

**Fort Worth Independent School District**  
**118 Hazel Harvey Peace Elementary School**  
**2023-2024 Improvement Plan**



# Mission Statement

Preparing all students to become independent lifelong learners by creating an environment that is student-centered, directed by teachers, and supported by home and community.

## Vision

Children are our future. We are dedicated to their success.

## Motto

Believe! Inspire! Empower!

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# Comprehensive Needs Assessment

Revised/Approved: April 18, 2023

## Demographics

### Demographics Summary

Hazel Harvey Peace Elementary is a Title I Part A Schoolwide Program School.

- Student enrollment is 390.
- Demographics makeup of the school is (219) 56% African American, (91) 23% Hispanic, (34) 9% White, (27) 7% two or more races, and (18) 5% Asian.
- The total number of teachers and staff is 48.
- Our special population groups makeup is Emergent Bilingual (46) 20%, SpEd (56) 24% Homeless (3) 1%, 504 (6) 3%, Dyslexia (3) 1%, GT (20) 9% and At-Risk (97) 42%.

Hazel Harvey Peace Elementary has been a Recognize Campus (2018), receiving distinctions in reading, academic growth, and closing the gaps. HHP is currently rated as a C campus (2022-2023) with growth seen in grades 3-5.

### Demographics Strengths

With the use of the campus Family Engagement Specialist, HHP is able to monitor attendance of all students consistently. Incentives are used to promote "Attendance Matters" through parent events and communication with parents.

Systems are in place to ensure quality instruction is accessible to all students, including the special population.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** During the 2022-2023 school year, there was a 20% drop of students identified for Dyslexia services. Currently there are 7 students identified as Dyslexic. Four of those students will not be enrolled during the 2023-2024 SY which will cause a nearly 50% drop of students receiving Dyslexia services. These percentages are well below the district and state expectation. **Root Cause:** There is no clearly defined process for MTSS to ensure students are receiving specialized services.

**Problem Statement 2 (Prioritized):** During the 2022-2023 SY, the overall attendance percent was 91.2%. This percentage rate has remained the same for the past 2 years. Pre-K and Kinder remains the lowest percentages for the campus. Approximately 76% of kindergarten students are out sick and missing instructional days. **Root Cause:** There was no monitored push for PreK and Kinder enrollment with expectations on attendance.

**Problem Statement 3 (Prioritized):** During the 2022-2023 SY, the overall attendance percent was 91.2%. This percentage rate has remained the same for the past 2 years. **Root Cause:** Parents are not aware of the impact attendance has on their students learning when they miss school or arrive late.

# Student Learning

## Student Learning Summary

Instructional Growth was not as expected for grade 3 and grade 5. New and inconsistent teaching for those grade levels created an imbalanced learning environment for the students.

New curriculum was a struggle for some teachers and students in understanding the process of learning using Eureka and Amplify.

O



## Student Growth Summary Report

Aggregate by School

Term: Winter 2022-2023  
District: Fort Worth ISD

Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Winter 2022 - 1  
Weeks of Instruction: Start - 20 (V)  
End - 20 (V)  
Grouping: None  
Small Group Display: No

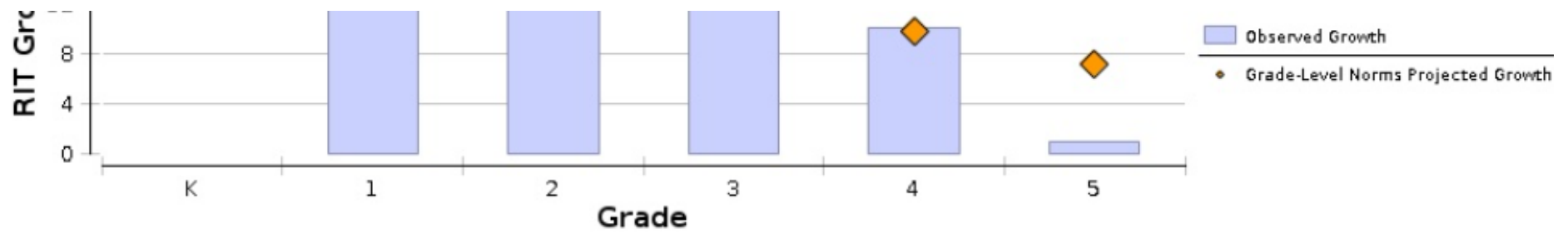
### 118 - Hazel Harvey Peace ES

Language Arts:  
Reading

Grade (Winter 2023)	Total Number of Growth Events	Comparison Periods								Growth Evaluated Against				
		Winter 2022			Winter 2023			Growth		Grade-Level Norms			Student N	
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection
K	0	**			**			**					**	
1	37	141.4	10.5	17	158.4	12.7	10	17	1.0	17.9	-0.41	34	37	15
2	40	159.2	13.3	13	172.8	13.8	11	14	1.5	15.8	-1.05	15	40	16
3	33	164.5	16.3	1	177.2	15.6	1	13	1.7	14.2	-0.91	18	33	15
4	46	181.5	15.7	4	191.7	14.1	6	10	1.3	9.7	0.38	65	46	21
5	39	198.9	13.1	31	200.2	15.4	10	1	1.4	7.2	-4.01	1	39	12

### Language Arts: Reading





#### Explanatory Notes

\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

±Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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# Student Growth Summary Report

## Aggregate by School

Term: Winter 2022-2023  
District: Fort Worth ISD

Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Winter 2022 - Winter 2023  
Weeks of Instruction: Start - 20 (Winter 2022)  
End - 20 (Winter 2023)

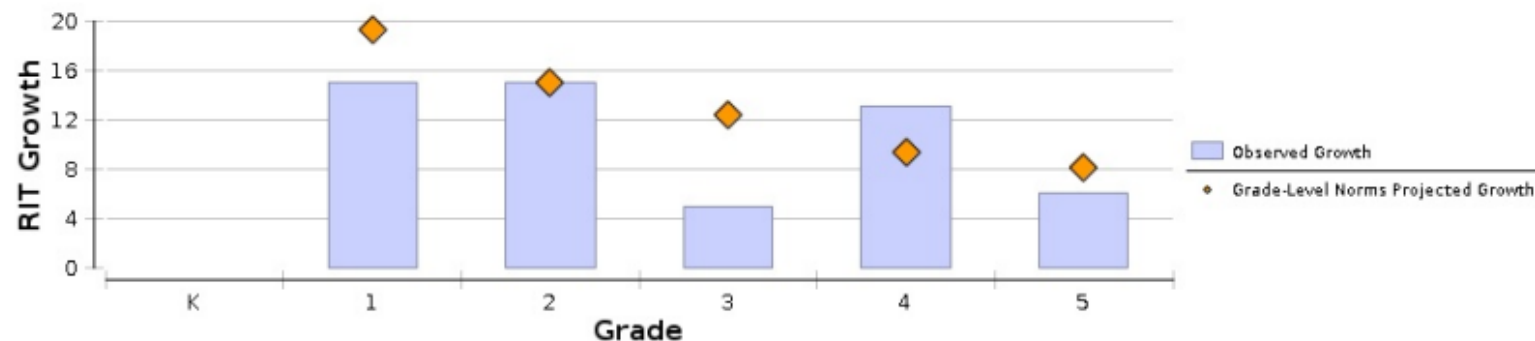
Grouping: None  
Small Group Display: No

## 118 - Hazel Harvey Peace ES

Math: Math K-12

		Comparison Periods								Growth Evaluated Against							
		Winter 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms				
Grade (Winter 2023)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**					**				
1	37	146.6	10.9	25	161.9	13.1	8	15	1.3	19.2	-2.02	2	37	15	41	29	
2	41	163.5	12.7	13	178.9	14.2	19	15	1.5	15.0	0.23	59	41	19	46	44	
3	36	172.9	16.5	3	177.6	15.4	1	5	1.6	12.4	-4.56	1	36	7	19	8	
4	44	178.8	13.9	1	191.4	16.0	2	13	1.3	9.3	2.05	98	44	28	64	61	
5	39	193.7	15.9	4	199.6	16.4	3	6	1.0	8.1	-1.26	10	39	11	28	32	

## Math: Math K-12



### Explanatory Notes

\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

† Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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## Student Learning Strengths

Pre-K students are continuing to make growth through CLI

Kinder-Grade 5 are using new curriculum that has come with some challenges and rewards as teachers are learning how to ensure quality instruction is provided.

Some success is seen in MAP growth. Grades 2-5 shows only 32.2% of the students will reach approaches, meets or masters in Math and 43.5% in Reading.

On the RIT growth scale, Grades 2 and Grade 4 are meeting the measure and exceeding for Math and Grades 1-4 are close to the RIT growth scale or over.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Grade 5 demonstrated a negative performance in Reading and Math on MAP Growth on the Winter 22-23 SY report. Math results show a negative (1.07) School Conditional Growth index drop of projected growth (Observed Student Growth (4) and Reading results show a negative (5.74) School Conditional Growth index drop of projected growth (Observed Student Growth (-2) and Projected School Growth (5.5)) **Root Cause:** Grade 5 had inconsistent instructional practices for students in Reading and Math during the first 18 weeks of the 2022-2023 SY.

**Problem Statement 2 (Prioritized):** During the 2022-2023 school year, there was a 20% drop of students identified for Dyslexia services. Currently there are 7 students identified as Dyslexic. Four of those students will not be enrolled during the 2023-2024 SY which will cause a nearly 50% drop of students receiving Dyslexia services. These percentages are well below the district and state expectation. **Root Cause:** There is no clearly defined process for MTSS to ensure students are receiving specialized services.

**Problem Statement 3 (Prioritized):** During the 2022-2023 SY, 93% of the teachers attended training on the new curriculum during the summer with minimal follow up during the school year. **Root Cause:** No follow up on training for teachers to enhance tier one instruction..

**Problem Statement 4:** The teachers received limited training on how to tie the Texas standards to the curriculum resources adopted by the district. **Root Cause:** Teachers do not fully understand the state curriculum (TEKs), therefore they are not able to teach to the level of rigor.

# School Processes & Programs

## School Processes & Programs Summary

HHP uses effective instructional and curricular designs as developed by FWISD. New curriculum was implemented during the 22-23 school year for grades K-5.

Professional Development was provided for teachers during the summer and will continue to include sessions during the school year.

HHP uses administration uses observational data and faculty feedback to drive decision making. Faculty feedback at the end of the 22-23 school year indicated the following areas needed improvement:

- parent drop-off and pick up
- students in the hallways and losing instructional time
- support during lunch and recess time
- broken equipment that is not being serviced by the district
- structure of the new RCA student-centered instructional systems that began in April (2023)

The administrative team is consistent in looking at data and systems that effect quality instruction for students.

## School Processes & Programs Strengths

Grade level PLCs for curriculum analysis and student data.

What do we do to support behavior?

- Restorative practice
- Panther Bucks
- Respect agreement
- Words of Wisdom

New RCA student-centered instructional systems that began in April (2023) for grades 3-5.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** During the 2022-2023 SY, there were issues with the systems used for parent drop-off and pick up that impacted instructional time in the classroom. Students

lost 15 minutes of instructional time in the system being used. **Root Cause:** The materials and practices used for the system were not effective for instructional time in the classroom.

**Problem Statement 2 (Prioritized):** During the 2022-2023 SY, an average of 45 minutes was lost of instructional time during transitions from class to class in Grades 3-5 **Root Cause:** Monitoring of the instructional time in the classroom was minimal and non effective for student development and growth

**Problem Statement 3 (Prioritized):** The parents are not aware of their students academic needs nor how their students social emotional needs impact their learning. **Root Cause:** Very few parents attend events hosted on campus.

# Perceptions

## Perceptions Summary

Overall, student and parent feedback has been positive and supportive

Teachers and staff feel advocated in their work with students

Campus motto that addresses the culture and climate of the school is shared daily in announcements

Hulen Street Church has been a tremendous supporter for HHP

Communication is very open and valued by all stakeholders

Teachers ensure leadership and the grade-level team is aware if out for a day to guarantee students support is provided daily.

## Perceptions Strengths

Strengths: Use of Respect Agreement and Intentionality/Sense of Urgency processes are clear with teachers and students and supported by all

The campus has begun using systems to engage students in social-emotional learning character education (RCA, Restorative Practices).

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** During the 2022-2023 SY, 7 of the 11 teachers in Grades 3-5 began the use of the Ron Clark Academy student-centered support system that began during the last six weeks of the school year. **Root Cause:** A clear design of expectations for the RCA system was provided to the teachers for implementations during the school year. 50% of the teachers have not been trained in the RCA system.

**Problem Statement 2 (Prioritized):** During the 2022-2023 SY, processes of Restorative Practice began in January with minimal support from the teachers. Use of a RP Specialist was used for circle time during student fights for students in grades 3-5. Support is needed for all grade levels in restorative practices. **Root Cause:** No teacher training for Restorative Practices was offered during the school year. No clear expectations of the use of Restorative Practices was presented to the campus teachers and staff.

# Priority Problem Statements

**Problem Statement 1:** During the 2022-2023 SY, 93% of the teachers attended training on the new curriculum during the summer with minimal follow up during the school year.

**Root Cause 1:** No follow up on training for teachers to enhance tier one instruction..

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** During the 2022-2023 school year, there was a 20% drop of students identified for Dyslexia services. Currently there are 7 students identified as Dyslexic. Four of those students will not be enrolled during the 2023-2024 SY which will cause a nearly 50% drop of students receiving Dyslexia services. These percentages are well below the district and state expectation.

**Root Cause 2:** There is no clearly defined process for MTSS to ensure students are receiving specialized services.

**Problem Statement 2 Areas:** Demographics - Student Learning

**Problem Statement 3:** During the 2022-2023 SY, processes of Restorative Practice began in January with minimal support from the teachers. Use of a RP Specialist was used for circle time during student fights for students in grades 3-5. Support is needed for all grade levels in restorative practices.

**Root Cause 3:** No teacher training for Restorative Practices was offered during the school year. No clear expectations of the use of Restorative Practices was presented to the campus teachers and staff.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** During the 2022-2023 SY, an average of 45 minutes was lost of instructional time during transitions from class to class in Grades 3-5

**Root Cause 4:** Monitoring of the instructional time in the classroom was minimal and non effective for student development and growth

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** During the 2022-2023 SY, 7 of the 11 teachers in Grades 3-5 began the use of the Ron Clark Academy student-centered support system that began during the last six weeks of the school year.

**Root Cause 5:** A clear design of expectations for the RCA system was provided to the teachers for implementations during the school year. 50% of teh teachers of not been trained in the RCA system.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** The parents are not aware of their students academic needs nor how their students social emotional needs impact their learning.

**Root Cause 6:** Very few parents attend events hosted on campus.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** During the 2022-2023 SY, the overall attendance percent was 91.2%. This percentage rate has remained the same for the past 2 years. Pre-K and Kinder remains the lowest percentages for the campus. Approximately 76% of kindergarten students are out sick and missing instructional days.

**Root Cause 7:** There was no monitored push for PreK and Kinder enrollment with expectations on attendance.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** During the 2022-2023 SY, the overall attendance percent was 91.2%. This percentage rate has remained the same for the past 2 years.

**Root Cause 8:** Parents are not aware of the impact attendance has on their students learning when they miss school or arrive late.

**Problem Statement 8 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **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

## **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
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless 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
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

- 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
- Study of best practices
- Action research results



# District Goals

Revised/Approved: June 28, 2023

**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 3rd grade students meeting or exceeding their growth goals from 24% to 48% as measured by the EOY MAP May 2024 assessment.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Unit assessments Lexia Core 5, & MAP MOY data

**Strategy 1:** Ensure direct and explicit daily instruction is utilized through the implementation of the FWISD Literacy/Bi-Literacy Framework, ensuring effective use of Amplify curriculum to improve fluency and literacy comprehension in 3rd grade classrooms through professional learning sessions, planning, materials and extended day,

**Strategy's Expected Result/Impact:** MAP fluency and Reading growth performance level of 65% for all students

**Staff Responsible for Monitoring:** Grade 3 reading teachers, CIC, Admin

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Monitor and support grade 3 teachers in utilizing the Amplify curriculum through walk throughs, coaching sessions and professional development. <b>Intended Audience:</b> Grade 3 teachers, Campus Instructional Coach, Admin <b>Provider / Presenter / Person Responsible:</b> Grade 3 teacher, Campus Instructional Coach, Ddmin <b>Date(s) / Timeframe:</b> Each 6 weeks of the 2023-2024 SY <b>Collaborating Departments:</b> ELA/Reading district support Amplify Coaches <b>Delivery Method:</b> Classroom instruction, in class coaching and modeling of instruction	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Monitor and support grade K-5 teachers in implementing and utilizing Lead4ward resources to deliver instruction that is aligned to the TEKS & promote student engagement through walk throughs, coaching sessions and professional development. <b>Intended Audience:</b> Classroom teachers <b>Provider / Presenter / Person Responsible:</b> Campus administration <b>Date(s) / Timeframe:</b> Each 6 weeks of the 2023-2024 SY	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Provide tutoring for students that are not performing on grade level after-school. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Classroom teachers, instructional coach, campus administrators <b>Date(s) / Timeframe:</b> Weekly beginning 10/2/23 - April 12 <b>Collaborating Departments:</b> Amplify materials, Research-based intervention materials <b>Delivery Method:</b> In-person  <b>Funding Sources:</b> Tutoring - SCE (199 PIC 24) - 199-13-6117-001-118-24-313-000000- - \$4,675, - Title I (211) - 211-11-6399-04E-118-30-510-000000-24F10 - \$1,000, Snacks for students during tutorials - Title I (211) - 211-11-6499-04E-118-30-510-000000-24F10 - \$400	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

**Strategy 2:** Increase parental involvement in students' reading through reading activities that can be used at home

**Strategy's Expected Result/Impact:** Improved reading fluency and conceptual skills for all students, especially the marginalized students at the school

**Staff Responsible for Monitoring:** Teachers, CIC, Admin

**Title I:**  
2.4, 2.5, 4.2

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 3

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Provide bi-monthly parent meetings to discuss and share reading strategies that can be used at home. <b>Intended Audience:</b> parents <b>Provider / Presenter / Person Responsible:</b> reading teachers & FES <b>Date(s) / Timeframe:</b> Bi-monthly Parent Meetings for the school year <b>Collaborating Departments:</b> Parents as Partners, Districts Curriculum <b>Delivery Method:</b> In-person parent meetings  <b>Funding Sources:</b> Parent Night reading materials - Parent Engagement - 211-61-6499-04L-118-30-510-000000-24F10 - \$1,200		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**School Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> During the 2022-2023 SY, an average of 45 minutes was lost of instructional time during transitions from class to class in Grades 3-5 <b>Root Cause:</b> Monitoring of the instructional time in the classroom was minimal and non effective for student development and growth <b>Problem Statement 3:</b> The parents are not aware of their students academic needs nor how their students social emotional needs impact their learning. <b>Root Cause:</b> Very few parents attend events hosted on campus.

**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:** By May 2024, the percentage of students reading on grade level in grades K-5 will increase by 10% by the EOY Lexia Core 5 assessment.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Lexia Core 5 modules  
Reading running records

**Strategy 1:** Provide teachers with professional development (Lexia Core 5, Lead4ward, DDI) that is directly related to increasing student achievement.





**Strategy's Expected Result/Impact:** 65% of K-5 students will increase reading fluency according to MAP Fluency and Reading growth performance level.

**Staff Responsible for Monitoring:** campus administration

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

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> By September 9/22/23 provide professional development on running Lexia Core 5 reports and utilizing the data to drive intervention. <b>Intended Audience:</b> Reading teachers <b>Provider / Presenter / Person Responsible:</b> Lexia Core 5 consultant, instructional coach, & campus administrators <b>Date(s) / Timeframe:</b> 1st 6-weeks of school <b>Collaborating Departments:</b> District ELAR department <b>Delivery Method:</b> In-class coaching, classroom instruction, PLCs				

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide supplemental intervention to struggling readers through high impact tutoring during and after school. <b>Intended Audience:</b> teachers <b>Provider / Presenter / Person Responsible:</b> campus administration <b>Date(s) / Timeframe:</b> Weekly beginning 10/2/23 - April 12 <b>Collaborating Departments:</b> Division of academics and Division of student support <b>Delivery Method:</b> In person PLCs, walk-through, professional development  <b>Funding Sources:</b> - Title I (211) - 211-11-6117-04E-118-30-510-000000-24F10 - \$5,031.99, - Title I (211) - 211-11-6399-04E-118-30-510-000000-24F10 - \$1,400	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Implement reading challenges to promote free choice reading and progress students reading level by 1 grade level. <b>Intended Audience:</b> 1-5 students <b>Provider / Presenter / Person Responsible:</b> classroom teachers and librarian <b>Date(s) / Timeframe:</b> 2023-2024 SY  <b>Funding Sources:</b> - Title I (211) - 211-12-6329-04E-118-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> During the 2022-2023 SY, 93% of the teachers attended training on the new curriculum during the summer with minimal follow up during the school year. <b>Root Cause:</b> No follow up on training for teachers to enhance tier one 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 3rd grade students meeting or exceeding their math growth goals from 41% to 60% as measured by the EOY MAP May 2024 assessment.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Unit Assessments, Dream Box, & MAP MOY Data

**Strategy 1:** Ensure direct and explicit daily instruction is utilized through the effective implementation of the Eureka curriculum to improve Math skills and strategies used in the classrooms through professional learning sessions, planning, materials and extended day,

**Strategy's Expected Result/Impact:** MAP Math growth performance level of 65% for all students

**Staff Responsible for Monitoring:** Classroom teachers, Admin





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

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

**- ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Monitor and support grade K-5 teachers in utilizing the Eureka curriculum through walk throughs, coaching sessions and professional development. <b>Intended Audience:</b> Classroom teachers <b>Provider / Presenter / Person Responsible:</b> Campus administration <b>Date(s) / Timeframe:</b> Each 6 weeks of the 2023-2024 SY <b>Collaborating Departments:</b> District Eureka support <b>Delivery Method:</b> In-class instruction, Coaching	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Monitor and support grade K-5 teachers in implementing and utilizing Lead4ward resources to deliver instruction that is aligned to the TEKS & promote student engagement through walk throughs, coaching sessions and professional development. <b>Intended Audience:</b> Classroom teachers <b>Provider / Presenter / Person Responsible:</b> Campus administration <b>Date(s) / Timeframe:</b> Each 6 weeks of the 2023-2024 SY	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Provide tutoring for students that are not performing on grade level after-school. <b>Intended Audience:</b> students <b>Provider / Presenter / Person Responsible:</b> classroom teachers, instructional coach, campus administrators <b>Date(s) / Timeframe:</b> Weekly beginning 10/2/23 - April 12  <b>Funding Sources:</b> - Title I (211) - 211-11-6117-04E-118-30-510-000000-24F10 - \$5,031.99, - Title I (211) - 211-11-6399-04E-118-30-510-000000-24F10 - \$1,000, Snacks for students during tutorials - Title I (211) - 211-11-6499-04E-118-30-510-000000-24F10 - \$400	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 2:** Increase parental involvement in students using Math at home.

**Strategy's Expected Result/Impact:** Increase in Math performance to 75% for all students

**Staff Responsible for Monitoring:** Classroom teachers, Admin

**Title I:**

2.4, 2.5, 2.6, 4.2

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide bi-monthly parent meetings to discuss and share math strategies that can be used at home. <b>Intended Audience:</b> Students, teachers <b>Provider / Presenter / Person Responsible:</b> Teachers, FES <b>Date(s) / Timeframe:</b> Bi-monthly Parent Meetings for the school year <b>Collaborating Departments:</b> Parenting dept Math dept <b>Delivery Method:</b> Parent events  <b>Funding Sources:</b> at home teaching supplies - Parent Engagement - 211-61-6329-04L-118-30-510-000000-24F10 - \$1,284	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> K-5th students will use Dream Box to provide intervention to students at their instructional level. <b>Intended Audience:</b> students and parents <b>Provider / Presenter / Person Responsible:</b> classroom teachers, FES, & campus administration <b>Date(s) / Timeframe:</b> Weekly <b>Delivery Method:</b> Class Dojo & newsletters	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> During the 2022-2023 SY, 93% of the teachers attended training on the new curriculum during the summer with minimal follow up during the school year. <b>Root Cause:</b> No follow up on training for teachers to enhance tier one instruction..
School Processes & Programs
<b>Problem Statement 3:</b> The parents are not aware of their students academic needs nor how their students social emotional needs impact their learning. <b>Root Cause:</b> Very few parents attend events hosted on campus.



**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 Kindergarten - Grade 2 students who Meet or Exceed expected growth on Math MAP Growth from 48% to 60% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** MAP data (BOY & MOY)  
District Benchmark

**Strategy 1:** Ensure direct and explicit daily instruction is utilized through the implementations of the FWISD Framework, ensuring effective use of the Eureka curriculum to improve math context in K-2 grade classrooms through professional learning sessions, planning, materials and extended day.

**Strategy's Expected Result/Impact:** MAP Math performance level of 70% for all students

**Staff Responsible for Monitoring:** Grade K-2 math teachers, CIC, Admin

**Title I:**

2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> By August 15, 2023, develop a system/cycle of observation and feedback that is utilized by administration with teachers on math instruction aligned with the FWISD framework. <b>Intended Audience:</b> classroom teachers <b>Provider / Presenter / Person Responsible:</b> Admin, campus instructional coach, teachers <b>Date(s) / Timeframe:</b> 1st 3-weeks of school, share with staff the expectations of the systems/cycles to be used. Review the expectations each six weeks for sustainability <b>Collaborating Departments:</b> District Math department Eureka <b>Delivery Method:</b> in-class coaching, instruction, PLC		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

## School Performance Objective 2 Problem Statements:

School Processes & Programs	
<b>Problem Statement 2:</b> During the 2022-2023 SY, an average of 45 minutes was lost of instructional time during transitions from class to class in Grades 3-5	<b>Root Cause:</b> Monitoring of the instructional time in the classroom was minimal and non effective for student development and growth

**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 from23.7% to 47.3% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** MAP Growth, STAAR Interim, Benchmark

**Strategy 1:** Review list of Sub population groups to ensure equality of services are being provided for all groups

**Strategy's Expected Result/Impact:** GT, students, SpEd students, Dyslexia students

**Staff Responsible for Monitoring:** GT, SpEd, Classroom Teachers

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Connect high school to career and college

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> During 23-24 SY, ensure services are provided for all sub populations to improve quality instructional and learning practices in the classrooms by ensuring students are being processed through MTSS as needed for effective academic services.  <b>Intended Audience:</b> GT, SpEd students, teachers <b>Provider / Presenter / Person Responsible:</b> classroom teachers, MTSS team <b>Date(s) / Timeframe:</b> Weekly MTSS meetings to reveiw services <b>Collaborating Departments:</b> SpEd, GT, MTSS team <b>Delivery Method:</b> weekly grade level team meetings bi-weekly SST meetings MTSS meetings  <b>Funding Sources:</b> Supplies & Resources - Gifted & Talented (199 PIC 21) - - \$187, SPED Program-Classroom Supplies for RISE/ESCS/Resource/Speech/Diagnostician - SPED (199 PIC 23) - - \$3,970	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Extend learning to the outdoors to increase student achievement by providing students the opportunity to explore, experiment, & investigate while making real-world connections. <b>Intended Audience:</b> students <b>Provider / Presenter / Person Responsible:</b> classroom teachers <b>Date(s) / Timeframe:</b> 2023-2024 SY <b>Delivery Method:</b> in-person  <b>Funding Sources:</b> - Title I (211) - 211-11-6399-04E-118-30-510-000000-24F10 - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Enhance PK and Kinder access to engaging focal points in their classroom environment that will allow them to explore and develop their social, cognitive, and motor skills. <b>Intended Audience:</b> Pk & kinder students <b>Provider / Presenter / Person Responsible:</b> PK & kinder teachers <b>Date(s) / Timeframe:</b> daily  <b>Funding Sources:</b> - Title I (211) - 211-11-6399-04E-118-30-510-000000-24F10 - \$2,700	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Job embedded instructional coaching and professional development through the campus on lesson design and delivery. <b>Intended Audience:</b> Classroom teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Coach and Campus Administrators <b>Date(s) / Timeframe:</b> September 20, 2023-April 26, 2024  <b>Funding Sources:</b> - Title I (211) - 211-11-6112-0PD-118-30-510-000000-24F10 - \$6,720	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> During the 2022-2023 school year, there was a 20% drop of students identified for Dyslexia services. Currently there are 7 students identified as Dyslexic. Four of those students will not be enrolled during the 2023-2024 SY which will cause a nearly 50% drop of students receiving Dyslexia services. These percentages are well below the district and state expectation. <b>Root Cause:</b> There is no clearly defined process for MTSS to ensure students are receiving specialized services.

### Student Learning

**Problem Statement 2:** During the 2022-2023 school year, there was a 20% drop of students identified for Dyslexia services. Currently there are 7 students identified as Dyslexic. Four of those students will not be enrolled during the 2023-2024 SY which will cause a nearly 50% drop of students receiving Dyslexia services. These percentages are well below the district and state expectation. **Root Cause:** There is no clearly defined process for MTSS to ensure students are receiving specialized services.

**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 12.3% to 24.6% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** MAP data (BOY & MOY)  
STAAR Interim results  
District Benchmark

**Strategy 1:** Meet with staff monthly on list of students receiving services for academic development

**Strategy's Expected Result/Impact:** increase number of students receiving academic services, as needed.

**Staff Responsible for Monitoring:** SpEd, GT, Dyslexia, classroom teachers

**Title I:**  
2.4, 2.6  
**- TEA Priorities:**  
Connect high school to career and college, Improve low-performing schools  
**- ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  
**Problem Statements:** Demographics 1 - Student Learning 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Weekly team meetings to address student supports in the classroom. <b>Intended Audience:</b> classroom teachers, students <b>Provider / Presenter / Person Responsible:</b> classroom teachers <b>Date(s) / Timeframe:</b> Weekly <b>Collaborating Departments:</b> GT, SpEd, classroom teachers, Admin <b>Delivery Method:</b> in class instruction		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

**School Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 1:** During the 2022-2023 school year, there was a 20% drop of students identified for Dyslexia services. Currently there are 7 students identified as Dyslexic. Four of those students will not be enrolled during the 2023-2024 SY which will cause a nearly 50% drop of students receiving Dyslexia services. These percentages are well below the district and state expectation. **Root Cause:** There is no clearly defined process for MTSS to ensure students are receiving specialized services.

### Student Learning

**Problem Statement 2:** During the 2022-2023 school year, there was a 20% drop of students identified for Dyslexia services. Currently there are 7 students identified as Dyslexic. Four of those students will not be enrolled during the 2023-2024 SY which will cause a nearly 50% drop of students receiving Dyslexia services. These percentages are well below the district and state expectation. **Root Cause:** There is no clearly defined process for MTSS to ensure students are receiving specialized services.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Reduce the number of students identified as Chronic Absent from the 2022-2023 school year to the 2023-2024 school year.

**High Priority**

**Evaluation Data Sources:** Focus attendance reports  
Six weeks attendance

**Strategy 1:** Utilize the FES in making phone calls to locate and support students that are habitually absent

**Strategy's Expected Result/Impact:** Increase number of students in school

**Staff Responsible for Monitoring:** FES, Admin

**Title I:**

2.5, 4.1

**- TEA Priorities:**

Improve low-performing schools





**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Ensure attendance committee meetings bi-weekly to discuss and develop plan of action for those students that are habitually absent. Se up Attendance recovery sessions after school to make up attendance.. <b>Intended Audience:</b> FES, Attendance Committee <b>Provider / Presenter / Person Responsible:</b> FES, Admin, registrar clerk, counselor, campus administration <b>Date(s) / Timeframe:</b> Bi-weekly Tuesday (1 hour) <b>Delivery Method:</b> Bi-weekly meetings  <b>Funding Sources:</b> Extra duty for staff that assist with attendance recovery. - Title I (211) - 211-61-6116-04L-118-30-510-000000-24F10 - \$2,000				



Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide incentives to celebrate perfect attendance (rewards, shout outs, bulletin board) <b>Intended Audience:</b> students <b>Provider / Presenter / Person Responsible:</b> FES, attendance committee <b>Date(s) / Timeframe:</b> September-May Friday after the end of each six weeks Rotating celebrations <b>Delivery Method:</b> In-person  <b>Funding Sources:</b> Snacks for parents & visitors that participate in FES after school activities. - Title I (211) - 211-11-6499-04E-118-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> During the 2022-2023 SY, the overall attendance percent was 91.2%. This percentage rate has remained the same for the past 2 years. Pre-K and Kinder remains the lowest percentages for the campus. Approximately 76% of kindergarten students are out sick and missing instructional days. <b>Root Cause:</b> There was no monitored push for PreK and Kinder enrollment with expectations on attendance.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Provide training and targeted support for staff regarding realistic and age-appropriate expectations for behavior and the use of positive guidance to ensure the emotional and physical safety of all students.

**High Priority**

**Evaluation Data Sources:** Focus Disciplinary reports

**Strategy 1:** Review disciplinary reports bi-weekly with disciplinary team including the RCA team looking for trends of behavior to address. Ensure all teachers in grades 3-5 attend the Ron Clark Academy in Atlanta for students support.

**Strategy's Expected Result/Impact:** Improved behavior with students in grades 3-5

**Staff Responsible for Monitoring:** RCA team, Admin

**Title I:**

2.5, 2.6

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> A group will engage in professional learning at the Ron Clark Academy (RCA) two-day training in Atlanta, Georgia. <b>Intended Audience:</b> 4 (3rd-5th grade teachers) & 1 campus administrator <b>Provider / Presenter / Person Responsible:</b> RCA attendees <b>Date(s) / Timeframe:</b> Oct. 26-27 or Nov.9-10  <b>Funding Sources:</b> Registration and travel expense for RCA - Title I (211) - 211-23-6411-04E-118-30-510-000000-24F10 - \$5,000, Registration and travel expense for RCA - Title I (211) - 211-13-6411-04E-118-30-510-000000-24F10 - \$20,000		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Implement the RCA house system to create a sense of community at HHP. <b>Intended Audience:</b> grade 3-5 students, teachers <b>Provider / Presenter / Person Responsible:</b> Classroom teachers, Admin <b>Date(s) / Timeframe:</b> Bi-weekly activities December - May <b>Delivery Method:</b> Teacher meetings Student celebrations  <b>Funding Sources:</b> Implementation and instructional training supplies - Title I (211) - 211-13-6399-04E-118-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Provide celebrations of success for student's growth, personally, academically, and socially. <b>Intended Audience:</b> grade 3-5 students, teachers <b>Provider / Presenter / Person Responsible:</b> RCA team, Admin <b>Date(s) / Timeframe:</b> Each six weeks <b>Delivery Method:</b> Celebrations per six weeks  <b>Funding Sources:</b> General positive reinforcers - Title I (211) - 211-11-6499-04E-118-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

## School Performance Objective 2 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> During the 2022-2023 SY, 7 of the 11 teachers in Grades 3-5 began the use of the Ron Clark Academy student-centered support system that began during the last six weeks of the school year. <b>Root Cause:</b> A clear design of expectations for the RCA system was provided to the teachers for implementations during the school year. 50% of teh teachers of not been trained in the RCA system.

**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 by 20%.

**High Priority**

**Evaluation Data Sources:** Focus discipline report

**Strategy 1:** Review the disciplinary records of students in grades K-5 for common trends of behaviors to support

**Strategy's Expected Result/Impact:** improved student behavior

**Staff Responsible for Monitoring:** Counselor, campus administration, & classroom teachers

**Title I:**

2.6, 4.2

**- TEA Priorities:**





Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will effectively and consistently utilize classroom & campus discipline management system with rules, consequences, behavior intervention strategies, restorative discipline (K-5) and House system (3-5) incentive program to sustain compliance. <b>Intended Audience:</b> students K-5 <b>Provider / Presenter / Person Responsible:</b> teachers, MHMP, counselor, campus administration <b>Date(s) / Timeframe:</b> Daily <b>Delivery Method:</b> In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> An additional teacher assistant will be hired to monitor and support students that are not being successful in the classroom and disrupting the learning environment. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teacher Assistant, MHMP, counselor, campus administration <b>Date(s) / Timeframe:</b> Each six weeks <b>Delivery Method:</b> in school  <b>Funding Sources:</b> - Title I (211) - 211-11-6129-04E-118-30-510-000000-24F10 - \$26,983	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 3 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> During the 2022-2023 SY, 7 of the 11 teachers in Grades 3-5 began the use of the Ron Clark Academy student-centered support system that began during the last six weeks of the school year. <b>Root Cause:</b> A clear design of expectations for the RCA system was provided to the teachers for implementations during the school year. 50% of teh teachers of not been trained in the RCA system.
<b>Problem Statement 2:</b> During the 2022-2023 SY, processes of Restorative Practice began in January with minimal support from the teachers. Use of a RP Specialist was used for circle time during student fights for students in grades 3-5. Support is needed for all grade levels in restorative practices. <b>Root Cause:</b> No teacher training for Restorative Practices was offered during the school year. No clear expectations of the use of Restorative Practices was presented to the campus teachers and staff.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 4:** By Spring 2024, 25% of students' parents will participate in school sponsored activities during and outside of regular school hours.

**High Priority**

**Evaluation Data Sources:** Parent attendance sign in sheets

**Strategy 1:** Monthly parent meetings to discuss attendance and academics of students

**Strategy's Expected Result/Impact:** improved collaborations with parents and students

**Staff Responsible for Monitoring:** Admin, FES

**Title I:**

4.1

**- TEA Priorities:**





Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Demographics 3

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Monthly parent meetings to discuss attendance and academics of students <b>Intended Audience:</b> Parents <b>Provider / Presenter / Person Responsible:</b> FES, Admin, classroom teachers <b>Date(s) / Timeframe:</b> Each Month a parent meeting that includes PTA, ALL-Pro Dads and Dads on Duty <b>Delivery Method:</b> monthly meetings and newsletters  <b>Funding Sources:</b> Refreshments for parents and general supplies & materials for FES after school activities. - Title I (211) - 211-61-6499-04L-118-30-510-000000-24F10 - \$2,500				

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Teachers will continue to utilize Class Dojo as a means to communicate students' academic and behavior progress. Communication folders (K-2) and student planners (3rd-5th) will be used as tools for transmitting information about students' learning between school and home. <b>Intended Audience:</b> Parents <b>Provider / Presenter / Person Responsible:</b> Classroom teachers <b>Date(s) / Timeframe:</b> Daily, 8/23-5/24 <b>Collaborating Departments:</b> none <b>Delivery Method:</b> Students will take home daily.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 2:** Monthly family events will be offered to engage parents.

**Strategy's Expected Result/Impact:** Increase parental involvement.

**Staff Responsible for Monitoring:** FES & campus administration

**Title I:**

4.1





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Monthly opportunities for parental involvement via events. <b>Intended Audience:</b> Parents and students <b>Provider / Presenter / Person Responsible:</b> FES, campus administration, & teachers <b>Date(s) / Timeframe:</b> 2nd Tuesday of month between 9/23-5/24 <b>Delivery Method:</b> Monthly newsletters  <b>Funding Sources:</b> Refreshments for family events & General supplies & materials - Title I (211) - 211-61-6129-04L-118-30-510-000000-24F10 - \$1,784, Set-up and meet/greet parents that attend FES afterschool activities. - Title I (211) - 211-61-6116-04L-118-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

#### School Performance Objective 4 Problem Statements:

Demographics
<b>Problem Statement 3:</b> During the 2022-2023 SY, the overall attendance percent was 91.2%. This percentage rate has remained the same for the past 2 years. <b>Root Cause:</b> Parents are not aware of the impact attendance has on their students learning when they miss school or arrive late.
School Processes & Programs
<b>Problem Statement 3:</b> The parents are not aware of their students academic needs nor how their students social emotional needs impact their learning. <b>Root Cause:</b> Very few parents attend events hosted on campus.



# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3		Supplies and materials for instructional use	211-11-6399-04E-118-30-510-000000-24F10	\$1,000.00
1	1	1	3	Snacks for students during tutorials	Snacks or incentives for students	211-11-6499-04E-118-30-510-000000-24F10	\$400.00
1	2	1	2		Supplies and materials for instructional use	211-11-6399-04E-118-30-510-000000-24F10	\$1,400.00
1	2	1	2		Tutors with degree or certified	211-11-6117-04E-118-30-510-000000-24F10	\$5,031.99
1	2	1	3		Reading materials for library use	211-12-6329-04E-118-30-510-000000-24F10	\$5,000.00
2	1	1	3	Snacks for students during tutorials	Snacks or incentives for students	211-11-6499-04E-118-30-510-000000-24F10	\$400.00
2	1	1	3		Supplies and materials for instructional use	211-11-6399-04E-118-30-510-000000-24F10	\$1,000.00
2	1	1	3		Tutors with degree or certified	211-11-6117-04E-118-30-510-000000-24F10	\$5,031.99
3	1	1	2		Supplies and materials for instructional use	211-11-6399-04E-118-30-510-000000-24F10	\$20,000.00
3	1	1	3		Supplies and materials for instructional use	211-11-6399-04E-118-30-510-000000-24F10	\$2,700.00
3	1	1	4		Subs for professional development	211-11-6112-0PD-118-30-510-000000-24F10	\$6,720.00
4	1	1	1	Extra duty for staff that assist with attendance recovery.	Extra duty for family engagement activities after hours	211-61-6116-04L-118-30-510-000000-24F10	\$2,000.00
4	1	1	2	Snacks for parents & visitors that participate in FES after school activities.	Snacks or incentives for students	211-11-6499-04E-118-30-510-000000-24F10	\$2,000.00
4	2	1	1	Registration and travel expense for RCA	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-118-30-510-000000-24F10	\$5,000.00
4	2	1	1	Registration and travel expense for RCA	Travel for Teachers and Data Analysts (PD)	211-13-6411-04E-118-30-510-000000-24F10	\$20,000.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	2	Implementation and instructional training supplies	Supplies and materials for professional development	211-13-6399-04E-118-30-510-000000-24F10	\$2,000.00
4	2	1	3	General positive reinforcers	Snacks or incentives for students	211-11-6499-04E-118-30-510-000000-24F10	\$1,000.00
4	3	1	2		Teacher Assistant	211-11-6129-04E-118-30-510-000000-24F10	\$26,983.00
4	4	1	1	Refreshments for parents and general supplies & materials for FES after school activities.	Snacks for parents to promote participation	211-61-6499-04L-118-30-510-000000-24F10	\$2,500.00
4	4	2	1	Refreshments for family events & General supplies & materials	Family Engagement Specialist	211-61-6129-04L-118-30-510-000000-24F10	\$1,784.00
4	4	2	1	Set-up and meet/greet parents that attend FES afterschool activities.	Extra duty for family engagement activities after hours	211-61-6116-04L-118-30-510-000000-24F10	\$2,000.00
<b>Sub-Total</b>							\$113,950.98
<b>Budgeted Fund Source Amount</b>							\$113,950.98
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3	Tutoring	Tutors with degree or certified	199-13-6117-001-118-24-313-000000-	\$4,675.00
<b>Sub-Total</b>							\$4,675.00
<b>Budgeted Fund Source Amount</b>							\$4,675.00
<b>+/- Difference</b>							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	Parent Night reading materials	Snacks for Parents to promote participation	211-61-6499-04L-118-30-510-000000-24F10	\$1,200.00
2	1	2	1	at home teaching supplies	Other Reading Materials for parental involvement	211-61-6329-04L-118-30-510-000000-24F10	\$1,284.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$2,484.00
Budgeted Fund Source Amount							\$2,484.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplies & Resources	GENERAL SUPPLIES		\$187.00
Sub-Total							\$187.00
Budgeted Fund Source Amount							\$187.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	SPED Program-Classroom Supplies for RISE/ESCS/Resource/Speech/Diagnostician	GENERAL SUPPLIES		\$3,970.00
Sub-Total							\$3,970.00
Budgeted Fund Source Amount							\$3,970.00
+/- Difference							\$0.00
Grand Total Budgeted							\$125,266.98
Grand Total Spent							\$125,266.98
+/- Difference							\$0.00

# Addendums

# Hazel Harvey Peace Elementary

## Parental Involvement Policy 2023-2024 School Year

Dr. Crystal Clark, Principal

7421 Trail Lake Drive

Fort Worth, TX, 76133

817-814-8800

<https://www.fwisd.org/hazelharveypeace>



This Parent Involvement Policy describes the means for carrying out Title I Parent Involvement requirements. The policy was developed and agreed upon jointly with parents, community members and school staff. These materials are accessible on the school website and in the parent resource center. These materials are also part of the Hazel Harvey Peace Student-Parent handbook.

## Statement of Purpose

Hazel Harvey Peace Elementary (HHP) is identified as a Title I school as part of the Elementary and Secondary Education Act of 1965 (ESEA). Title I is designed to support State and local school reform efforts tied to challenging state academic standards in reinforce and enhance efforts to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support parental involvement.

We at HHP believe that parental involvement improves students' academic achievement and school performance. It is our goal to include all parents in their children's educational process. Research show that parental involvement improves academic achievement and adds to the school's culture.



## Developing the Policy

This policy was developed jointly with parents, teachers and community members last spring. The annual school forum reviewed and revised the parental involvement policy to best serve the unique needs of HHP students. Additionally, parent input and comments regarding this plan are welcome during the school year through. Please submit to our family engagement specialist (FES). The plan is posted on our school Web site for parents to view and submit feedback throughout the year. All parent feedback received during the year will be used to revise the plan for the next school year. We also distribute an annual survey online and by mail to ask parents for their suggestions on the plan and the use of funds for parental involvement.

# District Goals

- 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.
- 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.
- 3 Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.
- 4 Ensure all students have access to a safe, supportive and culturally responsive learning environment.



## Performance Objectives

1. Increase the percentage of 3rd grade students meeting or exceeding their growth goals from 24% to 48% as measured by the EOY MAP May 2024 assessment.
2. By May 2024, the percentage of students reading on grade level in grades K-5 will increase by 10% by the EOY Lexia Core 5 assessment.
3. Increase the percentage of 3rd grade students meeting or exceeding their math growth goals from 41% to 60% as measured by the EOY MAP May 2024 assessment.
4. Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed expected growth on Math MAP Growth from 48% to 60% by May 2024.
5. Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 23.7% to 47.3% by May 2024.
6. Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 12.3% to 24.6% by May 2024.
7. Reduce the number of students identified as Chronic Absent from the 2022-2023 school year to the 2023-2024 school year.
8. Provide training and targeted support for staff regarding realistic and age-appropriate expectations for behavior and the use of positive guidance to ensure the emotional and physical safety of all students.
9. By Spring 2024, 25% of students' parents will participate in school sponsored activities during and outside of regular school hours.

# Let's Get Together!

HHP will host the following events to build the capacity for strong parental involvement to support a partnership among the school, parents, and the community to improve student academic achievement. All meetings will be held on Tuesday. Some will be held during school hours and some will be held after school hours.

## **BACK TO SCHOOL EXTRAVAGANZA- AUGUST 10**

- ✓ MEET YOUR CHILD'S TEACHER AND OUR FRIENDLY AND HELPFUL SCHOOL STAFF FOR THE YEAR.

## **OPEN HOUSE-SEPTEMBER 12**

- ✓ SEE YOUR CHILD'S LEARNING ENVIRONMENT AND LEARN ABOUT WAYS TO SUPPORT YOUR CHILD ACADEMICALLY.

## **MUFFINS WITH MOMS- SEPTEMBER 19**

- ✓ LEARN HELPFUL INFORMATION ON HOW YOU CAN SUPPORT YOUR CHILD AND THEIR TEACHER THIS SCHOOL YEAR.

## **COFFEE WITH DR. CLARK-ANNUAL TITLE I MEETING-OCTOBER 3**

- ✓ WE INVITE YOU TO LEARN AND SHARE ABOUT OUR TITLE I PROGRAM, INCLUDING OUR PARENTAL INVOLVEMENT POLICY, THE SCHOOL-PARENT COMPACTS, AND PARENTS' REQUIREMENTS.

## **DAD ON DUTY-OCTOBER 3**

- ✓ LEARN HELPFUL INFORMATION ON HOW YOU CAN SUPPORT YOUR CHILD'S SCHOOL THIS SCHOOL YEAR.



## **Parent-Student-Teacher Compact**

The Parent-Student-Teacher Compact is designed to outline the shared responsibilities of all stakeholders in the student's educational process. The Parent-Student-Teacher Compact is a part of HHP Student-Parent Handbook.

## **Programs and the School Community**

HHP will build the parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through family events and parent teacher conferences.

# Let's Get Together!

## ✓ **TASTE OF CURRICULUM NIGHT-NOVEMBER 7**

SAMPLE A LITTLE BITE FROM THE DIFFERENT AREAS OF YOUR CHILD'S ACADEMICS.

## **PARENT- TEACHER AND STUDENT CONFERENCES- NOVEMBER 7 & MARCH 5**

- ✓ SCHEDULE UPDATES ON YOUR CHILD'S PROGRESS DURING THE WEEK OF 6-10 TO HEAR FROM THE TEACHER OR SIT WITH YOUR STUDENT ON NOV.7 & ALLOW HIM/HER TO TELL YOU ABOUT THEIR DATA.

## **RESET WITH DR.CLARK- JANUARY 23**

- ✓ CATCH UP WITH THE LATEST RESOURCES TO HELP SUPPORT YOUR CHILD'S LEARNING.

## **PARENT APPRECIATION-APRIL 2**

- ✓ A CELEBRATION OF PARENT ENGAGEMENT AND THE RECOGNITION OF PARENTAL INVOLVEMENT IMPACT ON SCHOOL AND STUDENT SUCCESS.

## **SCHOOL FORUM-MAY 7**

- ✓ A FORUM FOR PARENTS TO PARTICIPATE IN ROUNDTABLE DISCUSSIONS WITH THE PRINCIPAL AND STAFF REGARDING THE PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACTS.

## Programs and the School Community

HHP will continually assess the needs of the parents and students in the school community using a variety of assessment tools, including surveys, test data, informal conferences, etc. The information will guide the implementation of or the development of effective programs to address those needs.



## Evaluation

In addition to informal, on-going assessments and adjustments, HHP, in cooperation with the district, will annually evaluate the School Parental Involvement Policy. The aim of this evaluation is to identify possible barriers that limit parent and family participation in the program. As a result of this evaluation, the policy will be adjusted as necessary.

## Staff-Parent Communication

HHP believes that parental involvement means the participation of parents in regular two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- That parents play an integral role in assisting their child's learning.
- That parents are encouraged to be actively involved in their child's education at school.
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- The carrying out of other activities as described in this plan.



## Funding

*HHP will involve all stakeholders, including parents, in deciding how Title 1 funds are allocated for Parental Involvement activities.*



# Hazel Harvey Peace Elementary

## Política de participación de los padres 2023-2024 Año escolar

Dra. Crystal Clark, Directora

7421 Trail Lake Drive

Fort Worth, TX, 76133

817-814-8800

<https://www.fwisd.org/hazelharveypeace>



Esta Política de Participación de los Padres describe los medios para llevar a cabo los requisitos de Participación de los Padres del Título I. La política fue desarrollada y acordada conjuntamente con los padres, miembros de la comunidad y personal de la escuela. Estos materiales están disponibles en el sitio web de la escuela y en el centro de recursos para padres. Estos materiales también son parte del manual para padres y estudiantes de Hazel Harvey Peace.

## Declaración de propósito

Hazel Harvey Peace Elementary (HHP) se identifica como una escuela de Título I como parte de la Ley de Educación Primaria y Secundaria de 1965 (ESEA). El Título I está diseñado para apoyar los esfuerzos de reforma escolar estatales y locales vinculados a los estándares académicos estatales desafiantes para reforzar y mejorar los esfuerzos para mejorar la enseñanza y el aprendizaje de los estudiantes. Los programas del Título I deben basarse en medios efectivos para mejorar el rendimiento estudiantil e incluir estrategias para apoyar la participación de los padres.

En HHP creemos que la participación de los padres mejora el rendimiento académico y escolar de los estudiantes. Nuestro objetivo es incluir a todos los padres en el proceso educativo de sus hijos. Las investigaciones demuestran que la participación de los padres mejora el rendimiento académico y contribuye a la cultura de la escuela.



## Desarrollo de la política

Esta política fue desarrollada conjuntamente con padres, maestros y miembros de la comunidad la primavera pasada. El foro escolar anual revisó y revisó la política de participación de los padres para atender mejor las necesidades únicas de los estudiantes de HHP. Además, los comentarios y comentarios de los padres con respecto a este plan son bienvenidos durante el año escolar. Por favor, envíe a nuestro especialista en participación familiar (FES). El plan se publica en el sitio web de nuestra escuela para que los padres vean y envíen comentarios durante todo el año. Todos los comentarios de los padres recibidos durante el año se utilizarán para revisar el plan para el próximo año escolar. También distribuimos una encuesta anual en línea y por correo para pedir a los padres sus sugerencias sobre el plan y el uso de fondos para la participación de los padres.

# Metas del Distrito

1. Aumentar el porcentaje de estudiantes de 3er grado que obtienen un puntaje de grado o superior en STAAR Reading del 34% al 47% para agosto de 2024.
2. Aumentar el porcentaje de estudiantes de 3er grado que obtienen puntajes en el nivel de grado o superior en STAAR Matemáticas del 34% al 45% para agosto de 2024.
3. Aumentar el porcentaje de estudiantes que se gradúan con un indicador CCMR del 43% al 48% para junio de 2024.
4. Asegurar que todos los estudiantes tengan acceso a un aprendizaje seguro, de apoyo y culturalmente receptivo



## Objetivos de rendimiento

1. Aumentar el porcentaje de estudiantes de 3er grado que cumplen o superan sus metas de crecimiento del 24% al 48% según lo medido por la evaluación EOY MAP de mayo de 2024.
2. Para mayo de 2024, el porcentaje de estudiantes que leen a nivel de grado en los grados K-5 aumentará en un 10% según la evaluación EOY Lexia Core 5.
3. Aumentar el porcentaje de estudiantes de 3er grado que cumplen o superan sus metas de crecimiento matemático del 41% al 60% según lo medido por la evaluación EOY MAP de mayo de 2024.
4. Aumentar el porcentaje de estudiantes de Kindergarten - Grado 2 que cumplen o superan el crecimiento esperado en el crecimiento de Math MAP del 48% al 60% para mayo de 2024.
5. Aumentar el porcentaje de estudiantes de grado 3-5 que obtienen calificaciones en MEETS o superior en STAAR Reading de 23.7% a 47.3% para mayo de 2024.
6. Aumentar el porcentaje de estudiantes de grado 3-5 que obtienen calificaciones en MEETS o superior en STAAR Math de 12.3% a 24.6% para mayo de 2024.
7. Reducir el número de estudiantes identificados como ausentes crónicos del año escolar 2022-2023 al año escolar 2023-2024.
8. Proporcionar capacitación y apoyo específico para el personal con respecto a las expectativas realistas y apropiadas para la edad para el comportamiento y el uso de orientación positiva para garantizar la seguridad emocional y física de todos los estudiantes.
9. Para la primavera de 2024, el 25% de los padres de los estudiantes participarán en actividades patrocinadas por la escuela durante y fuera del horario escolar regular.



# ¡Reunámonos!

HHP organizará los siguientes eventos para desarrollar la capacidad de una fuerte participación de los padres para apoyar una asociación entre la escuela, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Todas las reuniones se celebrarán el martes. Algunos se llevarán a cabo durante el horario escolar y otros se llevarán a cabo después del horario escolar.

## **EXTRAVAGANCIA DE REGRESO A CLASES – 10 DE AGOSTO**

- ✓ CONOZCA AL MAESTRO DE SU HIJO Y A NUESTRO AMABLE Y SERVICIAL PERSONAL ESCOLAR DURANTE EL AÑO.

## **CASA ABIERTA-12 DE SEPTIEMBRE**

- ✓ VEA EL ENTORNO DE APRENDIZAJE DE SU HIJO Y APRENDA SOBRE LAS MANERAS DE APOYARLO ACADÉMICAMENTE.

## **MUFFINS WITH MOMS- 19 DE SEPTIEMBRE**

- ✓ OBTENGA INFORMACIÓN ÚTIL SOBRE CÓMO PUEDE APOYAR A SU HIJO Y A SU MAESTRO ESTE AÑO ESCOLAR.

## **CAFÉ CON EL DR. CLARK-REUNIÓN ANUAL DEL TÍTULO 1 – 3 DE**

- ✓ ~~OCTUBRE~~ **SEPTIEMBRE** OBTENGA INFORMACIÓN ÚTIL SOBRE NUESTRO PROGRAMA TÍTULO I, INCLUYENDO NUESTRA POLÍTICA DE PARTICIPACIÓN DE LOS PADRES, LOS PACTOS ENTRE LA ESCUELA Y LOS PADRES Y LOS REQUISITOS DE LOS PADRES.

## **PAPÁ DE SERVICIO-3 DE OCTUBRE**

- ✓ APRENDA INFORMACIÓN ÚTIL SOBRE CÓMO PUEDE APOYAR A LA ESCUELA DE SU HIJO ESTE AÑO ESCOLAR.



## **Pacto Padre-Estudiante-Maestro**

El Pacto entre padres, estudiantes y maestros está diseñado para delinear las responsabilidades compartidas de todas las partes interesadas en el proceso educativo del estudiante. El Pacto entre padres y estudiantes y maestros es parte del Manual para padres y estudiantes de HHP.

### **Los programas y la comunidad escolar**

HHP desarrollará la capacidad de los padres para una fuerte participación de los padres con el fin de garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes a través de eventos familiares y conferencias de padres y maestros.

# ¡Reunámonos!

## ✓ **TASTE OF CURRICULUM NIGHT-7 DE NOVIEMBRE**

PRUEBE UN PEQUEÑO BOCADO DE LAS DIFERENTES ÁREAS DE LOS ESTUDIOS ACADÉMICOS DE SU HIJO.

## **CONFERENCIAS DE PADRES, MAESTROS Y ESTUDIANTES: 7 DE NOVIEMBRE Y 5 DE MARZO**

- ✓ **PROGRAME ACTUALIZACIONES SOBRE EL PROGRESO DE SU HIJO DURANTE LA SEMANA DE 6 A 10 PARA ESCUCHAR AL MAESTRO O SIÉNTESE CON SU ESTUDIANTE EL 7 DE NOVIEMBRE Y PERMÍTALE QUE LE CUENTE SOBRE SUS DATOS.**

## **RESET WITH DR.CLARK- 23 DE ENERO**

- ✓ **PÓNGASE AL DÍA CON LOS ÚLTIMOS RECURSOS PARA AYUDAR A APOYAR EL APRENDIZAJE DE SU HIJO.**

## **APRECIACIÓN DE LOS PADRES-2 DE ABRIL**

- ✓ **UNA CELEBRACIÓN DE LA PARTICIPACIÓN DE LOS PADRES Y EL RECONOCIMIENTO DEL IMPACTO DE LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA Y ÉXITO ESTUDIANTIL.**

## **FORO ESCOLAR-7 DE MAYO**

- ✓ **UN FORO PARA QUE LOS PADRES PARTICIPEN EN MESAS REDONDAS CON EL DIRECTOR Y EL PERSONAL SOBRE LA POLÍTICA DE PARTICIPACIÓN DE LOS PADRES Y LOS PACTOS ENTRE LA ESCUELA Y LOS PADRES.**

## Los programas y la comunidad escolar

HHP evaluará continuamente las necesidades de los padres y estudiantes en la comunidad escolar utilizando una variedad de herramientas de evaluación, incluyendo encuestas, datos de pruebas, conferencias informales, etc. La información guiará la implementación o el desarrollo de programas efectivos para abordar esas necesidades.

## Evaluación

Además de las evaluaciones y ajustes informales y continuos, HHP, en cooperación con el distrito, evaluará anualmente la Política de participación de los padres escolares. El objetivo de esta evaluación es identificar las posibles barreras que limitan la participación de los padres y las familias en el programa. Como resultado de esta evaluación, la política se ajustará según sea necesario.

## Comunicación entre el personal y los padres

HHP cree que la participación de los padres significa la participación de los padres en una comunicación regular bidireccional y significativa que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo asegurar:

- Que los padres desempeñan un papel integral en ayudar al aprendizaje de sus hijos.
- Que se aliente a los padres a participar activamente en la educación de sus hijos en la escuela.
- Que los padres participen plenamente en la educación de sus hijos y estén incluidos, según proceda, en la adopción de decisiones y en los comités consultivos para ayudar en la educación de sus hijos.
- La realización de otras actividades descritas en este plan.



## Financiación

*HHP involucrará a todas las partes interesadas, incluidos los padres, en la decisión de cómo se asignan los fondos del Título 1 para las actividades de participación de los padres.*



**Dr. Crystal Clark, Principal**  
**Dr. Melonee Harris, Asst. Principal**  
**Hazel Harvey Peace Elementary School**  
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## **Title I: Parent-Student-Teacher Compact of Shared Responsibilities**

### **Principal Agreement**

I support this parent compact and strive to do the following:

- Provide an environment that allows for positive communication between the teacher, parent, and student.
- Provide an environment that is conducive to developing relationships with students, parents, and teachers.
- Provide a high-quality learning environment for all students.

School Principal Signature \_\_\_\_\_

Date: \_\_\_\_\_

### **School Agreement**

The entire school staff will share the responsibility for improved student achievement; therefore, we will do the following:

- Hold parent/teacher conferences.
- Send frequent reports to parents about their child's progress and regularly update the on-line grade book (Parent Portal).
- Provide opportunities for parents to volunteer and participate in their child's class and observe classroom activities.
- Provide an environment conducive to learning.
- Respect the student, their parents and the diverse culture of the school.

School/Teacher Signature \_\_\_\_\_

Date: \_\_\_\_\_

### **Parent/Guardian Agreement**

I want my child to reach his/her full academic potential, therefore I will do the following to support my child's learning:

- Have on-going communication with my child's school; including parent-teacher conferences and signing up for Parent Portal to access my student's grades.
- Make sure that my child attends school regularly and arrives on time (school starts at 7:50 a.m.) and is picked up on time (3:20 p.m.).
- Support the school staff and respect cultural differences of others.
- Establishes a time and place to read with my child daily and check homework regularly.
- Work in conjunction with the school to address student's academic & behavioral concerns.
- Join PTA and participate/volunteer/attend school events.

Parent/Guardian Signature \_\_\_\_\_

Date: \_\_\_\_\_

### **Student Agreement**

It is important that I do my best, therefore I will do the following:

- Come to school each day on time with my homework completed and have the supplies that I need.
- Bring my Chromebook and charger to school every day.
- Always try to work to the best of my ability and believe that I can learn.
- Obey all school rules, routines, and procedures.
- Show respect for my school, myself, other students, and be considerate of cultural differences.

Student Signature \_\_\_\_\_

Date: \_\_\_\_\_

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**Título I: Pacto de Responsabilidades Compartidas entre Padres, Estudiantes y Maestros**

**Acuerdo de la Directora**

Apoyo este pacto de padres y me esfuerzo por hacer lo siguiente:

1. Proporcionar un entorno que permita una comunicación positiva entre el maestro, el padre y el estudiante
2. Proporcionar un entorno propicio para el desarrollo de estudiantes, padres y maestros que son estudiantes de toda la vida
3. Proporcionar un entorno de aprendizaje de alta calidad para todos los estudiantes.

Firma de la directora \_\_\_\_\_

Fecha: \_\_\_\_\_

**Acuerdo de la escuela**

Todo el personal de la escuela compartirá la responsabilidad de mejorar el rendimiento estudiantil; Por lo tanto, haremos lo siguiente:

1. Participar en conferencias de padres/maestros.
2. Enviar informes frecuentes a los padres sobre el progreso de su hijo/a y actualizar regularmente las calificaciones en línea (Portal para Padres)
3. Proporcionar oportunidades para que los padres sean voluntarios y participen en la clase de sus hijos y observen las actividades en el salón de clases.
4. Proporcionar un ambiente propicio para el aprendizaje.
5. Respetar al estudiante, sus padres y la diversa cultura de la escuela.

Firma de la directora \_\_\_\_\_

Fecha: \_\_\_\_\_

**Acuerdo de los padres/tutores**

Quiero que mi hijo/a alcance todo su potencial académico, por lo tanto, apoyaré el aprendizaje de mi hijo haciendo lo siguiente:

1. Tener comunicación continua con la escuela de mi hijo; incluyendo conferencias de padres y maestros y registrarse en el Portal para padres para acceder a las calificaciones de mi estudiante.
2. Asegúrese de que mi hijo asista a la escuela regularmente y llegue a tiempo (la escuela comienza a las 7:50 a.m.) y es recogido a tiempo (3:20 p.m.).
3. Apoyar al personal de la escuela y respetar las diferencias culturales de los demás.
4. Establece un tiempo y un lugar para leer con mi hijo diariamente y revisar la tarea regularmente
5. Trabajar en conjunto con la escuela para abordar las preocupaciones académicas y de comportamiento de los estudiantes.
6. Únase a la PTA y participe/sea voluntario/asista a eventos escolares..

Firma de la directora \_\_\_\_\_

Fecha: \_\_\_\_\_

**Acuerdo del estudiante**

Es importante que haga mi mejor esfuerzo, por lo tanto, haré lo siguiente:

1. Llegar a la escuela todos los días a tiempo con mi tarea terminada y tener los suministros que necesito.
2. Llevo mi Chromebook y cargador a la escuela todos los días.
3. Siempre trato de trabajar lo mejor que pueda y creo que puedo aprender.
4. Obedecer todas las reglas, rutinas y procedimientos de la escuela.
5. Mostrar respeto por mi escuela, por mí mismo, por otros estudiantes, y ser considerado con las diferencias culturales.

Firma de la directora \_\_\_\_\_

Fecha: \_\_\_\_\_