-123-30-510-000000-23F10 - $800

### Reviews

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</table>

- **No Progress**  
- **Accomplished**  
- **Continue/Modify**  
- **Discontinue**

### School Performance Objective 2 Problem Statements:

#### Student Learning

**Problem Statement 1:** During the 2021-2022 school year, kindergarten students increased 4 RIT (Rasch UnIT) points based on the MOY MAP literacy data which was 6 RIT (Rasch UnIT) points from reaching their expected growth (10.8). **Root Cause:** Lack of teaching to the rigor of the TEKS. (E.g., weak direct instruction, lack of formative assessments throughout the lesson, and alignment to the TEKS).

#### School Processes & Programs

**Problem Statement 2:** Out of all MAP tested students, only 21% scored at the national grade level norm on the Math test, and only 21% scored at the national grade level norm on the Reading English test, and only 35% scored at the national grade level norm on the Reading Spanish test compared to the district at 34%, 35%, and 41% respectively. **Root Cause:** Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 29% to 19% by May 2023.

High Priority

Evaluation Data Sources: FOCUS Attendance data
Principal Data Dashboard
ADQ Cycle reports

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease in the number of chronic absences on the campus.

Staff Responsible for Monitoring: Principal
Assistant Principal
Family Communication Specialist
Counselor
Case Managers

TEA Priorities:
Improve low-performing schools
- ESF Levers:
  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- Targeted Support Strategy

Problem Statements: Demographics 2 - Perceptions 2
### Action Step 1 Details

**Action Step 1:** Hold attendance meetings every six weeks to identify students who are chronically absent and develop a plan for student attendance including attendance recovery  

- **Intended Audience:** Attendance committee  
  Students  
- **Date(s) / Timeframe:** 09/2022 - 05/2023  
- **Provider / Presenter / Person Responsible:** Assistant Principal  
  Family communication Specialist  
  Data Clerk  
  Case Manager  
  Counselor  
- **Collaborating Departments:** Student Support Services  
- **Delivery Method:** Face to Face  

### Action Step 2 Details

**Action Step 2:** Make phone daily to students who are not at school by 9:00 AM and track calls and any other form of communication in a dashboard.  

- **Intended Audience:** Parents  
- **Date(s) / Timeframe:** 08/2022 - 5/2023  
- **Provider / Presenter / Person Responsible:** Family Engagement Specialist  
- **Collaborating Departments:** Parent Partners  
- **Delivery Method:** Phone  
  Blackboard  
  Letter  

### Action Step 3 Details

**Action Step 3:** Provide an Attendance Matters presentation to parents at Open House and request they commit to bringing their students to school on time every day.  

- **Intended Audience:** Parents  
- **Date(s) / Timeframe:** 08/2022  
- **Provider / Presenter / Person Responsible:** Principal  
  Assistant Principal  
  Family Engagement Specialist  
- **Collaborating Departments:** Student Support Services  
  Parent Partners  
- **Delivery Method:** Face to Face
### Demographics

**Problem Statement 2:** Attendance for 2021-2022 school year is only 1.54% higher that the previous school year during the pandemic. Our grade with the lowest percentage of student attendance is Kindergarten with 88.94%. **Root Cause:** Our parents of students in Pre-K through 1st grade need more information on the importance and benefits of students being in school during their foundational years.

### Perceptions

**Problem Statement 2:** 49% of students responded favorably on the Panoramic Survey to teachers caring about their feelings. 53% Hispanic answered favorably compared to 36% of students that wanted to keep their race confidential. **Root Cause:** Staff needs more specific training in interpreting and responding to Panorama data throughout the year.
**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from 60 to 30 by May 2023. Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 30 to 15 by May 2023.

**High Priority**

- **Evaluation Data Sources:** FOCUS discipline reports
  - ADQ cycle reports

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

- **Strategy's Expected Result/Impact:** Decrease the number of students with referrals on the campus.

- **Staff Responsible for Monitoring:**
  - Principal
  - Assistant Principal
  - Case Manager
  - Counselor

- **TEA Priorities:**
  - Improve low-performing schools
    - **ESF Levers:**
      - Lever 1: Strong School Leadership and Planning,
      - Lever 3: Positive School Culture
  - **Targeted Support Strategy**

- **Problem Statements:** Perceptions 2

### Action Step 1 Details

**Action Step 1:** Relaunch Restorative Practices on the campus to support the SEL needs of students.

- **Intended Audience:** Teachers, Students
- **Date(s) / Timeframe:** 08/2022 - 05/2022
- **Provider / Presenter / Person Responsible:** Restorative Practice Specialist
- **Collaborating Departments:** Restorative Practice Department
- **Delivery Method:** Face to Face

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**School Performance Objective 2 Problem Statements:**
<table>
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<tr>
<td><strong>Problem Statement 2</strong>: 49% of students responded favorably on the Panoramic Survey to teachers caring about their feelings. 53% Hispanic answered favorably compared to 36% of students that wanted to keep their race confidential. <strong>Root Cause</strong>: Staff needs more specific training in interpreting and responding to Panorama data throughout the year.</td>
</tr>
</tbody>
</table>
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 15 to 7 by May 2023.

**High Priority**

**Evaluation Data Sources:** Discipline Data
FOCUS
ADQ Portal

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

**Strategy's Expected Result/Impact:** Decrease the number of out-of-school suspensions on the campus.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Case Manager
Counselor

**TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
  - Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Perceptions 2

| Problem Statement 2: 49% of students responded favorably on the Panoramic Survey to teachers caring about their feelings. 53% Hispanic answered favorably compared to 36% of students that wanted to keep their race confidential. **Root Cause:** Staff needs more specific training in interpreting and responding to Panorama data throughout the year. | Perceptions |
**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 5 to 10 by May 2023.

- **High Priority**
- **Evaluation Data Sources:** Sign-in sheets and surveys

**Strategy 1:** Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC’s, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

- **Strategy's Expected Result/Impact:** Increase the % of parents/guardians' participation
  - Increase the positive perception of the campus.

- **Staff Responsible for Monitoring:** Family Engagement Specialist

**TEA Priorities:**
- Improve low-performing schools
- **ESF Levers:**
  - Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- **Targeted Support Strategy**

### Action Step 1 Details

<table>
<thead>
<tr>
<th>Action Step 1: Create a Parental Involvement Night committee that includes an education piece for parents and takeaways ideas and material that can be reinforced at home</th>
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</thead>
<tbody>
<tr>
<td><strong>Intended Audience:</strong> Families</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> 08/2022</td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Family Engagement Specialist</td>
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<tr>
<td>Student Support Team</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td><strong>Collaborating Departments:</strong> Parent Partnership Department</td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> Face to Face</td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> - Parent Engagement - 211-61-6499-04L-123-30-510-000000-23F10 - $926</td>
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<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
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<tr>
<td><strong>Nov</strong></td>
<td><strong>Jan</strong></td>
<td><strong>Mar</strong></td>
</tr>
<tr>
<td>Action Step 2 Details</td>
<td>Reviews</td>
<td></td>
</tr>
<tr>
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<tr>
<td><strong>Action Step 2:</strong> Host at least 5 Family Involvement Nights and at least 2 Saturday Family Support events to build bridges from home to school and provide families support during non-school hours.</td>
<td><strong>Reviews</strong></td>
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<td><strong>Intended Audience:</strong> Families</td>
<td>Formative</td>
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## Site-Based Decision Making Committee

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<tr>
<td>Administrator</td>
<td>Nichole Burkhardt</td>
<td>Principal</td>
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<tr>
<td>Classroom Teacher 1</td>
<td>Aletha Fields</td>
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<tr>
<td>DERC Representative 1</td>
<td>Perla Tello</td>
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<tr>
<td>Classroom Teacher 2</td>
<td>Leticia Lira</td>
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<tr>
<td>Classroom Teacher 2</td>
<td>Luann Hoerner</td>
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<tr>
<td>DERC Representative 2</td>
<td>Lilly Belew</td>
<td>Instructional Coach</td>
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<tr>
<td>Professional Non-Teaching Staff</td>
<td>Natalie Guerrero</td>
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<td>Marcell Gilliard</td>
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<tr>
<td>Professional District-Level Staff</td>
<td>Tracy Barnett</td>
<td>Math Department Coordinator</td>
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<tr>
<td>Business Representative 1</td>
<td>Keisha White</td>
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<tr>
<td>Parent 1</td>
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<td>Parent</td>
</tr>
<tr>
<td>Parent 2</td>
<td>Antionette Kirkwood</td>
<td>Parent</td>
</tr>
<tr>
<td>Parent 3</td>
<td>Elizabeth Olalde Ortega</td>
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<td>Community Representative 1</td>
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<tr>
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<tr>
<td>Parent</td>
<td>Clara Estrada</td>
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## Campus Funding Summary

### Title I (211)

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<thead>
<tr>
<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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## SCE (199 PIC 24)

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<th>District Goal</th>
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<th>Strategy</th>
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### Parent Engagement

<table>
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<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
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Sub-Total $1,926.00

Budgeted Fund Source Amount $1,926.00

### BEA (199 PIC 25)

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Sub-Total $1,494.00

Budgeted Fund Source Amount $1,494.00

 +/- Difference $0.00

Grand Total Spent $131,646.00

 +/- Difference $0.00
Addendums