

Fort Worth Independent School District

123 S.S. Dillow Elementary School

2023-2024 Improvement Plan

Accountability Rating: C



Mission Statement

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

Vision

To empower our students to be critical thinkers, life-long learners and leaders in their community.

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Comprehensive Needs Assessment

Revised/Approved: June 13, 2023

Demographics

Demographics Summary

S.S. Dillow is an Elementary School which is part of Fort Worth ISD and opened in 1937. With approximately 409 students, S.S. Dillow Elementary School is a neighborhood school without bus transportation and educates students in grades Pre-K 3 through 5th grade.

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

We provide regular programming, one-way dual language, ESL, gifted and talented, and inclusion special education classes.

Our staff is diverse in terms of years of experience and race/ethnicity.

Student Attendance: 93.17%

Total Students	408		
Students by Race/Ethnicity		Students by Grade Level	
Black/African American	66	EE	3
Hispanic	333	Pre-K	64
Multiple	6	Kindergarten	63
White	3	1st grade	57
Student Groups		2nd grade	57
Female	196	3rd grade	56
Male	212	4th grade	58
English Learners	246	5th grade	50
Gifted and Talented	17		
Special Education	45		

Demographics Strengths

- We provide multiple resources to support the economic needs of students and families including: free breakfast and lunch for all students, Chromebook for all students,
- and school supplies, school uniforms, winter coats, etc. to those in need. We also provide an after school program with dinner to students in grades 3-5.
- We have one PreK 3 class offered for students who qualify through district requirements.
- We have several SEL supports in place to assist students including: a full-time certified counselor and All Stars student mentor.
- We are signed up through the district to be a Restorative Practices Campus.
- We offer after school enrichment opportunities such as cheerleading.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) requiring a shift in training teachers on additional instructional strategies for English Learners. **Root Cause:** Students are more transit due to many of the properties in the community being rental properties.

Problem Statement 2: The student enrollment of S.S. Dillow Elementary School has continued to decline from 536 (in 2019) to 408 (in 2023) requiring the campus to lose teachers and support staff. **Root Cause:** There has been an increase in Charter Schools opening with the most recent only 2.4 miles away from our campus giving parents more options to enroll their students.

Student Learning

Student Learning Summary

Our STAAR data from the spring of 2022 showed growth from the STAAR data from the spring of 2021. We increased in the subjects of reading and math. We have analyzed the STAAR data and the number of students not passing as well as not scored.

Students in kindergarten through 5th grade were assessed using NWEA MAP. As a campus, S.S. Dillow Elementary reached projected growth in the area of math in grades 3 and 4 based on MOY MAP data. Students in grades Kindergarten and 5 made projected growth in the area of English reading based on MOY MAP data. Our campus data points directly to math in grades K-2 as an area where we need to focus.

Through many observations and various pieces of data, it is evident that math is an area of concern. A major focus on our campus this school year and going forward will be lower grade levels in both math and literacy instruction.

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

		Spring 2021		Spring 2022
All Grades	Reading Approaches	45%	Reading Approaches	52%
All Grades	Reading Meets	16%	Reading Meets	26%
All Grades	Reading Masters	6%	Reading Masters	9%
All Grades	Math Approaches	40%	Math Approaches	49%
All Grades	Math Meets	16%	Math Meets	20%
All Grades	Math Masters	8%	Math Masters	6%
All Grades	Science Approaches	27%	Science Approaches	22%
All Grades	Science Meets	9%	Science Meets	5%
All Grades	Science Masters	3%	Science Masters	3%

MAP Growth:

- 41% of S.S. Dillow K-5 students met their expected growth from BOY to MOY in math compared to the average of 40% of district students.
- 40% of S.S. Dillow K-5 students met their expected growth from BOY to MOY in English Reading compared to the average of 42% of district students.
- 47% of S.S. Dillow K-5 students met their expected growth from BOY to MOY in Spanish Reading compared to the average of 47% of district students.

Pre-K Circle Data:

- 95% of English tested students are On-Track with Phonological Awareness skills.

- 79% of Spanish tested students are On-Track with Phonological Awareness skills.
- 89% of English tested students are On-Track with Math skills.
- 93% of Spanish tested students are On-Track with Math skills.

Kindergarten Data:

- 11% of English tested students are On-Track with Math skills.
- 26% of Spanish tested students are On-Track with Math skills.
- 78% of English tested students are On-Track with Vocabulary skills.
- 78% of Spanish tested students are On-Track with Vocabulary skills.

Student Learning Strengths

- Based on the MAP Growth data, S.S. Dillow students are performing at or above the district level in all subjects.
- Students in Pre-K are out performing the district in Circle Phonological Awareness Skills
- Students in Pre-K are out performing the district in Circle Math Skills.
- Through observations and PLCs it is evident that our Pre-K has a strong focus on literacy and math.
- STAAR Reading in all grades increased in the amount of students in approaches, meets, and masters categories.
- Students in Kindergarten are consistently increasing in English vocabulary skills.
- Students in Kindergarten are consistently increasing in Spanish vocabulary skills.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Kindergarten students decreased in their TX-KEA Math assessment performance from 52% (English in 2021) to 11% (English in 2022) and 87% (Spanish in 2021) to 26% (Spanish in 2021). **Root Cause:** A new math curriculum was introduced in 2022 and more times needs to be spent on analyzing TEKS, student data, and misconceptions.

Problem Statement 2 (Prioritized): Students in 1st grade taking the MAP test in Spanish Literacy , are not showing as much observed growth as students taking the MAP test in English Literacy. English observed growth is 20 RIT points compared to 15 RIT points in Spanish. **Root Cause:** Overtime, our campus has increased in our dual language program requiring a need for reading interventions in Spanish. Currently, our support for reading interventions are only in English.

School Processes & Programs

School Processes & Programs Summary

Lesson planning at S.S. Dillow follows the FWISD scope and sequence, curriculum, and resources as well as the FWISD lesson plan framework. Daily lesson plan expectations include: the state TEKS, learning objective(s), ELPS, language objective(s), aligned activities and formative assessment(s) to ensure students mastered the TEKS aligned learning objective(s).

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

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

Programs:

- Our campus helps to provide school supplies, school uniforms, etc. to those in need. We also provide an after school program with dinner to students in grades 3-5.
- We have a Pre-K 3 class that is offered for students who qualify through the district.
- We have several SEL supports in place to assist students including a counselor and a Restorative Practices Specialist.

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus has begun the use of Restorative Practices, however, classroom and campus observations do not indicate consistency with implementation to encourage appropriate student behavior. **Root Cause:** Restorative Practices has been a practice on campus for one year. Teachers need continuous training and modeling by campus leadership.

Problem Statement 2: The campus has consistently been having PLCs every week, however, many teachers do not see value in meeting for PLC and have not bought in to the process. **Root Cause:** The purpose with a structured plan for PLCs has not been rolled out. Leadership needs to develop a strong purpose and plan to share with the staff.

Perceptions

Perceptions Summary

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

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

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

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

Perceptions Strengths

- The culture at S.S. Dillow is strong and continues to grow.
- Through daily positive interactions, celebration of teachers and students achievement and prioritizing caring for and respecting others.
- Teachers and staff care about and prioritize the whole child.
- Our campus centers all of what we do about what is best for students.
- Our teachers put student learning first by staying after school for tutoring, teaching Saturday Learning Quest, and Summer School.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Restorative Practices continues to be in the beginning stages and is needed to build campus relationships. **Root Cause:** More training on Restorative Practices is needed to improve building relationships. Teachers have been focused on learning two new curriculums this school year so they have not been able to consistently implement Restorative Practices.

Problem Statement 2: Teachers roll out procedures and routines at the beginning of the year, however, student culture has not been a priority and remained constant. **Root Cause:** Principal has not established core values with the staff or provided professional development on expectations for student culture.

Priority Problem Statements

Problem Statement 1: The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) requiring a shift in training teachers on additional instructional strategies for English Learners.

Root Cause 1: Students are more transit due to many of the properties in the community being rental properties.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Kindergarten students decreased in their TX-KEA Math assessment performance from 52% (English in 2021) to 11% (English in 2022) and 87% (Spanish in 2021) to 26% (Spanish in 2021).

Root Cause 2: A new math curriculum was introduced in 2022 and more times needs to be spent on analyzing TEKS, student data, and misconceptions.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The campus has begun the use of Restorative Practices, however, classroom and campus observations do not indicate consistency with implementation to encourage appropriate student behavior.

Root Cause 3: Restorative Practices has been a practice on campus for one year. Teachers need continuous training and modeling by campus leadership.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Restorative Practices continues to be in the beginning stages and is needed to build campus relationships.

Root Cause 4: More training on Restorative Practices is needed to improve building relationships. Teachers have been focused on learning two new curriculums this school year so they have not been able to consistently implement Restorative Practices.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Students in 1st grade taking the MAP test in Spanish Literacy , are not showing as much observed growth as students taking the MAP test in English Literacy. English observed growth is 20 RIT points compared to 15 RIT points in Spanish.

Root Cause 5: Overtime, our campus has increased in our dual language program requiring a need for reading interventions in Spanish. Currently, our support for reading interventions are only in English.

Problem Statement 5 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
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

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 PK students who score On Track on Circle Phonological Awareness in English from 97.3% to 99% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 96.3% to 99% by May 2024.

*Increase the percentage of PK Emergent Bilingual/ English Learner students who score On Track on Circle Phonological Awareness in English from 92.3% to 99% by May 2024.

High Priority

Evaluation Data Sources: CLI

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

Strategy's Expected Result/Impact: Our campus will increase students ready to learn the fundamentals of reading in PK4 and Kindergarten.

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

- Targeted Support Strategy

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Instructional Leadership Team supports teachers in delivering aligned instruction, activities, and assessments by using professional development time to teach teachers how to fully unpack standards and evaluate lessons for alignment and/or make adjustments as needed to ensure alignment to the tier 1 level of rigor outlined in the TEKS. Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Leading and Learning Delivery Method: PLCs and Individual Coaching Funding Sources: - BEA (199 PIC 25) - 199-61-6399-001-123-25-313-000000 - \$1,672, - BEA (199 PIC 25) - 199-11-6329-001-123-25-313-000000 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Professional Developments for Bilingual and ESL teachers to incorporate strategies to increase student achievement. Intended Audience: Bilingual Teachers Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Leading and Learning Multicultural Department Delivery Method: Training Funding Sources: - BEA (199 PIC 25) - 199-13-6116-001-123-25-313-000000 - \$1,000	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
Problem Statement 1: The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) requiring a shift in training teachers on additional instructional strategies for English Learners. Root Cause: Students are more transit due to many of the properties in the community being rental properties.

Student Learning

Problem Statement 1: Kindergarten students decreased in their TX-KEA Math assessment performance from 52% (English in 2021) to 11% (English in 2022) and 87% (Spanish in 2021) to 26% (Spanish in 2021). **Root Cause:** A new math curriculum was introduced in 2022 and more times needs to be spent on analyzing TEKS, student data, and misconceptions.

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 57.9% to 65% by May 2024.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 37.8% to 47% by May 2024.

*Increase the percentage of Kindergarten- Grade 3 Economically Disadvantage students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 36.5% to 47% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Fluency Foundations skills comparison report

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

Strategy's Expected Result/Impact: Our campus will increase the percentage of students in Kindergarten-Grade 3 who meet or exceed grade level expectations on key MAP Fluency indicators.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

- Targeted Support Strategy

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Instructional Leadership Team supports teachers in delivering aligned instruction, activities, and assessments by using professional development time to teach teachers how to fully unpack standards and evaluate lessons for alignment and/or make adjustments as needed to ensure alignment to the tier 1 level of rigor outlined in the TEKS. Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Leading and Learning Delivery Method: PLCs and individual coaching Funding Sources: - Title I (211) - 211-11-6399-04E-123-30-510-000000-24F10 - \$1,000	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 2 Problem Statements:

Demographics
Problem Statement 1: The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) requiring a shift in training teachers on additional instructional strategies for English Learners. Root Cause: Students are more transit due to many of the properties in the community being rental properties.
Student Learning
Problem Statement 2: Students in 1st grade taking the MAP test in Spanish Literacy , are not showing as much observed growth as students taking the MAP test in English Literacy. English observed growth is 20 RIT points compared to 15 RIT points in Spanish. Root Cause: Overtime, our campus has increased in our dual language program requiring a need for reading interventions in Spanish. Currently, our support for reading interventions are only in English.

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 59% to 65% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 43.3% to 50% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 Special Education students who meet or exceed projected growth on MAP Growth Reading in Spanish from 14.3% to 20% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Growth

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

Strategy's Expected Result/Impact: Our campus will increase the percentage of students in grades 3-5 who meet or exceed projected growth on MAP Growth Reading.

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coach

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





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

- **ESF Levers:**

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

- **Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Instructional Leadership Team supports teachers in delivering aligned instruction, activities, and assessments by using professional development time to teach teachers how to fully unpack standards and evaluate lessons for alignment and/or make adjustments as needed to ensure alignment to the tier 1 level of rigor outlined in the TEKS. Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Leading and Learning Delivery Method: PLCs and individual coaching Funding Sources: - Gifted & Talented (199 PIC 21) - - \$150	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 3 Problem Statements:

Demographics
Problem Statement 1: The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) requiring a shift in training teachers on additional instructional strategies for English Learners. Root Cause: Students are more transit due to many of the properties in the community being rental properties.
Student Learning
Problem Statement 2: Students in 1st grade taking the MAP test in Spanish Literacy , are not showing as much observed growth as students taking the MAP test in English Literacy. English observed growth is 20 RIT points compared to 15 RIT points in Spanish. Root Cause: Overtime, our campus has increased in our dual language program requiring a need for reading interventions in Spanish. Currently, our support for reading interventions are only in English.

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 in English from 97.3% to 99% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Math in Spanish from 100% to 100% by May 2024.

*Increase the percentage of PK Hispanic students who score On Track on Circle Math in English from 96.2% to 99% by May 2024.

High Priority

Evaluation Data Sources: CLI Math Assessments

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

Strategy's Expected Result/Impact: Our campus will increase students ready to learn the basics of math in PK4 and Kindergarten.

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

- Targeted Support Strategy

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson. Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Leading and Learning Delivery Method: PLCs and individual Coaching	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
Problem Statement 1: The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) requiring a shift in training teachers on additional instructional strategies for English Learners. Root Cause: Students are more transit due to many of the properties in the community being rental properties.
Student Learning
Problem Statement 1: Kindergarten students decreased in their TX-KEA Math assessment performance from 52% (English in 2021) to 11% (English in 2022) and 87% (Spanish in 2021) to 26% (Spanish in 2021). Root Cause: A new math curriculum was introduced in 2022 and more times needs to be spent on analyzing TEKS, student data, and misconceptions.

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 5 students who Meet or Exceed projected growth on MAP Growth Math from 51% to 60% by May 2024.

* Increase the percentage of Kindergarten - Grade 5 African American students who Meet or Exceed projected growth on MAP Growth Math from 40% to 50% by May 2024.

High Priority

Evaluation Data Sources: MAP Growth

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

Strategy's Expected Result/Impact: Our campus will increase the percentage of Kindergarten- Grade 5 who meet or exceed growth on MAP Growth Math.

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

- Targeted Support Strategy

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson. Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Leading and Learning Delivery Method: PLCs and individual coaching Funding Sources: - Title I (211) - 211-11-6399-04E-123-30-510-000000-24F10 - \$2,000, - SCE (199 PIC 24) - 199-11-6399-001-123-24-313-000000- - \$2,000, - Gifted & Talented (199 PIC 21) - - \$109	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 2 Problem Statements:

Demographics
Problem Statement 1: The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) requiring a shift in training teachers on additional instructional strategies for English Learners. Root Cause: Students are more transit due to many of the properties in the community being rental properties.
Student Learning
Problem Statement 1: Kindergarten students decreased in their TX-KEA Math assessment performance from 52% (English in 2021) to 11% (English in 2022) and 87% (Spanish in 2021) to 26% (Spanish in 2021). Root Cause: A new math curriculum was introduced in 2022 and more times needs to be spent on analyzing TEKS, student data, and misconceptions.

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 in English from 30.7% to 48% by May 2024.

*Increase the percentage of 3-5 grade students scoring at meets or above on STAAR Reading in Spanish from 20% to 48% by May 2024.

*Increase the percentage of 3-5 grade Economically Disadvantage students scoring at meets or above on STAAR Reading in Spanish from 11.4% to 20% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR

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

Strategy's Expected Result/Impact: Our campus will increase the percentage of 3-5 grade students scoring at meets or above on STAAR Reading.

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

- Targeted Support Strategy

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson. Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Leading and Learning Delivery Method: PLCs and individual coaching Funding Sources: - Title I (211) - 211-11-6116-04E-123-30-510-000000-24F10 - \$2,000, - SCE (199 PIC 24) - 199-11-6399-001-123-24-313-000000- - \$2,000, - SPED (199 PIC 23) - - \$800	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Strategy's Expected Result/Impact: Our campus will increase the percentage of 3-5 grade students scoring at meets or above on STAAR Reading.

Staff Responsible for Monitoring: Principal

Assistant Principal
Instructional Coach

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





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

- **ESF Levers:**

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

- **Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Back-to-school professional development will emphasize the importance of a data-informed culture to foster student ownership of learning outcomes and goal setting. Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Leading and Learning Delivery Method: Back to school presentation	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Data Analyst creates data for the campus instructional leadership team and teachers for analysis as well as data displays for the data room and hallways. Intended Audience: Teachers Provider / Presenter / Person Responsible: Data Analyst Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Leading and Learning ADQ Delivery Method: PLCs and Faculty Meetings Funding Sources: - Title I (211) - 211-13-6119-04E-123-30-510-000000-24F10 - \$78,160	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: The computer lab(s) and/or student devices, with the support of a trained assistant, will be utilized to assess, instruct, and/or intervene with students based on needs as identified by campus data. Intended Audience: Teachers and students Provider / Presenter / Person Responsible: Principal Assistant Principal Teacher Assistant Technology Coordinator Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Leading and Learning Technology Delivery Method: PLCs Classrooms Funding Sources: - Title I (211) - 211-11-6129-04E-123-30-510-000000-24F10 - \$26,700	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

Problem Statement 1: The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) requiring a shift in training teachers on additional instructional strategies for English Learners. **Root Cause:** Students are more transit due to many of the properties in the community being rental properties.

Student Learning

Problem Statement 2: Students in 1st grade taking the MAP test in Spanish Literacy , are not showing as much observed growth as students taking the MAP test in English Literacy. English observed growth is 20 RIT points compared to 15 RIT points in Spanish. **Root Cause:** Overtime, our campus has increased in our dual language program requiring a need for reading interventions in Spanish. Currently, our support for reading interventions are only in English.

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 17.5% to 30% by May 2024.

*Increase the percentage of 3-5 grade African American students scoring at meets or above on STAAR Math from 6.3% to 20% by May 2024.

High Priority

Evaluation Data Sources: STAAR

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

Strategy's Expected Result/Impact: Our campus will increase the percentage of 3-5 grade students scoring at meets or above on STAAR Math.

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coach

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





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

- **ESF Levers:**

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

- **Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson. Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Leading Learning Delivery Method: PLCs and individual coaching Funding Sources: - Title I (211) - 211-13-6399-04E-123-30-510-000000-24F10 - \$3,000, - Title I (211) - 211-11-6116-04E-123-30-510-000000-24F10 - \$3,000, - SCE (199 PIC 24) - 199-11-6399-001-123-24-313-000000- - \$460	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Strategy's Expected Result/Impact: Our campus will increase the percentage of 3-5 grade students scoring at meets or above on STAAR Math.

Staff Responsible for Monitoring: Principal

Assistant Principal
Instructional Coach

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





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

- **ESF Levers:**

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

- **Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: During PLCs and individual planning time, teachers and staff analyze student data for the purpose of: identifying student learning gaps, adjusting instruction to close the identified gaps, and creating assessments to ensure the gaps were closed. Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Leading and Learning Delivery Method: PLCs and individual coaching Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-123-24-313-000000- - \$1,000, - Title I (211) - 211-11-6399-04E-123-30-510-000000-24F10 - \$2,547.56, - SPED (199 PIC 23) - - \$832	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 2 Problem Statements:

Demographics
Problem Statement 1: The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) requiring a shift in training teachers on additional instructional strategies for English Learners. Root Cause: Students are more transit due to many of the properties in the community being rental properties.
Student Learning
Problem Statement 1: Kindergarten students decreased in their TX-KEA Math assessment performance from 52% (English in 2021) to 11% (English in 2022) and 87% (Spanish in 2021) to 26% (Spanish in 2021). Root Cause: A new math curriculum was introduced in 2022 and more times needs to be spent on analyzing TEKS, student data, and misconceptions.

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 are chronically absent from 24.7% to 19% by May 2024.
*Decrease the number and percentage of African American students who are chronically absent from 37.1% to 20% by May 2024.

High Priority

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

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

Strategy's Expected Result/Impact: Our campus will decrease the number and percentage of students who are chronically absent.

Staff Responsible for Monitoring: Principal
Assistant Principal
Family Engagement Specialist
Counselor

Title I:
2.4, 2.5, 2.6, 4.1, 4.2
- 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 1 - Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: At the start of the year, timelines and expectations will be determined and communicated to relevant stakeholders by campus leadership on the following topics: the MTSS process, student attendance procedures, student behavior documentation and intervention procedures, and student culture and expectations.				

<p>Intended Audience: Teachers Teacher Assistants</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: August 2023- May 2024</p> <p>Collaborating Departments: Leading and Learning</p> <p>Delivery Method: Back to school faculty meeting</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The campus has begun the use of Restorative Practices, however, classroom and campus observations do not indicate consistency with implementation to encourage appropriate student behavior. Root Cause: Restorative Practices has been a practice on campus for one year. Teachers need continuous training and modeling by campus leadership.</p>
Perceptions
<p>Problem Statement 1: Restorative Practices continues to be in the beginning stages and is needed to build campus relationships. Root Cause: More training on Restorative Practices is needed to improve building relationships. Teachers have been focused on learning two new curriculums this school year so they have not been able to consistently implement Restorative Practices.</p>

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

School Performance Objective 2: *Decrease the percentage of out-of-school suspensions for African American students that are disproportionately referred for disciplinary action from 10.6% to 2.5% by May 2024.

*Decrease the number of discretionary referrals for African American students from 6 to 2.

High Priority

Evaluation Data Sources: Discipline Data
FOCUS
ADQ Portal

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

Strategy's Expected Result/Impact: Decrease the percentage of out-of-school suspensions for African American students that are disproportionately referred for disciplinary action.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Title I:
2.4, 2.5, 2.6, 4.1, 4.2

- 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 1 - Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: At the start of the year, timelines and expectations will be determined and communicated to relevant stakeholders by campus leadership on the following topics: the MTSS process, student attendance procedures, student behavior documentation and intervention procedures, and student culture and expectations. Intended Audience: Teachers Teacher Assistants Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Leading and Learning Delivery Method: Back to school faculty meeting		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Professional development will be offered to new staff members for documenting parent contacts, student behaviors, interventions in Branching Minds, and Restorative Practices. Intended Audience: Teachers Teacher Assistants Provider / Presenter / Person Responsible: Principal Assistant Principal Counselor Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Leading and Learning MTSS Department Restorative Practices Department Delivery Method: PLCs and faculty meetings Funding Sources: - Title I (211) - 211-11-6116-0PD-123-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Teachers will develop a Relational Agreement with their class and to post in their classrooms as well as Restorative Circles to build relationships. Relational Agreement will be used to guide and redirect classroom behavior for student culture. Intended Audience: Teachers Teacher Assistants Provider / Presenter / Person Responsible: Principal Assistant Principal Counselor Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Leading and Learning Restorative Practices Department Delivery Method: PLCs and Faculty Meeting Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-123-24-313-000000- - \$1,000, - Title I (211) - 211-11-6499-04E-123-30-510-000000-24F10 - \$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:

School Processes & Programs

Problem Statement 1: The campus has begun the use of Restorative Practices, however, classroom and campus observations do not indicate consistency with implementation to encourage appropriate student behavior. **Root Cause:** Restorative Practices has been a practice on campus for one year. Teachers need continuous training and modeling by campus leadership.

Perceptions

Problem Statement 1: Restorative Practices continues to be in the beginning stages and is needed to build campus relationships. **Root Cause:** More training on Restorative Practices is needed to improve building relationships. Teachers have been focused on learning two new curriculums this school year so they have not been able to consistently implement Restorative Practices.

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

School Performance Objective 3: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 5 to 10 by May 2024.

High Priority

Evaluation Data Sources: Sign-in sheets and surveys

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





Strategy's Expected Result/Impact: Our campus will increase the number of student and parent engagement activities to increase parent involvement on campus and academics.

Staff Responsible for Monitoring: Principal
Assistant Principal
Family Engagement Specialist
Counselor

Title I:
2.5, 2.6, 4.1, 4.2
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: The campus principal will follow district policies to create the campus SBDM and will determine and communicate to relevant stakeholders the dates for meetings at the start of the school year. Intended Audience: Stakeholders Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Leading and Learning Delivery Method: Community Meetings	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: The campus Family Engagement Specialist in consultation with campus leadership will create a year-long Parent Engagement plan to be communicated out at the start of the school year. Funds will be used to provide snacks, supplies, and materials at parent events. Intended Audience: Stakeholders Provider / Presenter / Person Responsible: Principal Assistant Principal Family Engagement Specialist Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Leading and Learning Family Engagement Delivery Method: Community Meetings Funding Sources: - Parent Engagement - 211-61-6499-04L-123-30-510-000000-24F10 - \$1,000, - Parent Engagement - 211-61-6399-04L-123-30-510-000000-24F10 - \$1,000, - Parent Engagement - 211-61-6116-04L-123-30-510-000000-24F10 - \$436	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 3 Problem Statements:

Demographics
Problem Statement 1: The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) requiring a shift in training teachers on additional instructional strategies for English Learners. Root Cause: Students are more transit due to many of the properties in the community being rental properties.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Nichole Burkhardt	Principal
Professional Non-Teaching Staff	Natalie Guerrero	Counselor
Paraprofessional	Marcell Gilliard	Family Engagement Specialist
Classroom Teacher	Artheria Muldrow	Teacher
Classroom Teacher	Kathryn Rhodes	Teacher
Classroom Teacher	LaChandra Eribo	Teacher
DERC Representative 1	Bernadette Sifuentes	Teacher
DERC Representative 2	Janille Spencer	Librarian
Professional District-Level Staff	Tracy Barnett	District Math Instructional Coach
Parent	Sahira Salazar	Parent for Hailey Salazar
Parent	Martha Nava	Parent for Jocelyn Madrigal
Parent	Isnelda Robles	Parent for Ibrahim Robles
Parent	Shera Bratcher	Parent for Sir Dansby
Parent	Stephanie Jones	Parent for Raven Jenkins
Parent	Ashley Gamble	Parent for India Gamble
Business Representative	Cynthia McClenny	Cornerstone Family Services
Non-classroom Professional	Lilly Belew	Campus Instructional Coach

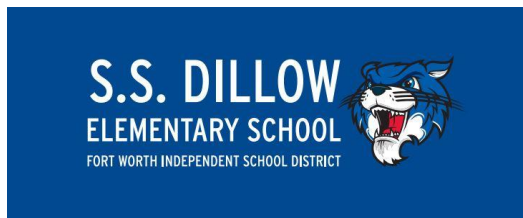
Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		Supplies and materials for instructional use	211-11-6399-04E-123-30-510-000000-24F10	\$1,000.00
2	2	1	1		Supplies and materials for instructional use	211-11-6399-04E-123-30-510-000000-24F10	\$2,000.00
3	1	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-123-30-510-000000-24F10	\$2,000.00
3	1	2	2		Data Analyst	211-13-6119-04E-123-30-510-000000-24F10	\$78,160.00
3	1	2	3		Teacher Assistant	211-11-6129-04E-123-30-510-000000-24F10	\$26,700.00
3	2	1	1		Supplies and materials for professional development	211-13-6399-04E-123-30-510-000000-24F10	\$3,000.00
3	2	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-123-30-510-000000-24F10	\$3,000.00
3	2	2	1		Supplies and materials for instructional use	211-11-6399-04E-123-30-510-000000-24F10	\$2,547.56
4	2	1	2		Extra duty pay for PD after hours	211-11-6116-0PD-123-30-510-000000-24F10	\$1,000.00
4	2	1	3		Snacks or incentives for students	211-11-6499-04E-123-30-510-000000-24F10	\$1,000.00
Sub-Total							\$120,407.56
Budgeted Fund Source Amount							\$120,407.56
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1		Supplies and materials for instructional use	199-11-6399-001-123-24-313-000000-	\$2,000.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		Supplies and materials for instructional use	199-11-6399-001-123-24-313-000000-	\$2,000.00
3	2	1	1		Supplies and materials for instructional use	199-11-6399-001-123-24-313-000000-	\$460.00
3	2	2	1		Supplies and materials for instructional use	199-11-6399-001-123-24-313-000000-	\$1,000.00
4	2	1	3		Supplies and materials for instructional use	199-11-6399-001-123-24-313-000000-	\$1,000.00
Sub-Total							\$6,460.00
Budgeted Fund Source Amount							\$6,460.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	2		Snacks for Parents to promote participation	211-61-6499-04L-123-30-510-000000-24F10	\$1,000.00
4	3	1	2		Extra Duty for parental involvement	211-61-6116-04L-123-30-510-000000-24F10	\$436.00
4	3	1	2		Supplies and materials for parental involvement	211-61-6399-04L-123-30-510-000000-24F10	\$1,000.00
Sub-Total							\$2,436.00
Budgeted Fund Source Amount							\$2,436.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Reading materials - instruction	199-11-6329-001-123-25-313-000000	\$1,000.00
1	1	1	1		Supplies and materials - parent/community	199-61-6399-001-123-25-313-000000	\$1,672.00

BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		Extra duty - professional development after hours	199-13-6116-001-123-25-313-000000	\$1,000.00
Sub-Total							\$3,672.00
Budgeted Fund Source Amount							\$3,672.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1		GENERAL SUPPLIES		\$150.00
2	2	1	1		GENERAL SUPPLIES		\$109.00
Sub-Total							\$259.00
Budgeted Fund Source Amount							\$259.00
+/- 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		INSTRUCTIONAL MATERIALS		\$800.00
3	2	2	1		INSTRUCTIONAL MATERIALS		\$832.00
Sub-Total							\$1,632.00
Budgeted Fund Source Amount							\$1,632.00
+/- Difference							\$0.00
Grand Total Budgeted							\$134,866.56
Grand Total Spent							\$134,866.56
+/- Difference							\$0.00

Addendums



Passion for **Excellence** . **A**ttitude of **Growth** . **W**e before Me . **S**tudent Centered
*Moving in a **PAWS**itive direction.*

S.S. Dillow ES Professional Learning

Location: Auditorium/ Classrooms

Monday, September 11, 2023

Time	Session	Presenter	Value(s)	Audience	Action Required	Due Date
5:00-5:30	-Welcome -Title 1 Meeting -Expectations	Mrs. Burkhardt	Passion for Excellence Attitude of Growth We before Me Student Centered	Parents	Teachers prepare your classrooms for students to bring their parents to your classroom and show off everything they have been working on.	
5:30-6:30	-Open House	Teachers	Student Centered	Parents	Engage with parents. Have student work available at students desks so they can show their parents. Have parents sign the compact agreement (white copy) and give the parents the parent copy to keep (blue copy)	Return Parent Compact Agreement to the main office on 9/26/23. Place in office box

Notes:



Por favor acompáñanos para

OPEN HOUSE!

de la

PRIMARIA S. S. DILLOW

LUNES.



25 DE SEPTIEMBRE, 2023

5:00-6:30 PM



Por favor entre por el auditorio

Tendrás la oportunidad de:

- Acompañar a la directora, Sra. Burkhardt, para la presentación de Título I
5:00-5:30
- Reunirse con el maestro(a) de su hijo(a) para conocer el progreso educativo
 - Ver el trabajo increíble de su hijo(a) hasta ahora

**Si tiene alguna pregunta comuníquese con la oficina de la escuela
al 817-814-0400**



Please Join Us For

S. S. DILLOW ELEMENTARY'S OPEN HOUSE!

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MONDAY.

SEPTEMBER 25, 2023

5:00-6:30 PM



Please come in through auditorium

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You will have the opportunity to:

- Join the principal, Mrs. Burkhardt, for Title I presentation 5:00-5:30
- Meet with your child's teacher for educational progress
- See all your child's amazing work so far!

If you have any questions contact the school office at 817-814-0400

Title 1 School-Parent Compact

Mission Statement: The mission of S.S. Dillow Elementary is to create a learning environment that promotes both academic and social success in college, career, and beyond.

Let's work together to make S.S. Dillow the best school in Texas! We ask for you to read and commit to your part below. Thank you.

<p style="text-align: center;"><u>Parents</u></p> <ul style="list-style-type: none"> ● I will ensure that my child attends school on a daily basis and arrives on time. ● I will encourage my child to follow rules and regulation set forth by the school and/or district ● I will attend and/or ask for conferences with teachers, administrators and/or other district personnel. ● I will keep abreast of my child's learning and communicate regularly with school staff. ● I will maintain and foster my child's positive behavior. 	<p style="text-align: center;"><u>Students</u></p> <ul style="list-style-type: none"> ● I will attend school regularly and punctually. ● I will always do my best in my school work and behavior. ● I will complete assignments and turn in homework on time to the teacher. ● I will work cooperatively with staff, students and parents. ● I will respect my school, others, and myself. ● I will accept responsibilities for my own actions. ● I will have a positive attitude towards myself, school, others, and learning.
<p><u>Teachers</u></p> <ul style="list-style-type: none"> ● I will respect and value the uniqueness of every child. ● I will provide an environment that is conducive to learning. ● I will maintain open lines of communication with students and parents. ● I will demonstrate professional behaviors and a positive attitude. ● I will maintain high expectations for students and myself. ● I will help students resolve conflicts in positive, nonviolent ways. 	

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Student: _____ Date: _____

Parent: _____ Date: _____

Teacher: _____ Date: _____

Contrato entre padres y escuela del Título I

Declaración de la misión: La misión de la primaria S.S. Dillow es crear un entorno de aprendizaje que promueva el éxito académico y social en la universidad, la carrera y más allá.

¡Trabajemos juntos para hacer que S.S. Dillow sea la mejor escuela en Texas! Le pedimos que lea y se comprometa con su parte a continuación. Gracias.

<p><u>Promesa de los padres:</u></p> <ul style="list-style-type: none"> ● Me aseguraré de que mi hijo asista a la escuela a diario y llegue a tiempo ● Animaré a mi niño a que siga las reglas y regulaciones establecidas por la escuela y/o distrito ● Asistiré y/o pediré conferencias con los maestros, administradores y/o otro personal del distrito ● Me mantendré al corriente de la educación de mi hijo y me comunicaré regularmente con el personal de la escuela ● Mantendré y fomentaré un comportamiento positivo de mi niño 	<p><u>Promesa del estudiante:</u></p> <ul style="list-style-type: none"> ● Asistiré a la escuela regular y puntualmente ● Siempre haré lo mejor posible en comportamiento y trabajo escolar ● Completaré asignaciones y entregaré mis tareas a tiempo al maestro ● Trabajaré cooperativamente con personal, estudiantes y padres ● Respetaré a mi escuela, a otros y a mí mismo ● Seré responsable por mis propios actos ● Tendré una actitud positiva hacia mí, la escuela, otros y los estudios
<p><u>Promesa del profesorado:</u></p> <ul style="list-style-type: none"> ● Respetaré y valoraré la individualidad de cada niño ● Proporcionaré un ambiente que sea propicio para aprender ● Mantendré líneas abiertas de comunicación con estudiantes y padres ● Demostraré comportamiento profesional y una actitud positiva ● Mantendré altas expectativas para estudiantes y para mí mismo ● Ayudaré a los estudiantes a resolver conflictos de maneras positivas, no violentas 	

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Estudiante: _____ fecha: _____

Padre: _____ fecha: _____

Maestro: _____ fecha: _____