

Fort Worth Independent School District

130 Harlean Beal Elementary School

2023-2024 Improvement Plan



Mission Statement

Harlean Beal Mission Statement:

Harlean Beal students will be morally, socially, and academically well-rounded, global citizens prepared for college and/or career.

-

Vision

Vision:

Every child, every day, whatever it takes to SOAR!

Value Statement

-

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
District Goals	12
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.	13
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.	18
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	24
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.	28
Campus Funding Summary	35

Comprehensive Needs Assessment

Revised/Approved: April 6, 2023

Demographics

Demographics Summary

Harlean Beal Elementary, initially Forest Hills Elementary was constructed in 1949 and later updated during the 1999 bond program. Located at 5615 Forest Hills Dr, in Forest Hill, Tx, it is one of two schools located in the suburb of Forest Hills that serves students within Fort Worth ISD. The school's namesake, Harlean Berry Beal, was the school's first African American principal, a position she held from 1984 until her retirement in 1996. Harlean Beal Elementary currently serves approximately 320 students in grades PK-5 by 40 staff members. This enrollment increase from approximately 280 students in 2021-22 is due in large part to boundary changes that included students previously enrolled in another FWISD school.

The student population is 65% Hispanic, 30% African American and 5% Asian, White and multiple races combined. At Harlean Beal we serve both dual language (Spanish being the most dominant) and non-dual language students. Our English Language Learner population makes up 46% of our student body, while English dominant students contribute 54%. 12% of our students make up the special education population and receive either inclusive, resource, speech or self contained services in our SEAS(Social, Emotional and Academic Support) classroom, while 4% are considered gifted and talented and receive pull-out services. 3% of our student population receives dyslexia services provided by a specialized teacher in pull-out.

Our current attendance rate 92.89% similar to the average of 92.6% from last school year. This rate is becoming the trend for the campus, as previous the average attendance rate from both 2018-19 and 2019-20 were both above 95%.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 HARLEAN BEAL EL (220905130) - FORT WORTH ISD - TARRANT COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv
Attendance Rate												
2020-21	95.0%	92.8%	92.6%	91.2%	93.4%	*	*	*	-	*	93.8%	92.5%
2019-20	98.3%	97.7%	98.3%	97.8%	98.6%	*	*	*	*	*	97.9%	98.3%
Chronic Absenteeism												
2020-21	15.0%	24.4%	29.8%	36.5%	24.8%	*	*	*	-	*	16.2%	29.6%
2019-20	6.7%	7.3%	4.5%	7.4%	2.6%	14.3%	*	*	*	0.0%	11.9%	4.0%

Demographics Strengths

Low mobility rate

32 of 322 (9%) students have attended more than 1 school, with 6 (2%) attending more than 2.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 26% (102) of students have chronic attendance concerns, meaning student have more than 10 absences recorded to date with 18 being PK, 10 KG, and 22 from 1st grade (49%). **Root Cause:** Lack of consistent tracking system that identifies and works to mitigate students at risk of becoming chronic attendance concerns. Lack of district initiatives that address PK and KG attendance concerns.

Problem Statement 2: 26% (102) of students have chronic attendance concerns, meaning the students has more than 10 absences recorded to date with 18 being PK, 10 KG, and 22 1st grade (49%). **Root Cause:** Lack of educational opportunities for students and parents that address attendance expectations combined with a system to recognize when students meet those expectations.

Student Learning

Student Learning Summary

The students at Harlean Beal are growing in specific areas and contents but overall have not shown much collected growth as a campus based on MAP Growth data. The graphs below show that some grade levels show similar or even a decrease from MOY MAP Growth Data 21-22 SY to MOY MAP Growth Data 22-23 SY. For MAP Growth Math, our median percentials stayed exactly the same with an average median percentile of 31. Although the median percentile stayed the same, we are moving students out of the lowest category as all grade levels showed a decrease in the number of students in the 1st-20th pecentile. For MAP Growth Reading, our average median percentile dropped from 34 to 29. Similar to reading our data shows that we are moving students out of the bottom percentile group as 4/5 grade levels showed improvement in this area.

Compared to the schools in our pyramid, our studnets are performing in the top 50% in all interim assessments for both reading and math, except 3rd grade math. In reading, our 4th grade students had the top scores compared to our pyramid camupuses and 5th grade scores were the second best.

Majority of our EB students are maintaining or showing improvement in their TELPAS composite scores. Based our our 21-22 data, 49% of our students composite scores stayed the same and 43% of the students showed improvement in their overall composite score for a total of 92% of our EB students maintaining or improving thier scores.

Student Learning Strengths

Math MOY MAP Growth Comparison:

Every grade level showed a decrease in the number of students in the red achievement area (1st-20th percentile) 2nd and 5th grades also showed a significant increase in the number of students in the green and blue areas, indicating more studnets are performing at grade level.

130 - Harlean Beal ES

	WINTER 2021-2022 ACHIEVEMENT						WINTER 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					Number of Students ⓘ
Grade 1	46th	22%	22%	18%	25%	13%	40th	31%	22%	13%	20%	14%	45
Grade 2	29th	40%	24%	21%	9%	6	35th	37%	18%	15%	21%	9%	33
Grade 3	38th	39%	13%	15%	18%	15%	30th	44%	18%	13%	15%	10	39
Grade 4	18th	58%	19%	7	13%	3	23rd	42%	26%	23%	6	3	31
Grade 5	27th	41%	23%	18%	13%	5	29th	44%	21%	10	20%	5	39

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Reading MOY MAP Growth Comparison

4/5 grade levels showed a decrease in the number of students in the red section (1st -20th percentile). 2nd -5th grades all showed a significant increase in the number of students in the green or blue areas, indicating more students are performing on grade level.

130 - Harlean Beal ES

	WINTER 2021-2022 ACHIEVEMENT						WINTER 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					Number of Students ¹
Grade 1	49th	27%	14%	24%	27%	8%	25th	43%	16%	11%	22%	8%	37
Grade 2	38th	37%	17%	37%	6%	3%	27th	37%	33%	10%	13%	7%	30
Grade 3	23rd	49%	26%	10%	10%	5%	25th	44%	26%	10%	15%	5%	39
Grade 4	36th	39%	19%	29%	10%	3%	41st	23%	26%	22%	29%		31
Grade 5	26th	41%	24%	27%	8%		30th	38%	19%	24%	16%	3%	37

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Limited student growth on MAP Growth reading and math comparisons from 21-22 SY to 22-23 SY. **Root Cause:** Lack of consistency due to campus vacancies in high need areas, and the use of long term substitutes to cover classrooms led to limited student growth or regression.

Problem Statement 2 (Prioritized): Limited student growth on MAP Growth reading and math assessments comparisons from 21-22 ST to 22-23 SY. **Root Cause:** Lesson planning and implementation did not emphasize ensuring alignment to standards and utilizing data to drive instruction in order to meet the needs of each student.

School Processes & Programs

School Processes & Programs Summary

Professional Practices

This year we focused on implementing new math curriculum and increasing our understanding of literacy curriculum introduced the prior year. As a result we shifted lesson planning practices to internalization, coupled with anecdotal notes for both literacy and math. In addition, we worked alongside other schools within our pyramid to collaboratively look at lessons and material. Finally, we had weekly collaborative planning sessions on campus, hosted by the campus coach that focused on aligning material and vertically understanding the curriculum.

Another focus included shifting the cognitive load to students. In the spring, we began to define what that means, as well as, what that looks like in the classrooms. Teachers worked to develop lessons that allowed for facilitation instead of always being a direct teach. Also, teachers conducted conferences with students at least twice this year to review data, strengths and areas of opportunity for students. We have found that continued work is needed in this area.

Programs

To increase student accountability and cohesion, we have reestablished our TEAMS system. Utilizing this collaborative work among students, we have begun to recognize completion of tasks including Dreambox, Lexia and other district initiative. Beginning in March, was also included iReady to assist students identified as not meeting mastery criteria on grade level TEKS. Finally, we have added, again, an after-school program to provide enrichment opportunities in sports, social emotional and wellness areas. Currently over 30 students participate in this programming.

School Processes & Programs Strengths

Based on feedback, we worked to ensure that all KG-5th grade students were aware of MAP and other pertinent data so that the responsibility for learning shifted from solely being placed on staff to the students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus trends show that over 75% of instruction is teacher-led, thus placing work load on staff as opposed to fostering ownership and critical thinking in students. **Root Cause:** Lack of professional development and emphasis on designing lessons that allow for facilitation instead of direct teach, as well as, lack of knowledge of how to shift cognitive load to students.

Problem Statement 2 (Prioritized): Campus trends show student achievement to be considerably lower than the 70%-tile needed in order to be projected to meet expectations on STAAR assessments. **Root Cause:** Lack of professional development and emphasis on developing lessons that are aligned and provide opportunities for exploratory experiences or best practices that foster student growth and achievement.

Perceptions

Perceptions Summary

This school year our campus rating went from an F to a B in large part due to literacy and math growth on the state STAAR assessment. In order to continue growth and engage the community we continued with monthly parent meeting and informal questionnaires about campus needs and parent desires for student learning. We also, built in lunch bunch groups with both our counselor and social worker to further develop connections between students and connections between students and staff. Lunch bunch topics focused on character development and taking responsibility for learning.

Despite efforts to increase student desire to be at school, our average attendance rate didn't differ from the previous year, however, the percentage of students chronically absent decreased from 42% to 26%. The number of students chronically absent decreased from 118 to 102 with an increase also in the number of students enrolled at Harlean Beal.

Perceptions Strengths

We continue to offer monthly parent engagement opportunities geared towards the needs of the community. During both the beginning and middle of the year meetings, parents were asked what programming needs they desired and over 80% of their needs were met throughout the year. We also continue to provide daily phone calls to students not present.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Out of school suspensions more than doubled with an increase from 5 to 11 days to date. Office referrals as a whole increased by 20%, as well.

Root Cause: Lack of consistent system of behavior management for the entire building (each grade level developed their own), coupled with limited use of Branching Minds to track and mitigate persistent behaviors in the classrooms.

Problem Statement 2: Extended learning opportunities and choice decreased from previous years, as the after-school program only serviced 2nd - 5th grade students. **Root Cause:** Funding and program requirements limits opportunities for students to participate in activities beyond the school day.

Priority Problem Statements

Problem Statement 1: 26% (102) of students have chronic attendance concerns, meaning student have more than 10 absences recorded to date with 18 being PK, 10 KG, and 22 from 1st grade (49%).

Root Cause 1: Lack of consistent tracking system that identifies and works to mitigate students at risk of becoming chronic attendance concerns. Lack of district initiatives that address PK and KG attendance concerns.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Limited student growth on MAP Growth reading and math comparisons from 21-22 SY to 22-23 SY.

Root Cause 2: Lack of consistency due to campus vacancies in high need areas, and the use of long term substitutes to cover classrooms led to limited student growth or regression.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Campus trends show that over 75% of instruction is teacher-led, thus placing work load on staff as opposed to fostering ownership and critical thinking in students.

Root Cause 3: Lack of professional development and emphasis on designing lessons that allow for facilitation instead of direct teach, as well as, lack of knowledge of how to shift cognitive load to students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Limited student growth on MAP Growth reading and math assessments comparisons from 21-22 ST to 22-23 SY.

Root Cause 4: Lesson planning and implementation did not emphasize ensuring alignment to standards and utilizing data to drive instruction in order to meet the needs of each student.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Out of school suspensions more than doubled with an increase from 5 to 11 days to date. Office referrals as a whole increased by 20%, as well.

Root Cause 5: Lack of consistent system of behavior management for the entire building (each grade level developed their own), coupled with limited use of Branching Minds to track and mitigate persistent behaviors in the classrooms.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Campus trends show student achievement to be considerably lower than the 70%-tile needed in order to be projected to meet expectations on STAAR assessments.

Root Cause 6: Lack of professional development and emphasis on developing lessons that are aligned and provide opportunities for exploratory experiences or best practices that foster student growth and achievement.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments 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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

District Goals

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 80% to 90% by May 2024.

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

*Increase the percentage of Economically Disadvantaged students on track on our campus from 89% to 95% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: CLI engage; campus-based assessment

Strategy 1: Develop the capacity of PK teachers (both dual language and regular program) by providing professional development through PLCs and outside sources such as Region 11 on data-driven instruction and instructional best practices.

Strategy's Expected Result/Impact: Teachers will provide intentional instruction to address individual needs of students to foster growth. Increase the percentage of students who are OnTrack on Circle Phonological Awareness in English and in Spanish.

Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst, Campus Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Results Driven Accountability

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: By September 30, 2023, develop a system to monitor and track the implementation of PK guidelines particularly associated with the development of phonological awareness that aligns to campus walkthrough and feedback calendar to ensure proficiency in TTESS domains 1.2 and 2/3 to be monitored weekly throughout the year. Intended Audience: PK teachers Provider / Presenter / Person Responsible: Data Analyst, Campus Coach Date(s) / Timeframe: July - September 2023 Collaborating Departments: Early Learning Delivery Method: In person; virtual (as needed)	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: By, October 1, 2023, ensure 100% of teachers have identified professional development needs for the development of phonological awareness, hands-on learning and proficiency in implementing Creative Curriculum which aligns to a building wide PLC schedule. Intended Audience: Pk Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August - October; ongoing as needs present themselves throughout the school year Collaborating Departments: Early Learning, Region 11 Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Campus trends show that over 75% of instruction is teacher-led, thus placing work load on staff as opposed to fostering ownership and critical thinking in students. Root Cause: Lack of professional development and emphasis on designing lessons that allow for facilitation instead of direct teach, as well as, lack of knowledge of how to shift cognitive load to students.

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 Met or Exceed grade level expectations on key MAP Fluency indicators in English from 53% to 63% by May of 2024. .

*Increase the percentage of special education students who Meet or Exceed grade level expectations from 38% to 50% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP fluency test; campus based assessments

Strategy 1: Develop the capacity of all literacy teachers (both dual language and regular program) by providing professional development through PLCs and outside sources such as Region 11 on data-driven instruction and instructional best practices, for both general education and special education students.

Strategy's Expected Result/Impact: Teachers will provide intentional instruction to address individual needs of students to foster growth. Increase the percentage of students meeting key MAP fluency indicators.

Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst, Campus Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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





- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Results Driven Accountability

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: By September 30, 2023, develop a system to monitor and track the implementation of TEKS associated with the development of fluency and foundational literacy skills that aligns to campus walkthrough and feedback calendar to ensure proficiency in TTESS domains 1.2 and 2/3 to be monitored weekly throughout the year. Intended Audience: KG - 5 literacy teachers Provider / Presenter / Person Responsible: Data Analyst, Campus Coach Date(s) / Timeframe: July - September 2023 Collaborating Departments: Leading and Learning, Humanities, Region 11 Delivery Method: In person; virtual (as needed)				

Action Step 2 Details	Reviews			
Action Step 2: By, October 1, 2023, ensure 100% of teachers have identified professional development needs for the development fluency and foundational literacy while implementing Amplify aligned to a buildwide PLC schedule reflects meeting those needs. Intended Audience: KG-5 literacy teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August - October; ongoing as needs present themselves throughout the school year Collaborating Departments: Leading and Learning, Humanities, Region 11 Delivery Method: In person; virtual (as needed)	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:

Student Learning
Problem Statement 1: Limited student growth on MAP Growth reading and math comparisons from 21-22 SY to 22-23 SY. Root Cause: Lack of consistency due to campus vacancies in high need areas, and the use of long term substitutes to cover classrooms led to limited student growth or regression.
School Processes & Programs
Problem Statement 1: Campus trends show that over 75% of instruction is teacher-led, thus placing work load on staff as opposed to fostering ownership and critical thinking in students. Root Cause: Lack of professional development and emphasis on designing lessons that allow for facilitation instead of direct teach, as well as, lack of knowledge of how to shift cognitive load to students.

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 50% of 60% by May 2024.

*Increase the percentage of special education students on track on our campus from 50% to 60% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Growth; campus-based assessments

Strategy 1: Develop the capacity of all literacy teachers (both dual language and regular program) by providing professional development through PLCs and outside sources such as Region 11 on data-driven instruction and instructional best practices, for both general education and special education students.

Strategy's Expected Result/Impact: Teachers will provide intentional instruction to address individual needs of students to foster growth. Increase the percentage of students meeting MAP growth projections.

Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst, Campus Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Results Driven Accountability

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

Action Step 1 Details	Reviews			
Action Step 1: By September 30, 2023, develop a system to monitor and track the implementation of TKES associated with the development of fluency and KGliteracy skills that aligns to campus walkthrough and feedback calendar to ensure proficiency in TTESS domains 1.2 and 2/3 to be monitored weekly throughout the year. Intended Audience: KG-5 literacy teachers Provider / Presenter / Person Responsible: Data Analyst, Campus Coach Date(s) / Timeframe: July - September 2023 Collaborating Departments: Leading and Learning; Humanities, Region 11 Delivery Method: In person; Virtual (as needed) Funding Sources: General Supplies - SCE (199 PIC 24) - 199-11-6399-001-130-24-313-000000- - \$2,388, Planning time to align TEKS and lessons to gifted students - Gifted & Talented (199 PIC 21) - - \$86, Planning time to align TEKS and lessons to special education - SPED (199 PIC 23) - - \$932, Extra Duty support (TAs) for family engagement - Title I (211) - 211-61-6116-04L-130-30-510-000000-24F10 - \$987.93	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: By, October 1, 2023, ensure 100% of teachers have identified professional development needs for the development of literacy skills while implementing Amplify aligned to a buildwide PLC schedule reflects meeting those needs. Intended Audience: KG-5 Literacy teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August - October; ongoing as needs present themselves throughout the school year Collaborating Departments: Leading and Learning; Humanities and Region 11 Delivery Method: In person; virtual (as needed)	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Limited student growth on MAP Growth reading and math comparisons from 21-22 SY to 22-23 SY. Root Cause: Lack of consistency due to campus vacancies in high need areas, and the use of long term substitutes to cover classrooms led to limited student growth or regression.
School Processes & Programs
Problem Statement 1: Campus trends show that over 75% of instruction is teacher-led, thus placing work load on staff as opposed to fostering ownership and critical thinking in students. Root Cause: Lack of professional development and emphasis on designing lessons that allow for facilitation instead of direct teach, as well as, lack of knowledge of how to shift cognitive load to students.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from an average of 89% to 95% by May 2023. Increase the percentage of Economically Disadvantaged students on track on our campus from 83% to 90% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Circle assessments

Strategy 1: Develop the capacity of PK teachers (both DL and RP) by providing PD through PLCs and outside sources such as Region 11 on data-driven instruction and instructional best practices.

Strategy's Expected Result/Impact: Teachers will provide intentional instruction to address individual needs of students to foster growth. Increase the percentage of students on track as measured by Circle math.

Staff Responsible for Monitoring: Principal, AP, ILT

Title I:

2.4, 2.6

- ESF Levers:

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

- Results Driven Accountability

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Step 1: By September 30, 2023, we will develop a system to monitor and track PK guidelines particularly associated with the development of foundational math skills that align to campus walk through and feedback calendar to ensure proficiency in TTESS domains 1.2 and 2/3 to be monitored throughout the year.





Intended Audience: PK teacher

Provider / Presenter / Person Responsible: Data Analyst, Coach

Date(s) / Timeframe: September (monitored weekly throughout the year)

Collaborating Departments: Early Childhood, Leading and learning

Delivery Method: In person; virtual (as needed)

Action Step 2 Details	Reviews			
Action Step 2: By October 1, 2023, ensure 100% of teachers have identified professional development needs for the development of foundational math skills, hands-on learning, and proficiency in implementing Creative Curriculum and align to building-wide PLC schedule. Intended Audience: PK teachers Provider / Presenter / Person Responsible: ILT, Principal, Assistant Principal, Campus Coach, Data Analyst Date(s) / Timeframe: October - ongoing Collaborating Departments: Early Learning, Learning and Leadign Delivery Method: In person; virtual as needed	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:

School Processes & Programs
<p>Problem Statement 1: Campus trends show that over 75% of instruction is teacher-led, thus placing work load on staff as opposed to fostering ownership and critical thinking in students. Root Cause: Lack of professional development and emphasis on designing lessons that allow for facilitation instead of direct teach, as well as, lack of knowledge of how to shift cognitive load to students.</p> <p>Problem Statement 2: Campus trends show student acheivement to be considerably lower than the 70%-tile needed in order to be projected to meet expectations on STAAR assessments. Root Cause: Lack of professional development and emphasis on developing lessons that are aligned and provide oportunities for exploratory experioences or best practices that foster student growth and achievement.</p>

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 72% to 80% by May 2023.
Increase the percentage of Economically Disadvantaged students on track on our campus from 72% to 80% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: TX-KEA or MAP

Strategy 1: Develop the capacity of all math teachers (both dual language and regular program) by providing professional development through PLCs and outside sources such as Region 11 on data-driven instruction and instructional best practices, for both general education and special education students.

Strategy's Expected Result/Impact: Teachers will provide intentional instruction to address individual needs of students to foster growth. Increase the percentage of students meeting key MAP math indicators.

Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst, Coach

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

- Results Driven Accountability

Problem Statements: Student Learning 1, 2

Action Step 1 Details		Reviews			
Action Step 1: By September 30, 2023, develop a system to monitor and track the implementation of TEKS associated with the development of foundational math skills that aligns to campus walkthrough and feedback calendar to ensure proficiency in TTESS domains 1.2 and 2/3 to be monitored weekly throughout the year. Intended Audience: PK-5 Math teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August - October; ongoing as needs present themselves throughout the school year Collaborating Departments: Leading and learning; Delivery Method: In person, virtual (as needed)		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: By, October 1, 2023, ensure 100% of teachers have identified professional development needs for the development fluency and foundational literacy while implementing Amplify aligned to a buildwide PLC schedule reflects meeting those needs. Intended Audience: PK-5th Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: October -ongoing Collaborating Departments: Math; Leading and Learning Delivery Method: In person preferred	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:

Student Learning
Problem Statement 1: Limited student growth on MAP Growth reading and math comparisons from 21-22 SY to 22-23 SY. Root Cause: Lack of consistency due to campus vacancies in high need areas, and the use of long term substitutes to cover classrooms led to limited student growth or regression.
Problem Statement 2: Limited student growth on MAP Growth reading and math assessments comparisons from 21-22 ST to 22-23 SY. Root Cause: Lesson planning and implementation did not emphasize ensuring alignment to standards and utilizing data to drive instruction in order to meet the needs of each student.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 50% to 60% by May 2023.

Increase the percentage of Economically Disadvantaged students on track on our campus from 43% to 50% by May 2023.

High Priority

HB3 District Goal

Strategy 1: Develop the capacity of all math teachers (both dual language and regular program) by providing professional development through PLCs and outside sources such as Region 11 on data-driven instruction and instructional best practices, for both general education and special education students.

Strategy's Expected Result/Impact: Teachers will provide intentional instruction to address individual needs of students to foster growth. Increase the percentage of students meeting MAP growth projections.

Staff Responsible for Monitoring: Principal, Assistant Principal, Coach, Data Analyst

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

- Results Driven Accountability

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: By September 30, 2023, develop a system to monitor and track the implementation of TKES associated with the development of fluency and KG literacy skills that aligns to campus walkthrough and feedback calendar to ensure proficiency in TTESS domains 1.2 and 2/3 to be monitored weekly throughout the year. Intended Audience: PK - 5th grade math teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-October; ongoing Collaborating Departments: Leading and Learning Delivery Method: In person preferred; virtual Funding Sources: General Supplies - SCE (199 PIC 24) - 199-11-6399-001-130-24-313-000000- - \$2,389, Planning time to align TEKS and lessons to gifted students - Gifted & Talented (199 PIC 21) - - \$87, Planning time to align TEKS and lessons to special education students - SPED (199 PIC 23) - - \$373	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Limited student growth on MAP Growth reading and math comparisons from 21-22 SY to 22-23 SY. Root Cause: Lack of consistency due to campus vacancies in high need areas, and the use of long term substitutes to cover classrooms led to limited student growth or regression.
Problem Statement 2: Limited student growth on MAP Growth reading and math assessments comparisons from 21-22 ST to 22-23 SY. Root Cause: Lesson planning and implementation did not emphasize ensuring alignment to standards and utilizing data to drive instruction in order to meet the needs of each student.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 28% to 50% by May 2024.

Increase the percentage of special education students on track on our campus from 0% to 15% by May 2024.

*21-22 data, will be updated when we receive STAAR scores in August

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR scores, campus-based assessments

Strategy 1: Develop a buildingwide system of utilizing data to determine instructional next steps individualized to student needs for both regular and special education students.

Strategy's Expected Result/Impact: Utilize data to determine instruction on campus to shift instructional practices to facilitate growth among students from approaches to meets grade level.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Results Driven Accountability

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

Action Step 1 Details	Reviews			
Action Step 1: Utilize data binders and campus based assessments to identify and address individual student needs through instruction and PLCs ensuring weekly monitoring and feedback to ensure proficient in implementation. Intended Audience: Teachers, ILT Provider / Presenter / Person Responsible: Data Analyst Date(s) / Timeframe: August - ongoing Collaborating Departments: ILT, Student Assessment and Accountability Delivery Method: In person Funding Sources: Personnel to analyze data and provide training on how to utilize data to determine instructional next steps. - Title I (211) - 211-13-6119-04E-130-30-510-000000-24F10 - \$80,400	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Monitor student data in data binders in PLCs and instructional development meetings to identify and provide additional services (tutoring) for those students Intended Audience: Teachers, Students, ILT Provider / Presenter / Person Responsible: Data Analyst Date(s) / Timeframe: October - April Collaborating Departments: ILT and Learning and Leading Delivery Method: After school/Saturdays Funding Sources: Snack and Incentives for After School Tutoring - Title I (211) - 211-11-6499-04E-130-30-510-000000-24F10 - \$500, Teacher support for tutoring - Title I (211) - 211-11-6116-04E-130-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Limited student growth on MAP Growth reading and math comparisons from 21-22 SY to 22-23 SY. Root Cause: Lack of consistency due to campus vacancies in high need areas, and the use of long term substitutes to cover classrooms led to limited student growth or regression.
School Processes & Programs
Problem Statement 1: Campus trends show that over 75% of instruction is teacher-led, thus placing work load on staff as opposed to fostering ownership and critical thinking in students. Root Cause: Lack of professional development and emphasis on designing lessons that allow for facilitation instead of direct teach, as well as, lack of knowledge of how to shift cognitive load to students.

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 7% to 40% by May 2024.
Increase the percentage of special education students on track on our campus from 4% to 15% by May 2024.

*21-22 data, will be updated when we receive STAAR scores in August

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR, campus-based assessments

Strategy 1: Develop a buildingwide system of utilizing data to determine instructional next steps individualized to student needs for both regular and special education students.

Strategy's Expected Result/Impact: Utilize data to determine instruction on campus to shift instructional practices to facilitate growth among students from approaches to meets grade level.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Results Driven Accountability

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

Action Step 1 Details	Reviews			
Action Step 1: Utilze data binders and campus based assessments to identify and address individual student needs through instruction and PLCs ensuring weekly monitoring and feedback to ensure proficient in implementation. Intended Audience: Teachers, ILT Provider / Presenter / Person Responsible: Data Analyst Date(s) / Timeframe: August - ongoing Collaborating Departments: ILT Delivery Method: In person Funding Sources: General Supplies - BEA (199 PIC 25) - 199-11-6399-001-130-25-313-000000 - \$986, Printer for campus based assessments, data and binders - Title I (211) - 211-11-6398-04E-130-30-510-000000-24F10 - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Monitor student data in data binders in PLCs and instructional development meetings to identify and provide additional services (tutoring) for those students Intended Audience: Students Provider / Presenter / Person Responsible: Data Analyst Date(s) / Timeframe: October - April Collaborating Departments: ILT, Learning and Leading Delivery Method: In person Funding Sources: Snacks and Incentives for Tutoring - Title I (211) - 211-11-6499-04E-130-30-510-000000-24F10 - \$1,000, Staff for tutoring - Title I (211) - 211-11-6116-04E-130-30-510-000000-24F10 - \$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:

Student Learning
Problem Statement 1: Limited student growth on MAP Growth reading and math comparisons from 21-22 SY to 22-23 SY. Root Cause: Lack of consistency due to campus vacancies in high need areas, and the use of long term substitutes to cover classrooms led to limited student growth or regression.
School Processes & Programs
Problem Statement 1: Campus trends show that over 75% of instruction is teacher-led, thus placing work load on staff as opposed to fostering ownership and critical thinking in students. Root Cause: Lack of professional development and emphasis on designing lessons that allow for facilitation instead of direct teach, as well as, lack of knowledge of how to shift cognitive load to students.

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

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 26% to 10% by May 2024.

High Priority

Evaluation Data Sources: Daily attendance monitoring; data clerk

Strategy 1: Align and leverage programs, resources and MTSS to improve daily attendance rates, increase parent/school engagement and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease the number of students with excessive absences by increasing response time when absences occur.

Staff Responsible for Monitoring: Parent Engagement Specialist, Data Clerk, Teachers, Counselor, Principal, Assistant Principal

Title I:

4.1, 4.2





- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Demographics 1

Action Step 1 Details		Reviews			
Action Step 1: Utilize campus attendance committee to develop a monitoring system for that includes daily phone calls, weekly monitoring, home visits, incentives and parent education opportunities that communicate the importance of school attendance and that work timely enough to mitigate absenteeism before it becomes chronic. Intended Audience: Parents, Teachers, Students Provider / Presenter / Person Responsible: Campus Attendance Committee (including Counselor, Administrator, Parent Engagement Specialist, Teacher and Students) Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Student Support Services Delivery Method: In person, Blackboard Funding Sources: Supplies and Material for Parent Involvement - Parent Engagement - 211-61-6399-04L-130-30-510-000000-24F10 - \$400, Snacks for parental involvement - Parent Engagement - 211-61-6499-04L-130-30-510-000000-24F10 - \$606		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 26% (102) of students have chronic attendance concerns, meaning student have more than 10 absences recorded to date with 18 being PK, 10 KG, and 22 from 1st grade (49%). Root Cause: Lack of consistent tracking system that identifies and works to mitigate students at risk of becoming chronic attendance concerns. Lack of district initiatives that address PK and KG attendance concerns.</p>

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

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 10 to less than 5 by May 2024.
Decrease the number of discipline referrals by school personnel for African American students or the student group from 8 to 4 by May 2023.

Evaluation Data Sources: Focus discipline referral report

Strategy 1: Align and leverage programs, resources and MTSS to improve campus culture and help mitigate factors contributing to office referral in classroom and transitional spaces.

Strategy's Expected Result/Impact: Decrease factors contributing to office referrals and provide a space within the discipline management plan that eliminates those contributing factors.

Staff Responsible for Monitoring: Assistant Principal

Title I:

2.5, 2.6, 4.1

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Utilize campus discipline committee to develop a monitoring system for that includes daily check-ins, weekly monitoring, home visits, incentives and parent education opportunities that communicate the observation of behaviors that result in referrals to the office and work timely enough to mitigate those behaviors. Intended Audience: Assistant Principal, Teachers, Parents, Students Provider / Presenter / Person Responsible: Assistant Principal Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Student Support Services Delivery Method: In person				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

School Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 26% (102) of students have chronic attendance concerns, meaning student have more than 10 absences recorded to date with 18 being PK, 10 KG, and 22 from 1st grade (49%). **Root Cause:** Lack of consistent tracking system that identifies and works to mitigate students at risk of becoming chronic attendance concerns. Lack of district initiatives that address PK and KG attendance concerns.

Perceptions

Problem Statement 1: Out of school suspensions more than doubled with an increase from 5 to 11 days to date. Office referrals as a whole increased by 20%, as well. **Root Cause:** Lack of consistent system of behavior managment for the entire building (each grade level developed their own), coupled with limited use of Branching Minds to track and mitigate persistent behaviors in the classrooms.

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 on our campus) from 2.9% to 0% by May 2024.

HB3 District Goal

Evaluation Data Sources: Focus discipline reports; suspension reports

Strategy 1: Determine action steps for students at-risk of receiving office referrals utilizing previous data and referral history.

Strategy's Expected Result/Impact: Decrease the number of absences due to out of school suspensions

Staff Responsible for Monitoring: Assistant Principal





Title I:

2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Conduct weekly reviews of Focus discipline data, monitoring for trends to establish root causes in order to develop action steps to mitigate behavior and provide support to the student population identified in discipline referrals. Intended Audience: Teachers, Students, Parents Provider / Presenter / Person Responsible: Assistant Principal Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Student Support Services Delivery Method: In person				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 26% (102) of students have chronic attendance concerns, meaning student have more than 10 absences recorded to date with 18 being PK, 10 KG, and 22 from 1st grade (49%). Root Cause: Lack of consistent tracking system that identifies and works to mitigate students at risk of becoming chronic attendance concerns. Lack of district initiatives that address PK and KG attendance concerns.

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

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 8 to 8 by May 2024.

High Priority

Evaluation Data Sources: Monthly agendas

Strategy 1: Convene acommittee of stakeholders to plan and promote high-impact, meaningful engagment activities and events as indicated by community need for the school year.

Strategy's Expected Result/Impact: Create meaningful engagment oppourtunities for parents to connect with the school and develop a sense of community and commitment surrounding the school.

Staff Responsible for Monitoring: Student Engagement Committee

Title I:
4.1, 4.2
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture

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

Action Step 1 Details		Reviews			
Action Step 1: Convene a student engagement committee that plans and implements engagement activities, monitor attendance, and solicit feedback for engagement and future planning. Intended Audience: School and community stakeholders Provider / Presenter / Person Responsible: Student Engagment Committee Date(s) / Timeframe: August 2023- ongoing to May 2024 Collaborating Departments: Student Support Services Delivery Method: In person Funding Sources: Family Museum Night - Parent Engagement - 211-61-6299-04L-130-30-510-000000-24F10 - \$800		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 4 Problem Statements:

Demographics

Problem Statement 1: 26% (102) of students have chronic attendance concerns, meaning student have more than 10 absences recorded to date with 18 being PK, 10 KG, and 22 from 1st grade (49%). **Root Cause:** Lack of consistent tracking system that identifies and works to mitigate students at risk of becoming chronic attendance concerns. Lack of district initiatives that address PK and KG attendance concerns.

Student Learning

Problem Statement 1: Limited student growth on MAP Growth reading and math comparisons from 21-22 SY to 22-23 SY. **Root Cause:** Lack of consistency due to campus vacancies in high need areas, and the use of long term substitutes to cover classrooms led to limited student growth or regression.

School Processes & Programs

Problem Statement 1: Campus trends show that over 75% of instruction is teacher-led, thus placing work load on staff as opposed to fostering ownership and critical thinking in students. **Root Cause:** Lack of professional development and emphasis on designing lessons that allow for facilitation instead of direct teach, as well as, lack of knowledge of how to shift cognitive load to students.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Extra Duty support (TAs) for family engagement	Extra duty for family engagement activities after hours	211-61-6116-04L-130-30-510-000000-24F10	\$987.93
3	1	1	1	Personnel to analyze data and provide training on how to utilize data to determine instructional next steps.	Data Analyst	211-13-6119-04E-130-30-510-000000-24F10	\$80,400.00
3	1	1	2	Snack and Incentives for After School Tutoring	Snacks or incentives for students	211-11-6499-04E-130-30-510-000000-24F10	\$500.00
3	1	1	2	Teacher support for tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-130-30-510-000000-24F10	\$1,000.00
3	2	1	1	Printer for campus based assessments, data and binders	Equipment	211-11-6398-04E-130-30-510-000000-24F10	\$1,500.00
3	2	1	2	Snacks and Incentives for Tutoring	Snacks or incentives for students	211-11-6499-04E-130-30-510-000000-24F10	\$1,000.00
3	2	1	2	Staff for tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-130-30-510-000000-24F10	\$1,000.00
Sub-Total							\$86,387.93
Budgeted Fund Source Amount							\$86,387.93
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	General Supplies	Supplies and materials for instructional use	199-11-6399-001-130-24-313-000000-	\$2,388.00
2	3	1	1	General Supplies	Supplies and materials for instructional use	199-11-6399-001-130-24-313-000000-	\$2,389.00
Sub-Total							\$4,777.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$4,777.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Supplies and Material for Parent Involement	Supplies and materials for parental involvement	211-61-6399-04L-130-30-510-000000-24F10	\$400.00
4	1	1	1	Snacks for parental involvement	Snacks for Parents to promote participation	211-61-6499-04L-130-30-510-000000-24F10	\$606.00
4	4	1	1	Family Museum Night	Family Science Night	211-61-6299-04L-130-30-510-000000-24F10	\$800.00
Sub-Total							\$1,806.00
Budgeted Fund Source Amount							\$1,806.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	General Supplies	Supplies and materials - instruction	199-11-6399-001-130-25-313-000000	\$986.00
Sub-Total							\$986.00
Budgeted Fund Source Amount							\$986.00
+/- 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	Planning time to align TEKS and lessons to gifted students	EXTRA DUTY - PROFESSIONAL		\$86.00
2	3	1	1	Planning time to align TEKS and lessons to gifted students	EXTRA DUTY - PROFESSIONAL		\$87.00
Sub-Total							\$173.00

Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$173.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Planning time to align TEKS and lessons to special education	EXTRA DUTY - PROFESSIONAL		\$932.00
2	3	1	1	Planning time to align TEKS and lessons to special education students	EXTRA DUTY - PROFESSIONAL		\$373.00
Sub-Total							\$1,305.00
Budgeted Fund Source Amount							\$1,305.00
+/- Difference							\$0.00
Grand Total Budgeted							\$95,434.93
Grand Total Spent							\$95,434.93
+/- Difference							\$0.00