# Fort Worth Independent School District

# 227 Dolores Huerta Elementary School

# 2022-2023 Campus Improvement Plan

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** September 6, 2022
**Public Presentation Date:** September 6, 2022

# Mission Statement

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

# Vision

"Together we can build a bright future."

# Value Statement

"Si Se Puede!"

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# Comprehensive Needs Assessment

**Revised/Approved: September 30, 2022**

## Demographics

**Demographics Summary**

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

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

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

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

**Demographics Strengths**

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

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** From August 2021 to February 2022 PK student attendance rate dropped from 91% to 84%. **Root Cause:** Parents are not well informed on the importance of PK as a building block to the rest of the grades.

**Problem Statement 2:** Based on FOCUS reports, 24 out of the 31 office referrals do not have actions listed including students with multiple referrals. **Root Cause:** Teacher and administrator do not take the time to complete all the parts of the referrals.

**Problem Statement 3 (Prioritized):** From 3rd six weeks to 4th six weeks, there was an 8% drop in attendance from 93.3% to 85.1% campus wide. **Root Cause:** More parent conversations need to occur so parents understand the connection of attendance and student achievement.

**Problem Statement 4 (Prioritized):** Students in PK and Kindergarten have the lowest attendance rate averaging between 80-90% per six weeks. **Root Cause:** Parents do not understand the importance of early childhood education.

# Student Learning

**Student Learning Summary**

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

**Student Learning Strengths**

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

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** 32% of Kindergarten students met the projected growth in MAP Growth MOY Math Assessment. **Root Cause:** Tier 3 math interventions were not began until January in Kindergarten.

**Problem Statement 2 (Prioritized):** 52% of Kindergarten English Learners need support in decoding according the the TX-KEA Wave 2 report. **Root Cause:** Acceleration program (Lexia) is in English.

**Problem Statement 3 (Prioritized):** 37% of Kindergarten students in the regular program classrooms need support in blending according to the TX- KEA Wave 2 report. **Root Cause:** Neuhaus was not implemented at the beginning of the year to help students with phonemic awareness.

**Problem Statement 4 (Prioritized):** PK students are underperforming in alliteration. 68% need support according to the CLI Wave 2 assessment. **Root Cause:** PK program does not offer a strong phonics program.

**Problem Statement 5 (Prioritized):** Based on MAP Growth MOY Math assessment, 17% of first grade students are performing on grade level. **Root Cause:** Self contained teachers need more time to fully plan engaging lessons in math to make sure all students meet the daily objective.

**Problem Statement 6 (Prioritized):** First grade students who took the English MAP Growth Reading assessment decreased in their performance from 15% in BOY to 12% in MOY of percent of students who met the grade level norm. **Root Cause:** Self contained teachers need more time to fully plan engaging lessons in Reading to make sure all students meet the daily objective and the fundamental four are part of every lesson.

**Problem Statement 7 (Prioritized):** 58% of 4th grade English learners met their MAP Growth Reading MOY growth; however 32% met grade level expectations. **Root Cause:** Students are still catching up with some missed instruction.

**Problem Statement 8 (Prioritized):** Based on MAP Growth MOY data, 33% of second grade students met their projected goal in the English assessment and 26% in the Spanish assessment. **Root Cause:** Research based interventions were not provided to Tier 2 and Tier 3 students due to limited planning time for the teachers.

**Problem Statement 9:** 48% of2nd grade Math students have shown projected growth in the MOY MAP Growth assessment, but 34% are meeting on grade level expectations. **Root Cause:** Students are still catching up with some missed instruction.

**Problem Statement 10:** 59% of 5th grade math students met projected growth in MAP Growth Math assessment; however only 24% me their RIT grade level norm. **Root Cause:** Students are still catching up with some missed instruction.

**Problem Statement 11:** 3rd grade students increased their benchmark reading assessment approaches performance form 27% (in 2021) to 41% (in 2022; however, they are still underperforming the district standard by 11% points. **Root Cause:** Not all students in Tier 2 and Tier 3 have received interventions.

**Problem Statement 12 (Prioritized):** 53% of 5th grade students are meeting their projected growth in MAP Growth Reading; however 31% of 5th grade students are meeting the RIT grade level norms. **Root Cause:** Students are still catching up with some missed instruction.

**Problem Statement 13 (Prioritized):** 91% of PK students are on track in the MOY administration of the CIRCLE testing. **Root Cause:** Teachers plan engaging lessons with the students.

**Problem Statement 14 (Prioritized):** 46% of students in Kindergarten are on track on math KEA MOY assessment. **Root Cause:** Student attendance is low in Kinder making students miss many important concepts.

# School Processes & Programs

**School Processes & Programs Summary**

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

Motto

"Si Se Puede!"

Mission

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

Vision

"Together we can build a bright future."

Values

- Growth Mindset

- Building positive relationships with students, parents, and staff

- Safety for all in a welcoming environment

- Family and community involvement

**School Processes & Programs Strengths**

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

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Based on FOCUS for the 2021-2022 school year, 55% of the office referrals were for students in Kindergarten through second grade. **Root Cause:** Students are lacking coping and other skills necessary to regulate emotions and communicate needs.

**Problem Statement 2 (Prioritized):** Lesson plans are not 100% aligned with the FWISD gradual release model. **Root Cause:** Teachers need more time to plan for lessons to keep objectives aligned, students engaged and follow the FWISD gradual release model.

**Problem Statement 3 (Prioritized):** 11% of 5th grade ELL students received advanced high ratings based on TELPAS. **Root Cause:** Changes in the bilingual programs in the district and lack of vertical alignment at the school level.

**Problem Statement 4 (Prioritized):** In the 2021-2022 school year there are 11 students identified GT out of 500 students. **Root Cause:** More information and communication regarding the process of identifying students for GT needs to be shared with the staff and parents.

# Perceptions

**Perceptions Summary**

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

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

**Perceptions Strengths**

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

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

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

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

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Based on the 2021 Panorama survey, 34% of students didn't feel that if they got upset in class, they would be given the opportunity to relax. **Root Cause:** Not all teachers have had the training to implement calming/self-regulating strategies in the classroom.

**Problem Statement 2 (Prioritized):** Based on the 2021 Panorama survey, 53% of the teachers feel motivated about working with the leadership team. **Root Cause:** Teachers have different personalities and perceive things in different ways.

**Problem Statement 3 (Prioritized):** Based on the 2021 Panorama survey, 32% of students talk about ideas from class at home. **Root Cause:** Students do not find lessons relatable to share with families at home.

**Problem Statement 4 (Prioritized):** Based on the 2021 Panorama survey, 40% of the students in 3rd-5th grade believed that if their teacher asks "How are you?" that the teacher would really want to know the answer. **Root Cause:** Teachers are overwhelmed with the work at times and forget the importance of the social emotional needs of the students.

**Problem Statement 5 (Prioritized):** Based on the Panorama survey, there was a 11% point drop from Spring 2021 to Winter 2021 in how well the faculty felt they were able to find the necessary resources for their students. **Root Cause:** Teachers are not always aware of the resources that are available in the building to help address student deficits due to a lack of organization at the school level.

# Priority Problem Statements

**Problem Statement 9**: From August 2021 to February 2022 PK student attendance rate dropped from 91% to 84%.
**Root Cause 9**: Parents are not well informed on the importance of PK as a building block to the rest of the grades.
**Problem Statement 9 Areas**: Demographics

**Problem Statement 12**: Based on FOCUS for the 2021-2022 school year, 55% of the office referrals were for students in Kindergarten through second grade.
**Root Cause 12**: Students are lacking coping and other skills necessary to regulate emotions and communicate needs.
**Problem Statement 12 Areas**: School Processes & Programs

**Problem Statement 20**: Based on the 2021 Panorama survey, 34% of students didn't feel that if they got upset in class, they would be given the opportunity to relax.
**Root Cause 20**: Not all teachers have had the training to implement calming/self-regulating strategies in the classroom.
**Problem Statement 20 Areas**: Perceptions

**Problem Statement 1**: 52% of Kindergarten English Learners need support in decoding according the the TX-KEA Wave 2 report.
**Root Cause 1**: Acceleration program (Lexia) is in English.
**Problem Statement 1 Areas**: Student Learning

**Problem Statement 15**: Lesson plans are not 100% aligned with the FWISD gradual release model.
**Root Cause 15**: Teachers need more time to plan for lessons to keep objectives aligned, students engaged and follow the FWISD gradual release model.
**Problem Statement 15 Areas**: School Processes & Programs

**Problem Statement 19**: Based on the 2021 Panorama survey, 53% of the teachers feel motivated about working with the leadership team.
**Root Cause 19**: Teachers have different personalities and perceive things in different ways.
**Problem Statement 19 Areas**: Perceptions

**Problem Statement 10**: From 3rd six weeks to 4th six weeks, there was an 8% drop in attendance from 93.3% to 85.1% campus wide.
**Root Cause 10**: More parent conversations need to occur so parents understand the connection of attendance and student achievement.
**Problem Statement 10 Areas**: Demographics

**Problem Statement 2**: 37% of Kindergarten students in the regular program classrooms need support in blending according to the TX- KEA Wave 2 report.
**Root Cause 2**: Neuhaus was not implemented at the beginning of the year to help students with phonemic awareness.
**Problem Statement 2 Areas**: Student Learning

**Problem Statement 14**: 11% of 5th grade ELL students received advanced high ratings based on TELPAS.
**Root Cause 14**: Changes in the bilingual programs in the district and lack of vertical alignment at the school level.
**Problem Statement 14 Areas**: School Processes & Programs


**Problem Statement 18**: Based on the 2021 Panorama survey, 32% of students talk about ideas from class at home.
**Root Cause 18**: Students do not find lessons relatable to share with families at home.
**Problem Statement 18 Areas**: Perceptions


**Problem Statement 11**: Students in PK and Kindergarten have the lowest attendance rate averaging between 80-90% per six weeks.
**Root Cause 11**: Parents do not understand the importance of early childhood education.
**Problem Statement 11 Areas**: Demographics


**Problem Statement 3**: PK students are underperforming in alliteration. 68% need support according to the CLI Wave 2 assessment.
**Root Cause 3**: PK program does not offer a strong phonics program.
**Problem Statement 3 Areas**: Student Learning


**Problem Statement 13**: In the 2021-2022 school year there are 11 students identified GT out of 500 students.
**Root Cause 13**: More information and communication regarding the process of identifying students for GT needs to be shared with the staff and parents.
**Problem Statement 13 Areas**: School Processes & Programs


**Problem Statement 17**: Based on the 2021 Panorama survey, 40% of the students in 3rd-5th grade believed that if their teacher asks "How are you?" that the teacher would really want to know the answer.
**Root Cause 17**: Teachers are overwhelmed with the work at times and forget the importance of the social emotional needs of the students.
**Problem Statement 17 Areas**: Perceptions


**Problem Statement 4**: Based on MAP Growth MOY Math assessment, 17% of first grade students are performing on grade level.
**Root Cause 4**: Self contained teachers need more time to fully plan engaging lessons in math to make sure all students meet the daily objective.
**Problem Statement 4 Areas**: Student Learning


**Problem Statement 16**: Based on the Panorama survey, there was a 11% point drop from Spring 2021 to Winter 2021 in how well the faculty felt they were able to find the necessary resources for their students.
**Root Cause 16**: Teachers are not always aware of the resources that are available in the building to help address student deficits due to a lack of organization at the school level.
**Problem Statement 16 Areas**: Perceptions

**Problem Statement 5**: First grade students who took the English MAP Growth Reading assessment decreased in their performance from 15% in BOY to 12% in MOY of percent of students who met the grade level norm.

**Root Cause 5**: Self contained teachers need more time to fully plan engaging lessons in Reading to make sure all students meet the daily objective and the fundamental four are part of every lesson.

**Problem Statement 5 Areas**: Student Learning

**Problem Statement 6**: 58% of 4th grade English learners met their MAP Growth Reading MOY growth; however 32% met grade level expectations.

**Root Cause 6**: Students are still catching up with some missed instruction.

**Problem Statement 6 Areas**: Student Learning

**Problem Statement 7**: Based on MAP Growth MOY data, 33% of second grade students met their projected goal in the English assessment and 26% in the Spanish assessment.

**Root Cause 7**: Research based interventions were not provided to Tier 2 and Tier 3 students due to limited planning time for the teachers.

**Problem Statement 7 Areas**: Student Learning

**Problem Statement 8**: 53% of 5th grade students are meeting their projected growth in MAP Growth Reading; however 31% of 5th grade students are meeting the RIT grade level norms.

**Root Cause 8**: Students are still catching up with some missed instruction.

**Problem Statement 8 Areas**: Student Learning

**Problem Statement 21**: 91% of PK students are on track in the MOY administration of the CIRCLE testing.

**Root Cause 21**: Teachers plan engaging lessons with the students.

**Problem Statement 21 Areas**: Student Learning

**Problem Statement 22**: 46% of students in Kindergarten are on track on math KEA MOY assessment.

**Root Cause 22**: Student attendance is low in Kinder making students miss many important concepts.

**Problem Statement 22 Areas**: Student Learning

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- 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**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

**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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

**Student Data: Student Groups**

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- State certified and high quality staff data
- 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 engagement rate

**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

# District Goals

**Revised/Approved: September 30, 2022**

**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 96% to 98% by May 2023.
*Maintain the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish of 100% by May 2023.

  **Evaluation Data Sources:** CLI PK Assessment

**Strategy 1:** 3) Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

  **Strategy's Expected Result/Impact:** By June 2023, the percentage of PK students score on track on Circle Phonological Awareness will increase by 2-7%. By June 2023, 80% of lessons observed will be aligned to the Fundamental Four components and tier one instruction.

  **Staff Responsible for Monitoring:** Administrative Team

  **TEA Priorities:**
  Build a foundation of reading and math
   - **ESF Levers:**
  Lever 2: Effective, Well-Supported Teachers

  **Problem Statements:** Student Learning 4

| Action Step 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 1:** 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Reading Creative Curriculum) by November 30, 2022 (first semester) and February 28, 2023 (second semester). | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|  **Intended Audience:** Teachers, Campus Instructional Coach, and Administrators<br>  **Date(s) / Timeframe:** November 30 and February 28<br>  **Provider / Presenter / Person Responsible:** Early learning department and vendor<br>  **Collaborating Departments:** Early learning<br>  **Delivery Method:** Face to face | | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue | | | | |

**School Performance Objective 1 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 4**: PK students are underperforming in alliteration. 68% need support according to the CLI Wave 2 assessment. **Root Cause**: PK program does not offer a strong phonics program. |

**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 57% to 67% 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 54% to 64% by May 2023.
*Increase the percentage of Special Education students from 49% to 54% by May 2023.

**High Priority**

**Evaluation Data Sources:** MAP Fluency Assessment

**Strategy 1:** 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:** By June 2023, the percentage of students in Kindergarten-3rd grade meeting or exceeding grade level expectations will increase by 10% on the MAP Fluency indicators.

**Staff Responsible for Monitoring:** Administrative Team

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

**Problem Statements:** Student Learning 2, 3, 6

| Action Step 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 1:** Provide teachers with the needed time to plan lessons using the new Amplify program each six week period and any needed materials. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Intended Audience:** Teacher <br> **Date(s) / Timeframe:** The last week of each six week period <br> **Provider / Presenter / Person Responsible:** Administrative team <br> **Delivery Method:** In person- <br><br> **Funding Sources:** ATF-Materials - Title I (211) - 211-11-6399-04E-227-30-510-000000-23F10 - $9,998 | | | | |
| 0% No Progress     100% Accomplished     ➡ Continue/Modify     ✖ Discontinue | | | | |

**School Performance Objective 2 Problem Statements:**

| **Student Learning** |
|---|
| **Problem Statement 2**: 52% of Kindergarten English Learners need support in decoding according the the TX-KEA Wave 2 report. **Root Cause**: Acceleration program (Lexia) is in English. |
| **Problem Statement 3**: 37% of Kindergarten students in the regular program classrooms need support in blending according to the TX- KEA Wave 2 report. **Root Cause**: Neuhaus was not implemented at the beginning of the year to help students with phonemic awareness. |
| **Problem Statement 6**: First grade students who took the English MAP Growth Reading assessment decreased in their performance from 15% in BOY to 12% in MOY of percent of students who met the grade level norm. **Root Cause**: Self contained teachers need more time to fully plan engaging lessons in Reading to make sure all students meet the daily objective and the fundamental four are part of every lesson. |

**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 52% to 62% 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 52% to 62% by May 2023.
*Increase the percentage of Special Education students from 40% to 45% by May 2023.

**High Priority**

**Evaluation Data Sources:** MAP Growth Assessment

**Strategy 1:** 2) Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/SAVVAS/ Estrellita/Esperanza/Lunita/Escalera/ Lexia/Neuhaus) and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

**Strategy's Expected Result/Impact:** By June 2023, we will have a 10% growth in Kindergarten through 5th grade students who meet or exceed projected growth on MAP Growth.

**Staff Responsible for Monitoring:** Administration Team

**Title I:**
2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **Results Driven Accountability**

**Problem Statements:** Student Learning 6, 7, 8, 12

| Action Step 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 1:** Teachers will have attended training to provide Tier 2 and Tier 3 instructions with the help of TAs to students that need it in  Estrellita/Esperanza/Lunita/Escalera/ Lexia/Neuhaus with a focus in our bilingual and special education students. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Intended Audience:** Teachers **Date(s) / Timeframe:** The fifth week of each six week period. **Provider / Presenter / Person Responsible:** Administrative team **Delivery Method:** In person **Funding Sources:**   - Title I (211) - 211-11-6129-04E-227-30-510-000000-23F10 - $62,244 | | | | |

| Action Step 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 2:** Tier 2 and Tier 3 instruction will be documented in Branching Minds each six period. | **Formative** | | | **Summative** |
|     **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
|     **Date(s) / Timeframe:** Each six week period<br>    **Collaborating Departments:** Administrators/Coach/Counselor<br>    **Delivery Method:** In person | | | | |

| Action Step 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 3:** Plan at least 3 PLC meetings each six week period to process, internalize, and model the lesson delivery with Amplify with a focus on differentiation for our Bilingual and Special Education students. | **Formative** | | | **Summative** |
|     **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
|     **Date(s) / Timeframe:** At least 3 times per six weeks.<br>    **Provider / Presenter / Person Responsible:** Coach/Administrators/ DA/Teachers<br>    **Collaborating Departments:** Literacy<br>    **Delivery Method:** in person<br><br>    **Funding Sources:** Supplies - BEA (199 PIC 25) - 199-11-6399-001-227-25-313-000000 - $1,740 | | | | |

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

**School Performance Objective 3 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 6**: First grade students who took the English MAP Growth Reading assessment decreased in their performance from 15% in BOY to 12% in MOY of percent of students who met the grade level norm. **Root Cause**: Self contained teachers need more time to fully plan engaging lessons in Reading to make sure all students meet the daily objective and the fundamental four are part of every lesson. |
| **Problem Statement 7**: 58% of 4th grade English learners met their MAP Growth Reading MOY growth; however 32% met grade level expectations. **Root Cause**: Students are still catching up with some missed instruction. |
| **Problem Statement 8**: Based on MAP Growth MOY data, 33% of second grade students met their projected goal in the English assessment and 26% in the Spanish assessment. **Root Cause**: Research based interventions were not provided to Tier 2 and Tier 3 students due to limited planning time for the teachers. |
| **Problem Statement 12**: 53% of 5th grade students are meeting their projected growth in MAP Growth Reading; however 31% of 5th grade students are meeting the RIT grade level norms. **Root Cause**: Students are still catching up with some missed instruction. |

**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 98% to 99%  by May 2023.

    **Evaluation Data Sources:** PK Circle Assessment

**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:** By June 2023, PK students who score On Track on Circle Math will increase by 10%.

    **Staff Responsible for Monitoring:** Administration Team

    **Problem Statements:** Student Learning 13

| Action Step 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 1:** 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Math Creative Curriculum) by November 30, 2022 (first semester) and February 28, 2023 (second semester). | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|    **Intended Audience:** Teachers <br>    **Date(s) / Timeframe:** By November 30, 2022 <br>    **Provider / Presenter / Person Responsible:** Early learning department <br>    **Collaborating Departments:** Early learning <br>    **Delivery Method:** in- person | | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✕ Discontinue | | | | |

**School Performance Objective 1 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 13**: 91% of PK students are on track in the MOY administration of the CIRCLE testing. **Root Cause**: Teachers plan engaging lessons with the students. |

**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 English TX-KEA Math from 41% to 51% by May 2023.
Increase the percentage of Economically Disadvantaged students from 36% to 46% by May 2023.

    **Evaluation Data Sources:** Kindergarten TX-KEA Assessment

**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:** By June 2023, Kindergarten students who score On Track on TX-KEA assessments will increase by at least 10%.

    **Staff Responsible for Monitoring:** Administration Team

    **Problem Statements:** Student Learning 14

| Action Step 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Action Step 1:** Provide teachers with time needed to plan engaging lessons and use manipulatives on a daily basis. | | **Formative** | | | **Summative** |
| **Intended Audience:** Kindergarten Teachers | | **Nov** | **Jan** | **Mar** | **June** |
| **Date(s) / Timeframe:** Daily | | | | | |
| **Provider / Presenter / Person Responsible:** teachers/coach | | | | | |
| **Collaborating Departments:** math | | | | | |
| **Delivery Method:** in person | | | | | |
| **Funding Sources:** ATF- Planning days - Title I (211) - 211-11-6112-0PD-227-30-510-000000-23F10 - $8,125 | | | | | |
| 0% No Progress    100% Accomplished    ➡ Continue/Modify    ✖ Discontinue | | | | | |

**School Performance Objective 2 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 14**: 46% of students in Kindergarten are on track on math KEA MOY assessment. **Root Cause**: Student attendance is low in Kinder making students miss many important concepts. |

**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 59% to 69%  by May 2023.
Increase the percentage of Special Education students from 48% to 53% by May 2023.

**Evaluation Data Sources:** MAP Growth Assessment

**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.

**Problem Statements:** Student Learning 5

| Action Step 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 1:** Provide teachers with the needed time to plan lessons using the new Eureka program each six week period. | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
| **Date(s) / Timeframe:** Each six week period | | | | |
| **Provider / Presenter / Person Responsible:** teachers/coach | | | | |
| **Collaborating Departments:** math | | | | |
| **Delivery Method:** in person | | | | |
| **Funding Sources:** Substitutes - Title I (211) - 211-11-6112-0PD-227-30-510-000000-23F10 - $8,125 | | | | |

| Action Step 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 2:** Tier 2 and Tier 3 instruction will be documented in Branching Minds each six period. | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
| **Date(s) / Timeframe:** Each six week period | | | | |
| **Provider / Presenter / Person Responsible:** Administrators/Coach/Counselor | | | | |
| **Collaborating Departments:** Math | | | | |
| **Delivery Method:** in person | | | | |

| Action Step 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 3:** Plan at least 1 PLC meeting each six week period to process, internalize, and model the lesson delivery with Eureka. | Formative | | | Summative |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Intended Audience:** Math Teachers<br>**Date(s) / Timeframe:** At least 1 time per six weeks<br>**Provider / Presenter / Person Responsible:** Coach/Administrators/DA/Teachers<br>**Collaborating Departments:** Math<br>**Delivery Method:** in person | | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue | | | | |

**School Performance Objective 3 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 5**: Based on MAP Growth MOY Math assessment, 17% of first grade students are performing on grade level. **Root Cause**: Self contained teachers need more time to fully plan engaging lessons in math to make sure all students meet the daily objective. |

**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 English from 34% to 44% and 42% to 52% on STAAR Reading Spanish by May 2023 .
Increase the percentage of Special Education  students from 26% to 31%  by May 2023.

> **Evaluation Data Sources:** STAAR

**Strategy 1:** 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, formative and summative assessments from the Curriculum Framework in all courses for all students.

> **Strategy's Expected Result/Impact:** By June 2023, the percentage of 3rd-5th grade students scoring at Meets or above on STAAR Math will increase by 10%.

> **Staff Responsible for Monitoring:** Administration Team

> **Problem Statements:** School Processes & Programs 2, 3, 4

| Action Step 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 1:** Data Analyst will meet with teachers after district assessment cycle to review data and plan next steps. | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
| **Date(s) / Timeframe:** After testing cycle for PK-5th grade | | | | |
| **Provider / Presenter / Person Responsible:** Data Analyst | | | | |
| **Delivery Method:** In person | | | | |
| **Funding Sources:**  - Title I (211) - 211-13-6119-04E-227-30-510-000000-23F10 - $74,697 | | | | |
| Action Step 2 Details | Reviews | | | |
| **Action Step 2:** Teachers will track student growth monthly in Reading using AR and STAR testing assessments. | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
| **Date(s) / Timeframe:** Daily | | | | |
| **Provider / Presenter / Person Responsible:** Librarian | | | | |
| **Delivery Method:** in person | | | | |
| **Funding Sources:** AR and STAR - SCE (199 PIC 24) - 199-11-6329-001-227-24-313-000000- - $7,514 | | | | |

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

**School Performance Objective 1 Problem Statements:**

| School Processes & Programs |
|---|

**Problem Statement 2**: Lesson plans are not 100% aligned with the FWISD gradual release model. **Root Cause**: Teachers need more time to plan for lessons to keep objectives aligned, students engaged and follow the FWISD gradual release model.

**Problem Statement 3**: 11% of 5th grade ELL students received advanced high ratings based on TELPAS. **Root Cause**: Changes in the bilingual programs in the district and lack of vertical alignment at the school level.

**Problem Statement 4**: In the 2021-2022 school year there are 11 students identified GT out of 500 students. **Root Cause**: More information and communication regarding the process of identifying students for GT needs to be shared with the staff and parents.

**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 24% to 34% by May 2023.
Increase the percentage of Special Education students from 19% to 24% by May 2023.

**Evaluation Data Sources:** STAAR

**Strategy 1:** 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, formative and summative assessments from the Curriculum Framework in all courses for all students.

**Strategy's Expected Result/Impact:** By June 2023, the percentage of 3rd-5th grade students scoring at Meets or above on STAAR Reading will increase by 10%.

**Staff Responsible for Monitoring:** Administration Team

**Problem Statements:** Student Learning 12

| Action Step 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 1:** Data Analyst will meet with teachers after district assessment cycle to review data and plan next steps. | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
| **Date(s) / Timeframe:** At the end of each testing cycle | | | | |
| **Provider / Presenter / Person Responsible:** Data Analyst | | | | |
| **Delivery Method:** in person | | | | |

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

**School Performance Objective 2 Problem Statements:**

| **Student Learning** |
|---|
| **Problem Statement 12**: 53% of 5th grade students are meeting their projected growth in MAP Growth Reading; however 31% of 5th grade students are meeting the RIT grade level norms. **Root Cause**: Students are still catching up with some missed instruction. |

**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 31% to 21% by May 2023.

> **Evaluation Data Sources:** FOCUS Attendance Reports

**Strategy 1:** 1) Align and leverage programs (PBIS, TBRI), resources, and systems of support (MTSS) to improve daily attendance, improve response to discipline (Restorative Practice, RDA Data), increase parent/school engagement (Parent Academies), and improve outcomes on community/student/staff surveys (District, campus, climate surveys, SEL, YRBS, School Profiles)

> **Strategy's Expected Result/Impact:** By June 2023, the percentage of students who are chronically absent will decrease by 5% as measured by FOCUS reports.

> **Staff Responsible for Monitoring:** Administrative team

> **Problem Statements:** Demographics 1, 3, 4

| Action Step 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Action Step 1:** Attendance matters information will be sent home to parents and will be discussed at the grade level information meetings on the first week of school. | | **Formative** | | | **Summative** |
| | | **Nov** | **Jan** | **Mar** | **June** |
| **Intended Audience:** Parents **Date(s) / Timeframe:** August/September **Provider / Presenter / Person Responsible:** Teachers/Counselor/Parent Specialist **Delivery Method:** In person | | | | | |
| Action Step 2 Details | | Reviews | | | |
| **Action Step 2:** Teachers will hold face to face meetings with parents during the first six weeks of school to discuss expectations for the year. | | **Formative** | | | **Summative** |
| | | **Nov** | **Jan** | **Mar** | **June** |
| **Intended Audience:** Parents/Teachers **Date(s) / Timeframe:** By September 23, 2022 **Provider / Presenter / Person Responsible:** Teachers **Delivery Method:** in person **Funding Sources:** - Title I (211) - 211-11-6112-04E-227-30-510-000000-23F10 - $3,251 | | | | | |

| Action Step 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 3:** Teachers will send write three note cards focusing on attendance, behavior and academics each time they attend a faculty meeting.  The postcard will have detailed information on how the student either improved achieved or absent student. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|     **Intended Audience:** Teachers/students/parents<br>    **Date(s) / Timeframe:** During faculty meetings<br>    **Provider / Presenter / Person Responsible:** Principal/secretary<br>    **Delivery Method:** In person | | | | |
| 0% No Progress     100% Accomplished     ➡️ Continue/Modify     ❌ Discontinue | | | | |

**School Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: From August 2021 to February 2022 PK student attendance rate dropped from 91% to 84%. **Root Cause**: Parents are not well informed on the importance of PK as a building block to the rest of the grades. |
| **Problem Statement 3**: From 3rd six weeks to 4th six weeks, there was an 8% drop in attendance from 93.3% to 85.1% campus wide. **Root Cause**: More parent conversations need to occur so parents understand the connection of attendance and student achievement. |
| **Problem Statement 4**: Students in PK and Kindergarten have the lowest attendance rate averaging between 80-90% per six weeks. **Root Cause**: Parents do not understand the importance of early childhood education. |

**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 3% to 2% by May 2023. Decrease the number of discipline referrals by school personnel for Special Education students from 5% to 3% by May 2023.

**Evaluation Data Sources:** FOCUS

**Strategy 1:** 2) Cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework

**Strategy's Expected Result/Impact:** More students stay in the classroom to receive instruction.

**Staff Responsible for Monitoring:** Assistant Principal

**Problem Statements:** Perceptions 1, 3, 4

| Action Step 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 1:** Teachers will be provided with guidelines on addressing discipline issues in the classroom. | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
| **Date(s) / Timeframe:** 1st six weeks | | | | |
| **Provider / Presenter / Person Responsible:** Assistant Principal | | | | |
| **Delivery Method:** In person | | | | |

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

**School Performance Objective 2 Problem Statements:**

| Perceptions |
|---|
| **Problem Statement 1**: Based on the 2021 Panorama survey, 34% of students didn't feel that if they got upset in class, they would be given the opportunity to relax. **Root Cause**: Not all teachers have had the training to implement calming/self-regulating strategies in the classroom. |
| **Problem Statement 3**: Based on the 2021 Panorama survey, 32% of students talk about ideas from class at home. **Root Cause**: Students do not find lessons relatable to share with families at home. |
| **Problem Statement 4**: Based on the 2021 Panorama survey, 40% of the students in 3rd-5th grade believed that if their teacher asks "How are you?" that the teacher would really want to know the answer. **Root Cause**: Teachers are overwhelmed with the work at times and forget the importance of the social emotional needs of the students. |

**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 17 to 10 by May 2023.

**Evaluation Data Sources:** FOCUS

**Strategy 1:** 2) Cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework

**Strategy's Expected Result/Impact:** Students are in the classroom to receive instruction instead of being sent home.

**Staff Responsible for Monitoring:** Assistant Principal

**Problem Statements:** School Processes & Programs 1

| Action Step 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 1:** Teachers will be provided with guidelines on addressing discipline issues in the classroom and will share with the students. | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers/students **Date(s) / Timeframe:** First two weeks of school **Provider / Presenter / Person Responsible:** Assistant Principal **Delivery Method:** in person | **Nov** | **Jan** | **Mar** | **June** |
| | | | | |

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

**School Performance Objective 3 Problem Statements:**

| School Processes & Programs |
|---|
| **Problem Statement 1**: Based on FOCUS for the 2021-2022 school year, 55% of the office referrals were for students in Kindergarten through second grade. **Root Cause**: Students are lacking coping and other skills necessary to regulate emotions and communicate needs. |

**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 3 to 10 by May 2023.

**Evaluation Data Sources:** Event agendas and flyers

**Strategy 1:** 3) 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:** Parents become more engaged in their child's education at school and at home.

**Staff Responsible for Monitoring:** Principal

**Title I:**
4.1, 4.2

**Problem Statements:** Demographics 4 - Perceptions 3

| Action Step 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 1:** Schedule a parent coffee and conversation to include topics such as attendance, academic testing, 504, Special Education and other topics parents list on BOY survey. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Intended Audience:** Parents | | | | |
| **Date(s) / Timeframe:** Each six week period | | | | |
| **Provider / Presenter / Person Responsible:** Counselor/Administrator | | | | |
| **Delivery Method:** in person | | | | |
| **Funding Sources:** Coffee and refreshments - Parent Engagement - 211-61-6499-04L-227-30-510-000000-23F10 - $2,263.50 | | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue | | | | |

**School Performance Objective 4 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 4**: Students in PK and Kindergarten have the lowest attendance rate averaging between 80-90% per six weeks. **Root Cause**: Parents do not understand the importance of early childhood education. |

| **Perceptions** |
|---|
| **Problem Statement 3**: Based on the 2021 Panorama survey, 32% of students talk about ideas from class at home. **Root Cause**: Students do not find lessons relatable to share with families at home. |

# Campus Funding Summary

<table>
<tr><td colspan="7" align="center"><strong>Title I (211)</strong></td></tr>
<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>
<th>Amount</th>
</tr>
<tr><td>1</td><td>2</td><td>1</td><td>1</td><td>ATF-Materials</td><td>Supplies and materials for instructional use</td><td>211-11-6399-04E-227-30-510-000000-23F10</td><td>$9,998.00</td></tr>
<tr><td>1</td><td>3</td><td>1</td><td>1</td><td></td><td>Teacher Assistant</td><td>211-11-6129-04E-227-30-510-000000-23F10</td><td>$62,244.00</td></tr>
<tr><td>2</td><td>2</td><td>1</td><td>1</td><td>ATF- Planning days</td><td>Subs for professional development</td><td>211-11-6112-0PD-227-30-510-000000-23F10</td><td>$8,125.00</td></tr>
<tr><td>2</td><td>3</td><td>1</td><td>1</td><td>Substitutes</td><td>Subs for professional development</td><td>211-11-6112-0PD-227-30-510-000000-23F10</td><td>$8,125.00</td></tr>
<tr><td>3</td><td>1</td><td>1</td><td>1</td><td></td><td>Data Analyst</td><td>211-13-6119-04E-227-30-510-000000-23F10</td><td>$74,697.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td>2</td><td></td><td>Subs for supplemental instruction</td><td>211-11-6112-04E-227-30-510-000000-23F10</td><td>$3,251.00</td></tr>
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<table>
<tr><td colspan="8" align="center"><strong>SCE (199 PIC 24)</strong></td></tr>
<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>
<th>Amount</th>
</tr>
<tr><td>3</td><td>1</td><td>1</td><td>2</td><td>AR and STAR</td><td>Reading materials for classroom use</td><td>199-11-6329-001-227-24-313-000000-</td><td>$7,514.00</td></tr>
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<table>
<tr><td colspan="8" align="center"><strong>Parent Engagement</strong></td></tr>
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<th>Description</th>
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<th>Amount</th>
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<tr><td>4</td><td>4</td><td>1</td><td>1</td><td>Coffee and refreshments</td><td>Snacks for Parents to promote participation</td><td>211-61-6499-04L-227-30-510-000000-23F10</td><td>$2,263.50</td></tr>
<tr><td colspan="7" align="right"><strong>Sub-Total</strong></td><td>$2,263.50</td></tr>
</table>

| | | | | Parent Engagement | | | |
|---|---|---|---|---|---|---|---|
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| | | | | | | **Budgeted Fund Source Amount** | $2,263.50 |
| | | | | | | **+/- Difference** | $0.00 |
| | | | | BEA (199 PIC 25) | | | |
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 3 | 1 | 3 | Supplies | Supplies and materials for instructional use | 199-11-6399-001-227-25-313-000000 | $1,740.00 |
| | | | | | | **Sub-Total** | $1,740.00 |
| | | | | | | **Budgeted Fund Source Amount** | $1,740.00 |
| | | | | | | **+/- Difference** | $0.00 |
| | | | | | | **Grand Total Budgeted** | $177,957.50 |
| | | | | | | **Grand Total Spent** | $177,957.50 |
| | | | | | | **+/- Difference** | $0.00 |

# Addendums