

# **Fort Worth Independent School District**

## **162 Sagamore Hill Elementary School**

### **2023-2024 Improvement Plan**

**Accountability Rating: B**



# **Mission Statement**

We the faculty and staff at Sagamore Hill Elementary, along with the parents and community, will create a nurturing environment that builds our students' confidence and promotes academic success.

## **Vision**

Sagamore Hill Elementary will be an exemplary campus where parents, faculty, and the community work together to increase student achievement, promote excellent standards of citizenship, and appreciate cultural diversity.

## **Value Statement**

Excellence - We strive for excellence in everything we do and say.

Growth - We have growth mindsets. We always believe we can improve and work every day to learn something new.

Leadership - We strive to become the leaders of tomorrow by practicing leadership in our school community today.

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# Comprehensive Needs Assessment

Revised/Approved: September 6, 2023

## Demographics

### Demographics Summary

Sagamore Hill is a small neighborhood school with a total enrollment of 433.

42 African Americans

1 Asian

25 White

365 Hispanics.

97.1% Eco. Dis.

At Risk indicator is at 67%

GT: 8%

SPED: 7% with an Early Childhood Special Education classroom

Sagamore Hill Has a turn-over rate at about 17%. It is in a rooted community and is a true neighborhood school. Generations of families attended (PK-5th) Sagamore Hill and they want their children and grandchildren to have the same experience. There are few discipline concerns that impede instruction. Teachers and staff are supported when discipline concerns arise. Sagamore Hill currently has 49 staff members: 25 Hispanic, 1 Pacific Islander, 7 A-A, and 16 White staff members.

According to the Focus incident report, In 2019- 2020 the discipline infractions was at 90. This went down to 10 infractions for 2021-2022. This past school year we had 48 infractions that were 80% repeated students from 2 classrooms

According to the disaggregation of PEIMS student data, in 2017-2018, we had a total enrollment of 700 students. In 2021-2022, we had a total enrollment of 456 students. The decline in enrollment is based on the opening of the charter school one block

away from our campus. This school year we had approximately 20 students that withdrew to attend the charter school and approximately 25 students to enroll here from the charter school.

Our Attendance rate has increased from 92% in 2021-2022 from 94% in 2022-2023.

### **Demographics Strengths**

Demographics have been consistent through all ethnicities and economic disadvantaged students. We are at 97% ED. Our school community is supportive of Sagamore Hill. We did not have a high turn over rate in teachers for the 2023- 2024 school year and we almost maintained our school enrollment at 433 students. This school year, we have a PTO board of parents and staff that planned activities and fundraisers. We also have community support through Clayton Child Care and Good News Club.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** According to the 2020 TARP report and the school reports, enrollment has decreased steadily over the past 5 years with the 2022 current enrollment of 460 students as compared to 705 students in 2017-2018. **Root Cause:** Our campus does not have a strategic plan in place to address the declined enrollment.

**Problem Statement 2 (Prioritized):** According to MAP Reading data 38% of our K - 5th grade Economically Disadvantaged students met projected growth in 2022. **Root Cause:** School leadership has not established a system for progress monitoring, tracking and analyzing of the MAP data.

# Student Learning

## Student Learning Summary

2022-2023						
	Grade	# of Students With Growth Projections	# of Students who Met Their GP	Percentage of Students Who Met GP		
<b>Math</b>	K	44	31	70%		31%
	1	61	23	38%		16%
	2	55	26	47%		13%
	3	66	43	65%		-19%
	4	61	27	44%		25%
	5	45	20	44%		13%
<b>Reading</b>	K	10	4	40%		21%
<b>English</b>	1	24	5	21%		4%
	2	55	19	35%		2%
	3	66	33	50%		-19%
	4	61	25	41%		-18%
	5	45	20	44%		-8%
<b>Reading</b>	K	33	24	73%		23%
<b>Spanish</b>	1	37	9	24%		-23%
	2	33	12	36%		20%
	3	48	31	65%		-17%

On MAP Math, 51% of students met projected growth. Overall in Math, our grade levels made double digit gains in grades Kinder, 1st, 2nd, and 4th grades. On MAP Reading, 38% of students met projected growth for the 22-23 school year. Overall in Reading MAP, we made double digit gains in Kindergarten and 2nd grade dual Language. Grade 3 declined by 19 points and 4th grade declined by 18 points. Kindergarten made the greatest gains over all other grade levels in Math and in Reading.

### SAGAMORE HILL STAAR DATA 2021-2022:

Subject	Grade	Language	Approaches	Meets	Masters
Math	3rd		66	33	16
	4th		53	12	6
	5th		71	29	10
	ALL		65	26	11
Reading	3rd	English	71	45	26
	3rd	Spanish	42	12	4
	4th	English	78	44	3
	4th	Spanish	20	13	7
	5th	English	74	60	24
	5th	Spanish	44	30	11
	ALL		61	40	15
Science	5th		44	18	6

### SAGAMORE HILL STAAR DATA 2022-2023:

Subject	Grade	Language	Approaches	Meets	Masters
Math	3rd		44	19	5
	4th		50	28	5
	5th		70	26	2
	ALL		53	24	4
Reading	3rd	English	50	25	5
	3rd	Spanish	21	0	0
	4th	English	66	28	11
	4th	Spanish	29	14	0
	5th	English	78	42	2
	ALL		57	39	5
Science	5th		46	13	2

Sagamore Hill Elementary Campus rating went from 62 - D in 2019 to 2021-2022 receiving an 86 - B.

#### Student Learning Strengths

Students are receptive to learning. Students use computer based district programs to enhance learning and minimize gaps with all students having 1 to 1 devices.

This is our 3rd year with our new reading program called Amplify. This will be our 2nd year with the math program called Eureka.

We have regularly scheduled PLC time weekly with teachers.

#### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 3rd-5th grade students declined in MAP Reading up to 19 points **Root Cause:** Professional Development is needed for Standard Alignment to the curriculum Amplify.

**Problem Statement 2:** 3rd and 5th grade students declined in MAP Math up to 19 points **Root Cause:** Professional Development is needed for Standard Alignment to the curriculum Eureka

## School Processes & Programs

### School Processes & Programs Summary

Below is the current data for Sagamore Hill student programs:

Gifted and Talented: 8%

SPED: 7% with an Early Childhood Special Education classroom

Dual Language Program: 60%

PreK Program: 9%

After School Program can serve up to 50 students, currently has 15 students. In the past this program is serving 45 students regularly Monday through Thursday.

### School Processes & Programs Strengths

Sagamore Hill has a strong bilingual program with 60% of our students being served. 100% of our bilingual staff are fully certified and have at least 2 or more years experience in teaching.

According to informal feedback and observation, most of the staff at Sagamore Hill feel it is a positive culture and motivated to learn in order to fine tune their teaching skills and craft. We have a full time instructional coach that is experienced in coaching teachers and data driven teaching. The instructional coach also mentors new teachers on the campus. We have regularly scheduled PLCs with grade levels and the instructional team. During PLC time, we follow a PLC cycle for teachers to gain the most time in planning and lesson delivery.

Teachers have also responded that our school feels safer with arrival and dismissal procedures.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** As of 2022-2023, we have 20 out of 425 students identified with a specific learning disability or other health impairment. **Root Cause:** Leadership has not established a system and professional development for teachers for identifying students for MTSS.

**Problem Statement 2 (Prioritized):** We provide equity services (DL, GT, SPED, etc) however, we do not know if all students are receiving their services equally and at the highest levels for learning. **Root Cause:** Less effective system is in place to track progress towards intended outcomes or performance objectives.



# Perceptions

## Perceptions Summary

Sagamore Hill Elementary is in an established neighborhood who has many parents and their children attending Sagamore Hill at one point in time. Parents are supportive and want the best education for their children. Feedback was given by our SBDM, PTO, and individual parents. We also used discipline, attendance, and community outreach numbers data to determine Perceptions.

## Perceptions Strengths

Sagamore Hill has strong ties to the community. Students and parents have a positive perception of Sagamore Hill Elementary. The Ron Clark House System was started this past school year and has been a positive culture builder. This school year we will have teacher and student leaders in each House. We will also be posting House Points in the hallway to encourage student participation in attendance, grades, behavior, and growth. Attendance Rates went up this past year by 2 points showing students want to come to school and be apart. Teachers have responded that the few volunteers have made positive impacts on their classrooms. Teachers have also responded that students have better self-regulation.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** We have had less than half of the families attend our Family Nights. **Root Cause:** Communications to families needs to match the needs of the families.

**Problem Statement 2:** Student Leadership positions is non-existent. We do not have a safety patrol, student leads in our Houses, or student council, etc. **Root Cause:** Leadership team has not established these clubs and given Teachers leadership positions over them.

# Priority Problem Statements

**Problem Statement 1:** According to MAP Reading data 38% of our K - 5th grade Economically Disadvantaged students met projected growth in 2022.

**Root Cause 1:** School leadership has not established a system for progress monitoring, tracking and analyzing of the MAP data.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 3rd-5th grade students declined in MAP Reading up to 19 points

**Root Cause 2:** Professional Development is needed for Standard Alignment to the curriculum Amplify.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** We have had less than half of the families attend our Family Nights.

**Root Cause 3:** Communications to families needs to match the needs of the families.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** We provide equity services (DL, GT, SPED, etc) however, we do not know if all students are receiving their services equally and at the highest levels for learning.

**Root Cause 4:** Less effective system is in place to track progress towards intended outcomes or performance objectives.

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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data

## 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
- 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
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Professional development needs assessment data
- T-TESS data

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data

# District Goals

Revised/Approved: September 6, 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 64% to 68% 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 Hispanic students from 80% to 84% by May 2024.

**Evaluation Data Sources:** Circle Assessments

**Strategy 1:** Improve the quality of Tier I and Tier 2 (intervention) instruction by developing the capacity of PK teachers to implement district curriculum and approved resources by engaging in continuous professional learning on: Creative Curriculum and CLI activities.

**Strategy's Expected Result/Impact:** Ensure students are provided high quality instructions that meets their social-emotional and academic needs.

**Staff Responsible for Monitoring:** Teachers, Leadership team





**Title I:**

2.4

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will be: 1. Trained in CLI/Circle assessments and interventions 2. Track student learning through the CLI and Circle assessments 3. Progress monitor students using the Circle/CLI Activities and plan tier 1 and tier 2 instruction based on the needs of the students.  <b>Intended Audience:</b> PreK teachers <b>Provider / Presenter / Person Responsible:</b> Early Learning Instructional Coach, campus instructional coaches <b>Date(s) / Timeframe:</b> September 2023- May 2024 <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> In person  <b>Funding Sources:</b> snacks for students in ECSE and resource classrooms - SPED (199 PIC 23) - - \$300, light table for ECSE classroom - SPED (199 PIC 23) - - \$600, ink for printer in ECSE classroom and general supplies - SPED (199 PIC 23) - - \$1,382	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> According to MAP Reading data 38% of our K - 5th grade Economically Disadvantaged students met projected growth in 2022. <b>Root Cause:</b> School leadership has not established a system for progress monitoring, tracking and analyzing of the MAP data.

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

**School Performance Objective 2:** \*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 57% to 62% 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 58% to 63% by May 2024.

\*Increase the percentage of Hispanic students from 60% to 63% by May 2024.

**High Priority**

**HB3 District Goal**

**Strategy 1:** Improve the quality of Tier I and Tier 2 (intervention) instruction by developing the capacity of K-3rd grade teachers to implement district curriculum and approved resources by engaging in continuous professional learning communities.

**Strategy's Expected Result/Impact:** Improved Tier I and Tier 2 instruction resulting in students meeting and exceeding grade level expectations on MAP.

**Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administrators





**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> 1. Develop and implement a cycle of observation with action steps of classroom instruction. 2. Give feedback on teacher's instructional plans using district approved resources <b>Intended Audience:</b> All teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Coaches, Ms. King <b>Date(s) / Timeframe:</b> September 2023- May 2024 <b>Collaborating Departments:</b> Humanities <b>Delivery Method:</b> in person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> 3rd-5th grade students declined in MAP Reading up to 19 points <b>Root Cause:</b> Professional Development is needed for Standard Alignment to the curriculum Amplify.



**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 41% to 46% 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 50% to 55% by May 2024.

\*Increase the percentage of Hispanic students from 46% to 51% by May 2024.

**Evaluation Data Sources:** MAP Growth

**Strategy 1:** Improve the quality of Tier I and Tier 2 (intervention) instruction by developing the capacity of K-5th grade teachers to implement district curriculum and approved resources by engaging in continuous professional learning communities.

**Strategy's Expected Result/Impact:** Improved Tier I and Tier 2 instruction resulting in students meeting and exceeding grade level expectations on MAP.

**Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administrators





**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 1. Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. 2. Student progress toward measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting <b>Intended Audience:</b> Teachers, Campus Instructional leaders <b>Provider / Presenter / Person Responsible:</b> Instructional Coaches, Administrators <b>Date(s) / Timeframe:</b> September 2022- May 2023 <b>Collaborating Departments:</b> Humanities  <b>Funding Sources:</b> Tutors for afterschool, - SCE (199 PIC 24) - 199-11-6116-001-162-24-313-000000- - \$5,000, Materials for tracking, and making data visible to school community - SCE (199 PIC 24) - 199-11-6399-001-162-24-313-000000- - \$1,579, books for vending machine for students - Title I (211) - 211-61-6329-04L-162-30-510-000000-24F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 2:</b> According to MAP Reading data 38% of our K - 5th grade Economically Disadvantaged students met projected growth in 2022. <b>Root Cause:</b> School leadership has not established a system for progress monitoring, tracking and analyzing of the MAP data.

**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 May 2024.

**School Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 80% to 83% by May 2024.  
Increase the percentage of Hispanic 73% to 75 % by May 2024.

**Strategy 1:** Improve the quality of Tier I and Tier 2 (intervention) instruction by developing the capacity of PK teachers to implement district curriculum and approved resources by engaging in continuous professional learning on: Creative Curriculum and CLI activities.

**Strategy's Expected Result/Impact:** Ensure students are provided high quality instructions that meets their social-emotional and academic needs.

**Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administrators

**Title I:**  
2.4, 2.5  
**- TEA Priorities:**  
Build a foundation of reading and math

**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> 1. Develop and implement a cycle of observation with action steps of classroom instruction. 2. Give feedback on teacher's instructional plans using district approved resources <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Early Learning coaches, Instructional Coaches, Administrators <b>Date(s) / Timeframe:</b> September 2023- May 2024 <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> in person		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 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> 3rd-5th grade students declined in MAP Reading up to 19 points <b>Root Cause:</b> Professional Development is needed for Standard Alignment to the curriculum Amplify.

**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 May 2024.

**School Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 26% to 30% by May 2024.  
Increase the percentage of Hispanic students from 48% to 52% by May 2024.

**Strategy 1:** Improve the quality of Tier I instruction by developing the capacity of Kindergarten teachers to implement district curriculum and approved resources by engaging in continuous professional learning.

**Strategy's Expected Result/Impact:** Ensure students are provided high quality instructions that meets their social-emotional and academic needs.

**Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administrators

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

**Problem Statements:** Demographics 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> 1. Develop and implement a cycle of observation with action steps of classroom instruction. 2. Give feedback on teacher's instructional plans using district approved resources <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Coaches, Data Analyst, Administrators <b>Date(s) / Timeframe:</b> September 2023 to May 2024 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> In person		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

**School Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> According to MAP Reading data 38% of our K - 5th grade Economically Disadvantaged students met projected growth in 2022. <b>Root Cause:</b> School leadership has not established a system for progress monitoring, tracking and analyzing of the MAP data.

**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 May 2024.

**School Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 44% to 49% by May 2024.

Increase the percentage of Hispanic students from 53% to 56% by May 2024.

**Evaluation Data Sources:** Math MAP Growth

**Strategy 1:** Ensure Professional Learning Communities are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5 teachers using the gradual release model and assessment aligned with FWISD curriculum.

**Strategy's Expected Result/Impact:** Improved Tier I and Tier 2 instruction resulting in students meeting and exceeding grade level expectations on MAP.

**Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administrators





**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Teachers have scheduled time for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration  <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Coaches, Data Analyst, Administrators <b>Date(s) / Timeframe:</b> September 2023 to May 2024 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> In person  <b>Funding Sources:</b> ASSESS DATA ANALYST - Title I (211) - 211-13-6119-04E-162-30-510-000000-24F10 - \$90,425, Materials for data collecting, tracking, and delivery of instruction - Title I (211) - 211-13-6399-04E-162-30-510-000000-24F10 - \$1,000, materials for student use for accelerated instruction - BEA (199 PIC 25) - 199-11-6329-001-162-25-313-000000 - \$2,686, Materials and supplies for Thinking Lab - Gifted & Talented (199 PIC 21) - - \$418		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

### School Performance Objective 3 Problem Statements:

Student Learning	
<b>Problem Statement 1:</b> 3rd-5th grade students declined in MAP Reading up to 19 points	<b>Root Cause:</b> Professional Development is needed for Standard Alignment to the curriculum Amplify.

**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 39% to 44 % by May 2024.

Increase the percentage of Hispanic students from \_17\_% to 25% by May 2024.

**Strategy 1:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

**Strategy's Expected Result/Impact:** Ensure students are provided high quality instructions that meets their social-emotional and academic needs

**Staff Responsible for Monitoring:** Principal, AP, Leadership Team, Teachers

**Title I:**  
2.4, 2.5, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Develop a student goal-setting and data driven system that will allow teachers, students, and parents to set goals to measure and respond to students' academic needs. <b>Intended Audience:</b> teachers, students <b>Provider / Presenter / Person Responsible:</b> Instructional Coaches, Data Analyst, Administrators <b>Date(s) / Timeframe:</b> September 2023 to May 2024 <b>Collaborating Departments:</b> Humanities <b>Delivery Method:</b> In person  <b>Funding Sources:</b> materials for instruction - Title I (211) - 211-11-6329-04E-162-30-510-000000-24F10 - \$600.50				
<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 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> We provide equity services (DL, GT, SPED, etc) however, we do not know if all students are receiving their services equally and at the highest levels for learning. <b>Root Cause:</b> Less effective system is in place to track progress towards intended outcomes or performance objectives.

**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 18% to 25% by May 2024.

Increase the percentage of Hispanic students) from \_25\_% to 28% by May 2024.

**Strategy 1:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes

**Strategy's Expected Result/Impact:** Ensure students are provided high quality instructions that meets their social-emotional and academic needs.

**Staff Responsible for Monitoring:** Principal, AP, Leadership Team, Teachers





**Title I:**

2.4

**- TEA Priorities:**

Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Develop a student goal-setting and data driven system that will allow teachers, students, and parents to set goals to measure and respond to students' academic needs. <b>Intended Audience:</b> Teachers, students <b>Provider / Presenter / Person Responsible:</b> Instructional Coaches, Data Analyst, Administrators <b>Date(s) / Timeframe:</b> September 2023 to May 2024 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> In person  <b>Funding Sources:</b> - Title I (211) - 211-11-6399-04E-162-30-510-000000-24F10 - \$12,000, substitutes for professional development - Title I (211) - 211-11-6112-0PD-162-30-510-000000-24F10 - \$700				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**School Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> We provide equity services (DL, GT, SPED, etc) however, we do not know if all students are receiving their services equally and at the highest levels for learning. <b>Root Cause:</b> Less effective system is in place to track progress towards intended outcomes or performance objectives.



**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 \_16\_% to \_14\_% by May 2024.

**Evaluation Data Sources:** focus

**Strategy 1:** Campus Attendance Committee (CAC) reviews all students below 90% threshold every six weeks

**Strategy's Expected Result/Impact:** Identified students will have an increase in attendance and increase in academic and social emotional learning.

**Staff Responsible for Monitoring:** Campus Attendance Committee (CAC), Student Support Team, Administrators

**Title I:**





2.5

- **TEA Priorities:**

Improve low-performing schools

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 1. By September 4, convene initial Student Support Team meeting and develop Student Support Plans (SSP) for students in lowest quadrant in MAP reading and math, and for students below 90% in attendance. 2. Monitor the progress of the students on support plans and revise as needed <b>Intended Audience:</b> students, parents, teachers <b>Provider / Presenter / Person Responsible:</b> Campus Attendance Committee (CAC) ,Student Support Team (SST), Administrators <b>Date(s) / Timeframe:</b> September 9, 2023 - May 2024 <b>Funding Sources:</b> Student incentives - Title I (211) - 211-11-6499-04E-162-30-510-000000-24F10 - \$500	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**School Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> We have had less than half of the families attend our Family Nights. <b>Root Cause:</b> Communications to families needs to match the needs of the families.

**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 34 to 25 by May 2023.

Decrease the number of discipline referrals by school personnel for Hispanic students or the student group that is most marginalized on our campus (gender, race, program, other) from 30 to 20 by May 2023.

**Evaluation Data Sources:** focus

**Strategy 1:** Enhance our House System for student engagement and social emotional needs by sending staff to the Ron Clark Academy training

**Strategy's Expected Result/Impact:** Students will feel a sense of belonging and excitement in the Ron Clark House System and have a desire to be apart of our school community and therefore improved attendance and increased academic performance and reduced discipline referrals.

**Staff Responsible for Monitoring:** Administrators, House Leaders, Teachers





**Title I:**

2.5

- **TEA Priorities:**

Recruit, support, retain teachers and principals

**Problem Statements:** Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Send 2 staff members to the Ron Clark Academy Training and bring back ideas on enhancing our system. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> administrators <b>Date(s) / Timeframe:</b> October <b>Delivery Method:</b> in person  <b>Funding Sources:</b> training and travel expenses - Title I (211) - 211-13-6411-04E-162-30-510-000000-24F10 - \$6,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**School Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> We have had less than half of the families attend our Family Nights. <b>Root Cause:</b> Communications to families needs to match the needs of the families.

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

**School Performance Objective 3:** Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from \_\_2\_\_ to \_\_1\_\_ by May 2023.

**Evaluation Data Sources:** Focus

**Strategy 1:** Convene initial Student Support Team meeting and develop Student Support Plans (SSP) for students.

**Strategy's Expected Result/Impact:** Students will feel a sense of belonging and excitement and have a desire to be apart of our school community and therefore improved attendance and increased academic performance and reduced discipline referrals.

**Staff Responsible for Monitoring:** Student Support Team, Administrators

**Title I:**

2.5

**- TEA Priorities:**

Recruit, support, retain teachers and principals

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Develop a system for follow-up on Student Support Plans for all students with out of school suspensions. <b>Intended Audience:</b> Teachers, Parents, students <b>Provider / Presenter / Person Responsible:</b> Student Support Team, teachers, administrators <b>Date(s) / Timeframe:</b> September -May 2024				
<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 3 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> We have had less than half of the families attend our Family Nights. <b>Root Cause:</b> Communications to families needs to match the needs of the families.

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

**School Performance Objective 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from   3   to   4   by May 2024.

**Strategy 1:** Convene a committee of stakeholders to plan and promote high-impact family engagement activities and events for the school year.

**Strategy's Expected Result/Impact:** Committee of stakeholders take ownership and we have engaging community activities

**Staff Responsible for Monitoring:** Parent Engagement Specialist, Principal and Campus Staff

**Title I:**

4.1, 4.2

**- TEA Priorities:**

Connect high school to career and college

**Problem Statements:** Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> By September 11, 2023, convene SBDM to identify at least 3 family engagement events to support and promote this school year. <b>Intended Audience:</b> Students and Families <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Date(s) / Timeframe:</b> September 2023  <b>Funding Sources:</b> Family Science Night at the Museum - Parent Engagement - 211-61-6299-04L-162-30-510-000000-24F10 - \$900, Parent Engagement events - Parent Engagement - 211-61-6499-04L-162-30-510-000000-24F10 - \$800, materials and supplies for parent events - Parent Engagement - 211-61-6399-04L-162-30-510-000000-24F10 - \$682		Formative			Summative
		Nov	Jan	Mar	June
<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 4 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> We have had less than half of the families attend our Family Nights. <b>Root Cause:</b> Communications to families needs to match the needs of the families.

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	books for vending machine for students	Take home books for parental engagement	211-61-6329-04L-162-30-510-000000-24F10	\$3,000.00
2	3	1	1	ASSESS DATA ANALYST	Data Analyst	211-13-6119-04E-162-30-510-000000-24F10	\$90,425.00
2	3	1	1	Materials for data collecting, tracking, and delivery of instruction	Supplies and materials for professional development	211-13-6399-04E-162-30-510-000000-24F10	\$1,000.00
3	1	1	1	materials for instruction	Reading materials for classroom use	211-11-6329-04E-162-30-510-000000-24F10	\$600.50
3	2	1	1	substitutes for professional development	Subs for professional development	211-11-6112-0PD-162-30-510-000000-24F10	\$700.00
3	2	1	1		Supplies and materials for instructional use	211-11-6399-04E-162-30-510-000000-24F10	\$12,000.00
4	1	1	1	Student incentives	Snacks or incentives for students	211-11-6499-04E-162-30-510-000000-24F10	\$500.00
4	2	1	1	training and travel expenses	Travel for Teachers and Data Analysts (PD)	211-13-6411-04E-162-30-510-000000-24F10	\$6,000.00
Sub-Total							\$114,225.50
Budgeted Fund Source Amount							\$114,225.50
+/- 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	Tutors for afterschool,	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-162-24-313-000000-	\$5,000.00
1	3	1	1	Materials for tracking, and making data visible to school community	Supplies and materials for instructional use	199-11-6399-001-162-24-313-000000-	\$1,579.00
Sub-Total							\$6,579.00
Budgeted Fund Source Amount							\$6,579.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	materials and supplies for parent events	Supplies and materials for parental involvement	211-61-6399-04L-162-30-510-000000-24F10	\$682.00
4	4	1	1	Family Science Night at the Museum	Family Science Night	211-61-6299-04L-162-30-510-000000-24F10	\$900.00
4	4	1	1	Parent Engagement events	Snacks for Parents to promote participation	211-61-6499-04L-162-30-510-000000-24F10	\$800.00
Sub-Total							\$2,382.00
Budgeted Fund Source Amount							\$2,382.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1	materials for student use for accelerated instruction	Reading materials - instruction	199-11-6329-001-162-25-313-000000	\$2,686.00
Sub-Total							\$2,686.00
Budgeted Fund Source Amount							\$2,686.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1	Materials and supplies for Thinking Lab	GENERAL SUPPLIES		\$418.00
Sub-Total							\$418.00
Budgeted Fund Source Amount							\$418.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	ink for printer in ECSE classroom and general supplies	GENERAL SUPPLIES		\$1,382.00
1	1	1	1	snacks for students in ECSE and resource classrooms	PURCHASING CARD		\$300.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	light table for ECSE classroom	FURN&EQUIP < 5,000		\$600.00
Sub-Total							\$2,282.00
Budgeted Fund Source Amount							\$2,282.00
+/- Difference							\$0.00
Grand Total Budgeted							\$128,572.50
Grand Total Spent							\$128,572.50
+/- Difference							\$0.00

# Addendums



# OPEN HOUSE

## Sagamore Hill Elementary

### 2023

starts at 5:00 in the auditorium for Title 1  
presentation, then parents will visit  
classrooms.

Tuesday, September 19th

comienza a las 5:00  
en el auditorio, luego  
los padres visitarán  
los salones de clase  
para una  
presentación.

Martes 19 de  
septiembre



**Sagamore Hill Elementary  
Title 1 Meeting/ Open House  
Thursday, September 19, 2023**



**Agenda:**

5:00: Title I Presentation in the auditorium

Present the Student/Teacher/Parent Compact

Questions/Answers

5:30: Release parents to go to the classrooms and sign Compacts

Parents will sign in inside the classrooms



Welcome to Sagamore Hill

I am Pamela Carrick, principal -

This is Kirsten King our Assistant Principal  
and this is Nancy ~~Aripe~~ Aripez

our Parent Engagement Specialist. She will  
be helping me today translate.

At anytime in the school year & if you have  
any questions or concerns, please come see  
one of us.

## Annual Title I Parent Meeting

**The requirement:** All schools receiving Title I, Part A funds are required to convene an annual Title I, Part A parent meeting

- to inform parents and families of their school's participation
- to explain the requirements of the Title I, Part A program
- to explain the right of parents to be involved

Section 1116(c) <https://tinyurl.com/yb7a6fdh>



We are here today ~~because~~ to give you information about Title I. We do receive Federal Funds to help our students learn

## **Title I, Part A Program**

Title I is intended to improve student academic achievement

We currently have 97% of our students that are under the free or reduced lunch program for the Title I, Part A program

It is the parents right to be involved in the school's programs and volunteer in child's school, observe classroom activities, participate in decisions relating to the education of their children, assist in the review and revision of policy, compact, and Title I plan, serve on parent advisory board, etc.

One of the ways ~~one~~ the Federal government determines how much money we get is our % of economically disadvantaged students  
We are currently at 97%

We also want you to know that it is your right as a parent to be apart of your child's education.

The Title I Plan addresses how our school will use Title I, Part A funds within the school district. Typically, in Texas, requirements of the Title I Plan are incorporated into the District Improvement Plan (DIP) and the Campus Improvement Plan (CIP). Topics include:

- High-quality student academic assessments
- Supplemental services to assist struggling students
- Coordination and integration of federal funds and programs
- Strategies to implement effective parent and family engagement
- Title I, Part A parents have the right to be involved in the development of this plan

We use the Title I money in different ways. We pay for extra staff, we purchase materials and programs to help our students succeed.

## Policy and Compact

Distribute and review the written parental involvement policy and school-parent compact

Describe the role of parents to help develop, review, and update these documents: the policy and compact as well as the Title I plan (which is usually included within the District Improvement Plan, DIP, and the Campus Improvement Plan, CIP)

**At elementary schools -  
REQUIRED  
parent-teacher conference to  
present and discuss the compact**

One of the requirements is that we have a Parent / Family Compact or promise. Its agreeing to work together to help your students grow academically as well as emotionally.

The policy addresses how the school will implement the parent and family engagement program. The policy includes:

- Convene an annual meeting
- Provide a flexible number of meetings
- Involve parents in an organized, ongoing, and timely way, in the planning, review, evaluation, and improvement of the parent and family engagement policy and program
- Provide timely information about parent and family engagement activities
- Provide information to parents about curriculum and assessment
- If requested, provide additional meetings with parents to discuss decisions for the education of their child

We are planning several opportunities for volunteering each month.

We have a parent class with Eat Grow Learn on Wednesdays at 9:00 to go along with our new garden.

We offer parents to volunteer as a chaperone on field trips

We also would like one parent per class to help out on our Christmas party, Valentine party.

Our PTO also has many activities planned for you and your children to ~~become~~ engaged in.



The school-parent compact is a written agreement...

- That describes how parents and families, school staff, and students share the responsibility for improved student academic achievement
- That addresses high-quality curriculum and instruction to meet State academic standards
- The ways in which parents will support their child's learning
- That stresses the importance of frequent communication between school and home, and the value of parent-teacher conferences (REQUIRED in elementary schools)
- That affirms the importance of parents and families in decisions relating to the education of their children
- Title I, Part A parents have the right to be involved in the development of the school-parent compact


Our Parent <sup>Contract</sup> ~~compact~~ is a promise to  
to support your child and their school  
When you go into the classrooms tonight,  
please sign your child's ~~compact~~ contract.



## Curriculum

- MAP Reading and Math, MAP Fluency
- 3 times a year
- Benchmark testing (practice STAAR) 2 times a year 3<sup>rd</sup>-5<sup>th</sup> grade
- STAAR testing in April and May

We want you to know how your child is doing on all their assessments. We already took MAP for beginning of the year. We will also be taking it middle and end of year. The teacher's can show you how your child has been doing on this test since they 1<sup>st</sup> took it in Kindergarten.



## Parents Right-to-Know

Schools are required to notify parents that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification requirements at the grade level and subject area in which the teacher has been assigned, Section 1112(e) (1) (B)

It is your right to know if any of your child's teachers are not highly qualified. If this is the case, you will get a notice in October.

## Who to Contact

---

Pamela Carrick, Principal, 817-815-5000

Mrs. Kirsten King, AP

Mrs. Moreno, nurse

Mrs. Soto, Secretary



Again, if you have any questions or concerns, please call any of us.

# **Benefits of Parent and Family Engagement**

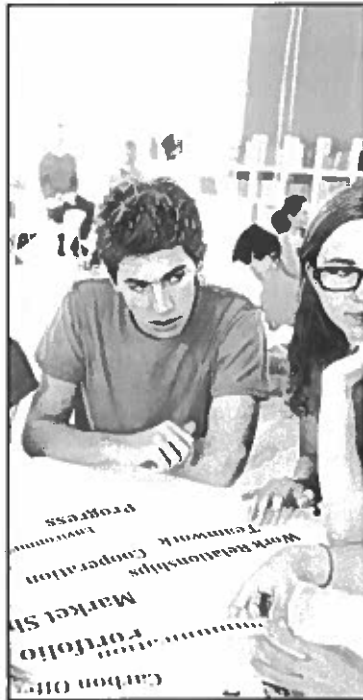
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TITLE I, PART A  
PARENT AND FAMILY ENGAGEMENT

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**Through effective communication with parents, teachers can have the greatest impact on their day-to-day success with students. With parents on their side, teachers can more effectively manage most academic and behavioral issues that arise. When the most important adults in a child's life are working together, students benefit enormously.**

Lee and Marleen Canter



When school, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

Henderson and Mapp

Another area where we need parent and community support is through our Site-based Management Team. This team works together for the good of our school and students and is an advisor to me, the principal. We meet approx 6 times a year right after school. If you are interested please take one of these flyers to fill out and leave in the office. We are taking nominations now and will be voting in the coming weeks.

## Student Benefits

- ❖ Higher grades and test scores
- ❖ More likely to complete homework
- ❖ Better attendance
- ❖ Fewer placements in special education
- ❖ More positive attitudes and better behavior
- ❖ Higher graduation rates
- ❖ Greater enrollment in postsecondary education



When you are involved in your child's education - these are the benefits.

Tonight - all the teachers are ready to show you your child's work so far ~~and explain how they do it~~

~~Thank you for coming!~~

the teacher's will <sup>also</sup> be explaining their expectations

- look at all the work ~~on~~ hanging in hallway.
- look at your child's "purple" folder where they have set goals for themselves.

Thank you!



## **Title I, Part A Parent and Family Engagement Statewide Initiative**

*At Region 16 Education Serviced Center*

*Funded by Texas Education Agency*



For more information contact,  
[t1pfe@esc16.net](mailto:t1pfe@esc16.net)

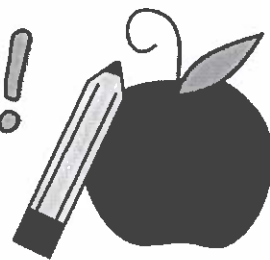
9-19-23

STUDENT NAME	PARENT NAME
René Márquez	Norma N Zenid.
Oliver Yañez	Rosalba Duran
Paola Rivalcaba	Endira Itz.
Itze Gómez	Carolina Muñoz



2023-2024

2023-2024  
Fernandez Open House  
Please sign in



©Graphics by Jessica Waible

# Open House September 19, 2023

Padres

Estudiantes

Ivy De Luna

Ava Martinez

Courtney Martinez

Kadence Totentino

Daisy Rodulfo

Scarlett Luna

Andrene Jamerson Arianna Chavarria

# Title I Open House

School Name: Sagamore Hill

School # 123

Teacher

*Crawford*

Date: 9/19/2023

	Student Name	Parent Signature
1.	<i>Marcilene Johnson</i>	<i>[Signature]</i>
2.	<i>Mercedes Vargas</i>	<i>[Signature]</i>
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22.		
23.		

5th grade

Teacher Name (Maestro/a)	Student Name (Nombre de estudiante)	Parent Signature (Firma de padres)
West	Gisselle Ruiz	Granda Ruiz
<del>Alvarez</del>	Bryan Rico	Agustine Rico
West	Theresa Valles	Marti Espinoza
Alvarez	Carl Dorell	Grisho Lee?
Alvarez	Angel <del>Deora</del> Carritos	Caro Lopez.
West	Alex Ruvalcaba	Endira Htz.
West / Alvarez	Yashin Samanthy Aguirre	Estuardo
Albares	Jasmine Luna	Elena Camacho
West	Santiago Montero	Monte Muriel
Alvarez	Marilyn Burrows	Bear
Alvarez	Taily Valenzuela Gutierrez	Tobias Valenzuela Gutierrez

Sh  
Grade

[illegible]





# Title I Open House

School Name: Sagamore Hill

School # 123

Teacher Villarreal  
ELSE

Date: 9/19/2023

	Student Name	Parent Signature
1.	Angel Rualcaba	Endira Ortiz
2.	August Chavarria	Alve
3.		
4.		
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9/20/23

Mrs. Carela

~~Sagamore Hill Elementary~~  
~~Dismissal Documentation Form~~

Open  
House

Student Name	<del>Person Picking Up Student</del>	Parent/Guardian Name	<del>Phone Number</del>
Alvarez, Luz			
Cruz, Samuel			
Fajardo, Gadiel			
Flores, Skyler		Norma R. Pedro F.	
Figuerda, Liam			
Garcia, Nataly			
Gonzalez, Cristian			
Gonzalez, Gian			
Gonzalez, Litzy			
Martinez, Carina			
Martines, Liam			
Mayen, Fulgencio			
Molina, Thiago			
Morales, Mykaelya		Cecilia Martinez	
Notino, Jonathan			
Perez, Kayla			
Perez, Rhianna			
Rico, Gianna			
Rios, Rosy		Jessie Rios	
Vargas, Armani		Michelle Duran	
Vasquez, Genesis		Endira Mtz.	
Saldaña, Jazlyn		J. Vang O.	



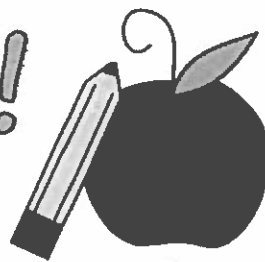
# WELCOME!

2023-2024

9-19-23

Please sign in

Quezada




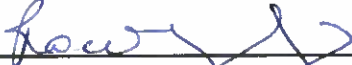

Print Your Name	Print Child's Name
Cristina Lerma	Kimberly de la Cruz
Juana Frías	Tuan Redrojo
Guadalupe Rivera	Madison Rivera
Carolina Muñoz	Abdriel Gomez
Flor Romo	David Arce
Cintia Pineda	Brayan Castellanos
Silvia Herrera	Aylin Padron
Victor Quezada	Antzon Quezada
Maria Maldonado	Rafael Martinez

# Title I Open House

School Name: Sagamore Hill

School # 123

Teacher Hopkins/Lewis Date: 9/19/2023


	Student Name	Parent Signature
1.	Eduardo Diaz	Gilberta Luna
2.	Elena Alcala	Guadalupe Acosta
3.	Ximena Maigquez	Norma N Zenit
4.	Naomi Palacios	Elva Villeda
5.	Buchanan Wood	Karla Navarro
6.	Randy Navarro	Matthew R. R. R.
7.	Jacob Ramos	
8.	Daniel Rocha	
9.	Jacob Ortega	
10.	Mia S. Nunez	Maria S. Nunez
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23.		

# Title I Open House

School Name: Sagamore Hill

School # 123

Teacher Lira/Tello Date: 9/19/2023

	Student Name	Parent Signature
1.	Jared Quezada	
2.	Victoria Morales	Alfonso Morales
3.	Mayra Parra	Mayra Jimenez
4.	Caleb Sanchez	Cecilia Aguiniga
5.	carmen yohanna osorio cordero	carmen carranza
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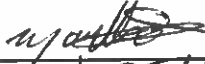
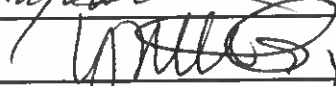



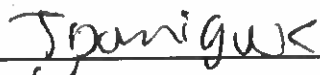

# Title I Open House

School Name: Sagamore Hill

School # 123

Teacher Castro / Alaniz

Date: 9/19/2023

	Student Name	Parent Signature
1.	Lydia Johnson	
2.	Ximena Trejo	
3.	<del>YVETTE</del> LAYLA GURROLA	 YVETTE GURROLA
4.	Mica San Miguel	 Mica San Miguel
5.	<sup>Jade de la Torre</sup> Olivia Ma Guz	Olivia Ma Guz
6.	THIAGO MARZO	
7.	<sup>Nozarcilly</sup> Karolina Arteta	
8.	<del>XXXXXXXXXX</del>	
9.	Andrea Aguilar	
10.	Kimberly Mares	
11.	Mario Covarrubias	Maribel Vazquez
12.	Angel Rocha	Minam Jimenez
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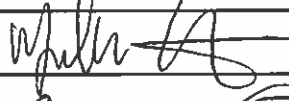


# Title I Open House

School Name: Sagamore Hill

School # 123

Teacher Rodriguez

Date: 9/19/2023

	Student Name	Parent Signature
1.	Mauricio Nunez	
2.	Lydia Johnson	
3.	Leona Burrows	
4.	Kimberly Cabrera	
5.		
6.		
7.		
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23.		

# Title I Open House

School Name: Sagamore Hill

School # 123

Teacher

Ayala

Date: 9/19/2023

2nd grade

	Student Name	Parent Signature
1.	<del>Lauren Velasco</del>	<del>[Signature]</del>
2.	Margen Mendo	[Signature]
3.	Diego Vazquez	Milce Quiroz
4.	Kathy Vega	Noemi Vega
5.	Ayden Alberto	Lissette Cabrera
6.	Alisson Hernandez	Adam M
7.	Ximena Jimenez	[Signature]
8.	<del>Jane Thompson</del>	<del>[Signature]</del>
9.	Emma Martinez	[Signature]
10.	Darlin palacios	Eliu Villeda
11.	Ariadna Najav	Alexa Najav
12.		
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Open House September 19,  
2023 *Ms. Gale Kendrick*

Mr. Gale Kinder Rm 130

[illegible]



**Sagamore Hill Elementary 2023-24**  
**Contrato de Padres/Maestros/Estudiantes**



**Padre/Guardián:**

Yo haré todo lo posible para:

- Que mi hijo/a llegue a tiempo todos los días.
- Apoyar el código de conducta de la escuela.
- Que mi hijo/a me escuche leer libros.
- Seguir las reglas de vestimenta del distrito.
- Que mi hijo/a no tenga más de tres ausencias.

**Maestra**

Yo haré todo lo posible para:

- Crear un ambiente seguro y respetuoso.
- Intencionalmente proveer instrucción rigurosa.
- Implementar el código de conducta de la escuela.
- Mantener comunicación con los padres o guardián acerca del progreso académico de sus hijos.
- Diferenciar mi instrucción tomando en cuenta las diferentes habilidades y los diferentes estilos de aprendizaje.

**Estudiante**

Haré todo lo posible para:

- Siempre esforzarse por hacer un buen trabajo.
- Creo que puedo y aprenderé
- Seguir las reglas de la escuela.
- Mostrar respeto por mi escuela, por mí y por los demás.:

**Directora**

Yo apoyo a los padres y maestros y haré todo lo posible para:

- Establecer un ambiente de comunicación positivo entre padres, estudiantes y maestros.

Firma del padre Carmen Guzman Fecha 8-20-23

Firma del estudiante Julian Rodriguez Fecha 9-20-23

Firma del maestro M. West Fecha 9/18/23

# Sagamore Hill Elementary 2023-24

## Parent/Teacher/Student Contract



### Parent/Guardian:

I will do my best to:

- That my child arrives on time every day.
- Support the school's code of conduct.
- That my child listens to me read books.
- Follow district dress codes.
- That my child has no more than three absences.

### Teacher

I will do my best to:

- Create a safe and respectful environment.
- Intentionally provide rigorous instruction.
- Implement the school's code of conduct.
- Maintain communication with parents or guardians about their child's academic progress.
- Differentiate my instruction by taking into account different skills and different learning styles.

### Student

I will do my best to:

- Always try hard to do Good work
- Believe that I can and I Will learn
- Follow the rules of the school
- Show respect for my school, myself, and others

### Principal

I support parents and teachers and will do my best to:

- Establish an environment of positive communication between parents, students, and teachers.

Signature of Parent Elsa Martinez Date 09/19/23

Student Signature Jake Pinheiro Date 09/19/2023

Teacher's Signature Laura Hoppe Date 9.18.23

**Sagamore Hill Elementary 2023-24**  
**Contrato de Padres/Maestros/Estudiantes**



**Padre/Guardián:**

Yo haré todo lo posible para:

- Que mi hijo/a llegue a tiempo todos los días.
- Apoyar el código de conducta de la escuela.
- Que mi hijo/a me escuche leer libros.
- Seguir las reglas de vestimenta del distrito.
- Que mi hijo/a no tenga más de tres ausencias.

**Maestra**

Yo haré todo lo posible para:

- Crear un ambiente seguro y respetuoso.
- Intencionalmente proveer instrucción rigurosa.
- Implementar el código de conducta de la escuela.
- Mantener comunicación con los padres o guardián acerca del progreso académico de sus hijos.
- Diferenciar mi instrucción tomando en cuenta las diferentes habilidades y los diferentes estilos de aprendizaje.

**Estudiante**

Haré todo lo posible para:

- Siempre esforzarse por hacer un buen trabajo.
- Creo que puedo y aprenderé
- Seguir las reglas de la escuela.
- Mostrar respeto por mi escuela, por mí y por los demás.:

**Directora**

Yo apoyo a los padres y maestros y haré todo lo posible para:

- Establecer un ambiente de comunicación positivo entre padres, estudiantes y maestros.

Firma del padre Juana Flores

Fecha

2023

Ivan

Firma del estudiante

Fecha

9-10

Firma del maestro

Rosa Zuegada

Fecha

9/19/23