

Fort Worth Independent School District
175 Washington Heights Elementary School
2023-2024 Improvement Plan



Mission Statement

To create responsible and productive students with strong critical thinking and academic skills by providing a rigorous curriculum delivered in partnership with the community, family and a qualified staff in a safe and caring environment.

Vision

Value the uniqueness of every student and help them acquire the desire and curiosity to be lifelong learners.

Theme

Reach for the Stars

In collaboration with the school community and all stakeholders we strive for all students to reach for the stars in academic and social emotional success.

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Comprehensive Needs Assessment

Revised/Approved: April 5, 2023

Demographics

Demographics Summary

Washington Heights Elementary is a Pre-K – 5th grade campus in Fort Worth ISD located in Fort Worth, TX. Washington Heights is a Title I campus with 93% economically disadvantaged population, 59% ELL population and includes a 278-student body. The population includes 2% of students who have a 504-plan, 7% Gifted Talented students, and 25% of students receiving special education. There have been 66 behavior incidents documented from August 2022 to April 2023. Washington Heights has 49 staff members. The attendance rate for 2021-2022 was 93.5%. The current ADA for 2022-2023 is 94.07%.

Demographics Strengths

1. Kindergarten students have 0 documented discipline referrals for the year 2022-2023.
2. 52 SARTS were completed in 2022-2023 from 1st-5th six weeks.
3. 5th grade has the highest percentage of attendance of 96% from 1st-5th six weeks.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 84% of office referrals in 1st-5th six weeks are students in regular program vs. dual language program. **Root Cause:** Teachers need professional development in de-escalation techniques and classroom management.

Problem Statement 2: 5% of students in 1st-5th grade have been identified with Dyslexia. **Root Cause:** Teachers need additional training on identifying the characteristics of dyslexia.

Problem Statement 3 (Prioritized): 52% of students in PK-5th grade have more than 8 absences. **Root Cause:** Lack of understanding the importance of attending school daily.

Student Learning

Student Learning Summary

In the 2022 school report card Washington Heights' overall rating was a C. Washington Heights earned a C rating in school progress and closing the gaps. Washington Heights had 100% of students take all state assessments in 2022.

Below are the significant findings for student performance in 2022-2023.

1. In grades K-5 from BOY-EOY 47% of students met projected growth in MAP growth reading.
2. In grades K-5 from BOY-EOY 55% of students met projected growth in MAP growth math.
3. In 5th Grade, 29% of the students approached standards on the Spring Interim Science Assessment.
4. In 3rd-5th Grade, 31% of the students met standards on the Spring Interim Math Assessment.

Student Learning Strengths

1. Reading English 3-5th Grade Fall to Spring Interim increased in all categories approaches, meets, and masters.
2. MAP Growth Reading Spanish in 3rd grade had 76% their students meet the projected growth from BOY to EOY.
3. Map Growth Reading Math in Kindergarten had 76% their students meet the projected growth from BOY to EOY.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 54% of students in grade Kinder-5th met projected growth on MAP Growth Math. **Root Cause:** Teachers are not embedding model and practice questions at the rigor of the MAP assessment within their tier 1 instruction.

Problem Statement 2 (Prioritized): The average % of students meeting projected growth in Kinder-5th grade from BOY to EOY on MAP Growth Reading English is 50%. **Root Cause:** Teachers are not embedding model and practice questions at the rigor of the MAP assessment within their tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

Washington Heights PLC's have focused on Tier 1 instruction and internalizing the new Amplify and Eureka curriculum. Data meetings are held after each district assessment to analyze student results and to develop acceleration plans based on individual student needs. In addition, recommendations for student referrals to MTSS are made by the SST committee utilizing data sources. Campus wide schedule and procedures reflect students and staff safety and learning as the top priority. Campus staff plan in the summer to meet CNA/CIP needs.

School Processes & Programs Strengths

1. The campus has trained an A-Team to respond to medical emergencies.
2. A substitute quick reference sheet is in place to provide substitutes important campus procedures.
3. PLC schedule is aligned to reflect teacher support needed for new Amplify and Eureka curriculum.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The 2022-2023 fire evacuation plan requires 5 second floor classrooms and 4 first floor classrooms to enter through the front gate. **Root Cause:** The current evacuation routes require half of the classrooms to enter the field through the main gate entrance.

Problem Statement 2 (Prioritized): In the 2022-2023 professional learning community meetings linguistic supports are not given explicit focus on the PLC agenda. **Root Cause:** Teachers focused on internalizing the new Amplify and Eureka curriculum this school year.

Perceptions

Perceptions Summary

One of the core beliefs at Washington Heights Elementary is that the community and school are a team in ensuring that all students have an opportunity to grow academically in a safe and caring environment. This year a committee was formed with one representative from each grade level to review campus data, initiatives, and procedures on a monthly basis. The campus partners with Shiloh Missionary Baptist Church and Unity One to meet campus needs for students and staff. This school year our campus utilized the new position of Family Engagement Specialist to host parent meetings and contact parents daily about student attendance. The campus hosted 6 after school family events: Meet the teacher, Open House, STEAM Night, Literacy Night, Fall and Spring Concerts. Teachers held parent/ teacher conferences with all families at the beginning of the school year. Teachers held middle of the year conferences with all families of students who did not meet growth and or have excessive absences.

Perceptions Strengths

1. We have 0 females from Pk-5 with discipline referrals through the 4th six weeks.
2. There is higher parent participation at after school family events with at least 150 people in attendance.
3. We utilize several methods (social media, blackboard, letters, and parent meetings) to communicate with parents and community stakeholders to maintain involvement and awareness of campus events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 0 students with documented behavior incidents in 2022-2023 have a documented behavior plan in Branching Minds. **Root Cause:** Teachers need professional learning on creating and reviewing individual behavior plans.

Problem Statement 2 (Prioritized): In 2022-2023 school year, the parent meeting sign in sheets reflect that meetings held during the school day have less than 30 parents in attendance. **Root Cause:** The meeting topics and or time held are not meeting parent needs.

Priority Problem Statements

Problem Statement 1: 84% of office referrals in 1st-5th six weeks are students in regular program vs. dual language program.

Root Cause 1: Teachers need professional development in de-escalation techniques and classroom management.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 54% of students in grade Kinder-5th met projected growth on MAP Growth Math.

Root Cause 2: Teachers are not embedding model and practice questions at the rigor of the MAP assessment within their tier 1 instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The average % of students meeting projected growth in Kinder-5th grade from BOY to EOY on MAP Growth Reading English is 50%.

Root Cause 3: Teachers are not embedding model and practice questions at the rigor of the MAP assessment within their tier 1 instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In the 2022-2023 professional learning community meetings linguistic supports are not given explicit focus on the PLC agenda.

Root Cause 4: Teachers focused on internalizing the new Amplify and Eureka curriculum this school year.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 0 students with documented behavior incidents in 2022-2023 have a documented behavior plan in Branching Minds.

Root Cause 5: Teachers need professional learning on creating and reviewing individual behavior plans.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: In 2022-2023 school year, the parent meeting sign in sheets reflect that meetings held during the school day have less than 30 parents in attendance.

Root Cause 6: The meeting topics and or time held are not meeting parent needs.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 52% of students in PK-5th grade have more than 8 absences.

Root Cause 7: Lack of understanding the importance of attending school daily.

Problem Statement 7 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Other additional data

District Goals

Revised/Approved: May 31, 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 66.7% to 70% 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 tested in English on our campus from 72.7% to 75% by May 2024.

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

Strategy's Expected Result/Impact: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 66.7% to 70% 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 tested in English on our campus from 72.7% to 75% by May 2024.

Staff Responsible for Monitoring: Teachers

Administrators

Data Analyst

Instructional Coach





Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: PLC's will be held to review student reading data, student work, and create plans to accelerate student success using the curriculum. Intended Audience: PK Teachers Provider / Presenter / Person Responsible: PK Teachers, Data Analyst, Administrators, Instructional Coach Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: None Delivery Method: In Person	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:

Student Learning
Problem Statement 2: The average % of students meeting projected growth in Kinder-5th grade from BOY to EOY on MAP Growth Reading English is 50%. Root Cause: Teachers are not embedding model and practice questions at the rigor of the MAP assessment within their tier 1 instruction.

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 63.4% to 66% 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 51.8% to 55% by May 2024.

*Increase the percentage of Special Education students testing in English on our campus from 36.4% to 41% by May 2024.





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

Strategy's Expected Result/Impact: By May 2024 MAP Fluency results will be used in K-3rd grade to monitor student progress towards at least 66%.
By May 2024 MAP Fluency results will be used in K-3rd grade to monitor student progress towards at least 55% Spanish testers at Meets or Exceeds grade level.
By May 2024 MAP Fluency results will be used in K-3rd grade to monitor student progress towards at least 41% of Special Education students testing in English.

Staff Responsible for Monitoring: Teachers
Administrators
Data Analyst
Instructional Coach

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

Problem Statements: Student Learning 2

Action Step 1 Details		Reviews			
Action Step 1: Kinder- 2nd grade teacher will utilize MAP Fluency for six week progress monitoring assessments to create accelerations plans to show student growth in the sentence reading fluency indicator. Intended Audience: Kinder- 2nd grade Teachers Provider / Presenter / Person Responsible: Data Analyst, Instructional Coach, Teachers, Administrators Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: None Delivery Method: In Person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: The average % of students meeting projected growth in Kinder-5th grade from BOY to EOY on MAP Growth Reading English is 50%. Root Cause: Teachers are not embedding model and practice questions at the rigor of the MAP assessment within their tier 1 instruction.

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 49.7% to 54% 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 47.3% to 52% by May 2024.

*Increase the percentage of special education students testing in Spanish on our campus from 18.2% to 23% by May 2024.

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

Strategy's Expected Result/Impact: By May 2024, MAP Growth Reading English Results for Kinder- 5th Grade will reflect at least 54% will meet or exceed projected growth.

By May 2024, MAP Growth Reading Spanish Results for Kinder- 5th Grade will reflect at least 52% will meet or exceed projected growth.

By May 2024, MAP Growth Reading Spanish results for Kinder- 5th Grade students in special education will reflect at least 23% will meet or exceed projected growth.

Staff Responsible for Monitoring: Teachers

Administrators

Data Analyst

Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: PLC's will be held to review teacher lessons to ensure high student engagement and alignment to the standards using the district approved curriculum. Intended Audience: K-5th Grade Teachers Provider / Presenter / Person Responsible: Data Analyst, Instructional Coach Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: None Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 2: Increase student Reading interest through motivation program.

Strategy's Expected Result/Impact: By May 2024, MAP Growth Reading English Results for Kinder- 5th Grade will reflect at least 54% will meet or exceed projected growth.

By May 2024, MAP Growth Reading Spanish Results for Kinder- 5th Grade will reflect at least 52% will meet or exceed projected growth.





By May 2024, MAP Growth Reading Spanish results for Kinder- 5th Grade students in special education will reflect at least 23% will meet or exceed projected growth.

Staff Responsible for Monitoring: Teachers
Librarian

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Improve low-performing schools

Problem Statements: Student Learning 2

Action Step 1 Details		Reviews			
Action Step 1: Increase student motivation of reading books using Accelerated Reader for students in grades K-5. Intended Audience: Students Provider / Presenter / Person Responsible: Librarian Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Library Media Delivery Method: In Person Funding Sources: Electronic Software - SCE (199 PIC 24) - 199-11-6329-001-175-24-313-000000- - \$4,080		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: The average % of students meeting projected growth in Kinder-5th grade from BOY to EOY on MAP Growth Reading English is 50%. Root Cause: Teachers are not embedding model and practice questions at the rigor of the MAP assessment within their tier 1 instruction.

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

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math English from 75% to 80% by May 2024.
Increase the percentage of PK students who score On Track on Circle Math Spanish from 94.7% to 98% by May 2024.
Increase the percentage of Hispanic students testing in English on our campus from 81.8% to 85% by May 2024.

Strategy 1: Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: By May 2024, Circle Math English results will be used in Pre-K to monitor student progress towards at least 80% of students on track.
By May 2024, Circle Math Spanish results will be used in Pre-K to monitor student progress towards at least 98% of students on track.
By May 2024, Circle Math results will be used in Pre-K to monitor student progress towards at least 85% of Hispanic students on track.

Staff Responsible for Monitoring: Teachers
Administrators
Data Analyst
Instructional Coach

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

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: PLC's will be held to review student math data, student work, and create palns to accelerate student success using the curriculum. Intended Audience: PK Teachers Provider / Presenter / Person Responsible: Data Analyst, Administrators, Instructional Coach, PK Teachers Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: None Delivery Method: 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

Problem Statement 1: 54% of students in grade Kinder-5th met projected growth on MAP Growth Math. **Root Cause:** Teachers are not embedding model and practice questions at the rigor of the MAP assessment within their tier 1 instruction.

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

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from % to % by May 2024.
Increase the percentage of Hispanic students testing in Spanish on our campus from % to % by May 2024.

Strategy 1: Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: Increase the percentage of Kinder students who score On Track on TX-KEA Math from % to % by May 2024.
Increase the percentage of Hispanic students testing in Spanish on our campus from % to % by May 2024.

Staff Responsible for Monitoring: Teachers
Administrators
Data Analyst
Instructional Coach

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

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: PLC's will be held to review student data to identify students strengths and weaknesses and develop acceleration plans to meet student needs. Intended Audience: Kinder Teachers Provider / Presenter / Person Responsible: Data Analyst, Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: None Delivery Method: 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:

Student Learning

Problem Statement 1: 54% of students in grade Kinder-5th met projected growth on MAP Growth Math. **Root Cause:** Teachers are not embedding model and practice questions at the rigor of the MAP assessment within their tier 1 instruction.

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

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 54% to 59% by May 2024.
Increase the percentage of Special education students testing in English on our campus from 36.7% to 41% by May 2024.





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

Strategy's Expected Result/Impact: By May 2024, MAP Growth Math results will be used in Kinder-5th Grade to monitor student progress towards at least 59% of students will meet or exceed projected growth.
By May 2024, MAP Growth Math results will be used in Kinder-5th Grade to monitor student progress towards at least 41% of Special Education students testing in English will meet or exceed projected growth.

Staff Responsible for Monitoring: Teachers
Administrators
Data Analyst
Instructional Coach

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

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: PLC's will be held to review teacher lessons to ensure high student engagement and alignment to the standards using the district approved curriculum. Intended Audience: K-5th Grade Teachers Provider / Presenter / Person Responsible: Data Analyst, Instructional Coach, Teachers, Administrators Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: None Delivery Method: In person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: 54% of students in grade Kinder-5th met projected growth on MAP Growth Math. **Root Cause:** Teachers are not embedding model and practice questions at the rigor of the MAP assessment within their tier 1 instruction.

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 26% to 28% by May 2024.

Increase the percentage of English language learners on our campus from 20% to 22% by May 2024.





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

Staff Responsible for Monitoring: Teachers
Administrators
Data Analyst
Instructional Coach

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Teachers will participate in review of Reading benchmark data and create intervention/ acceleration plans. Intended Audience: 3rd-5th Grade teachers Provider / Presenter / Person Responsible: Data Analyst, Instructional Coach, Teachers, Administrators Date(s) / Timeframe: Fall 2023, Spring 2024 Collaborating Departments: None Delivery Method: In person Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-175-30-510-000000-24F10 - \$75,895.81, Subs for data meeting - BEA (199 PIC 25) - 199-11-6112-001-175-25-313-000000 - \$550, Material for reteach - BEA (199 PIC 25) - 199-11-6399-001-175-25-313-000000 - \$283, supplies and materials - BEA (199 PIC 25) - 199-11-6399-001-175-25-313-000000 - \$450	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Walkthroughs will be conducted to monitor and provide feedback on teacher instructional implementation. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: None Delivery Method: In person/ Electronic	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Kinder-5th grade teachers will create visual data displays to increase student awareness of data goals. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers, Data Analyst Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: None Delivery Method: In Person Funding Sources: supplies - Gifted & Talented (199 PIC 21) - - \$137	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 2: Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance and help students attain a standard growth on the basis of the student's IEP.

Strategy's Expected Result/Impact: By May 2023 3-5th grade students served through special education will score at least 45% at approaches level or above.

Staff Responsible for Monitoring: Teachers

Administrators

Data Analyst

Instructional Coach

Title I:

2.6

- **TEA Priorities:**

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

- **Results Driven Accountability**

Problem Statements: Student Learning 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Promote and encourage the administration, interpretation, and application of MAP BOY, MOY, EOY and inform present levels of performance, instructional programming, CEIP goals, targets and professional learning. Intended Audience: Special Education Teacher Provider / Presenter / Person Responsible: Data Analyst, SPED Teachers Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Special Education Delivery Method: In person Funding Sources: Supplies - SPED (199 PIC 23) - - \$1,810	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 3: Increase emergent bilingual student achievement on 3-5th grade STAAR Reading.

Strategy's Expected Result/Impact: By May 2024

Staff Responsible for Monitoring: Instructional Coach
Data Analyst

Title I:

2.4, 2.6

- **TEA Priorities:**

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

- **Results Driven Accountability**

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: PLCs will deepen understanding and implementation of content-based language instruction through collaboration, modeling, observation, feedback cycles data, and reflection. Intended Audience: 3rd-5th Grade Teachers Provider / Presenter / Person Responsible: Data Analyst Instructional Coach Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: None Delivery Method: In person	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:

Student Learning
Problem Statement 2: The average % of students meeting projected growth in Kinder-5th grade from BOY to EOY on MAP Growth Reading English is 50%. Root Cause: Teachers are not embedding model and practice questions at the rigor of the MAP assessment within their tier 1 instruction.
School Processes & Programs
Problem Statement 2: In the 2022-2023 professional learning community meetings linguistic supports are not given explicit focus on the PLC agenda. Root Cause: Teachers focused on internalizing the new Amplify and Eureka curriculum this school year.

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 23% to 25% by May 2024.

Increase the percentage of Hispanic students on our campus from 22% to 24% by May 2024.





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

Staff Responsible for Monitoring: Teachers
Administrators
Data Analyst
Instructional Coach

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

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Teachers will participate in reviewing Math benchmark data and create intervention/ acceleration plans. Intended Audience: 3rd-5th Grade Teachers Provider / Presenter / Person Responsible: Data Analyst/Instructional Coach Date(s) / Timeframe: Fall 2023, Spring 2024 Collaborating Departments: None Delivery Method: In person Funding Sources: Data meeting planning - BEA (199 PIC 25) - 199-11-6112-001-175-25-313-000000 - \$550, Material for reteach - BEA (199 PIC 25) - 199-11-6399-001-175-25-313-000000 - \$284, supplies and materials - BEA (199 PIC 25) - 199-11-6399-001-175-25-313-000000 - \$450		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Walkthroughs will be conducted to monitor and provide feedback on teacher instructional implementation. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: none Delivery Method: In person/ Electronically	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Kinder-5th grade teachers will create visual data displays to increase student awareness of data goals. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers, Data Analyst Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: None Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance and help students attain a standard growth on the basis of the student's IEP.

Strategy's Expected Result/Impact: By May 2023 3-5th grade students served through special education will score at least 45% at approaches level or above.

Staff Responsible for Monitoring: Teachers

Special education staff

Data Analyst

Administrators

Title I:

2.6

- **TEA Priorities:**

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

- **Results Driven Accountability**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Promote and encourage the administration, interpretation, and application of MAP BOY, MOY, EOY and inform present levels of performance, instructional programming CEIP goals, targets and professional learning. Intended Audience: Special Education Teacher Provider / Presenter / Person Responsible: Data Analyst Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Special Education Department Delivery Method: In person Funding Sources: Supplies - SPED (199 PIC 23) - - \$1,810	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 3: Increase emergent bilingual student achievement on 3-5th grade STAAR Math.

Strategy's Expected Result/Impact: By May 2024

Staff Responsible for Monitoring: Data Analyst
Administration
Instruction Coach

Title I:

2.4, 2.6

- **TEA Priorities:**

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

- **Results Driven Accountability**

Problem Statements: Student Learning 1 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: PLCs will deepen understanding and implementation of content-based language instruction through collaboration, modeling, observation, feedback cycles data, and reflection. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coach Data Analyst Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: None Delivery Method: In person	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: 54% of students in grade Kinder-5th met projected growth on MAP Growth Math. Root Cause: Teachers are not embedding model and practice questions at the rigor of the MAP assessment within their tier 1 instruction.
School Processes & Programs
Problem Statement 2: In the 2022-2023 professional learning community meetings linguistic supports are not given explicit focus on the PLC agenda. Root Cause: Teachers focused on internalizing the new Amplify and Eureka curriculum this school year.

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 20% to 18% by May 2024.

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

Staff Responsible for Monitoring: Teachers

Administrators

Data Analyst

Instructional Coach

Title I:

2.4, 2.6

- **TEA Priorities:**

Improve low-performing schools

Problem Statements: Demographics 3

Action Step 1 Details	Reviews			
Action Step 1: Attendance plan to include attendance letters, SART meetings, phone calls to home, and registration in telehealth services. Intended Audience: Parents Provider / Presenter / Person Responsible: FES Nurse Counselor Attendance Administrator Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Parent Engagement Department Delivery Method: Letters, blackboard, In person, telephone	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: SST will have scheduled meetings to review students on MTSS and identify interventions and accommodations needed for students. Intended Audience: Teachers Provider / Presenter / Person Responsible: Counselor Teachers Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: None Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: 52% of students in PK-5th grade have more than 8 absences. Root Cause: Lack of understanding the importance of attending school daily.

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 71 to 65 by May 2024.
Decrease the number of discipline referrals by school personnel for Hispanic male students on our campus from 66 to 64 by May 2024.

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





Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Improve low-performing schools

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Teachers will be provided a behavior guide to assist in identifying aligned expectations for behavior to include positive motivators for students. Intended Audience: Teachers Provider / Presenter / Person Responsible: Counselor, Administrator, Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: None Delivery Method: In person/ Electronic		Formative			Summative
		Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Strategy 2: Align and leverage special education programs to improve daily instruction and decrease behavior and discipline incidents.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Special Education teachers will utilize edible and non-edible choices as positive motivators to decrease behaviors. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Special Education Delivery Method: In Person Funding Sources: Edible reinforcers - SPED (199 PIC 23) - - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 84% of office referrals in 1st-5th six weeks are students in regular program vs. dual language program. Root Cause: Teachers need professional development in de-escalation techniques and classroom management.
Perceptions
Problem Statement 1: 0 students with documented behavior incidents in 2022-2023 have a documented behavior plan in Branching Minds. Root Cause: Teachers need professional learning on creating and reviewing individual behavior plans.

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 Hispanic students on our campus from 1.8% to 1% by May 2024.





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

Staff Responsible for Monitoring: Teachers
Administrators
Counselor

Title I:
2.6

- TEA Priorities:
Improve low-performing schools

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will develop and monitor behavior plans for students with chronic behavior incidents and upload to Branching Minds. Intended Audience: Teachers Provider / Presenter / Person Responsible: Counselor Administrators Teachers Date(s) / Timeframe: August 2023-2024 Collaborating Departments: None Delivery Method: In person/ Electronic	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Staff trained in de-escalation techniques to support campus behavior needs. Intended Audience: Staff Provider / Presenter / Person Responsible: Special education department/behavior specialists Date(s) / Timeframe: August 2023-August 2024 Collaborating Departments: Special Education Delivery Method: Online/In person	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

School Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: 0 students with documented behavior incidents in 2022-2023 have a documented behavior plan in Branching Minds. Root Cause: Teachers need professional learning on creating and reviewing individual behavior plans.

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 5 to 6 by May 2024.

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

Staff Responsible for Monitoring: Teachers
Administrators
Family Engagement Specialist

Title I:
4.1, 4.2
- TEA Priorities:
Improve low-performing schools

Problem Statements: Perceptions 2

Action Step 1 Details		Reviews			
Action Step 1: Literacy Night Intended Audience: Families and Students Provider / Presenter / Person Responsible: Teachers FES Date(s) / Timeframe: Spring 2024 Collaborating Departments: None Delivery Method: In person Funding Sources: Materials for Activities - Parent Engagement - 211-61-6399-04L-175-30-510-000000-24F10 - \$500		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Math/ Science Night Intended Audience: Parents and Students Provider / Presenter / Person Responsible: Teachers FES Date(s) / Timeframe: Fall 2023 Collaborating Departments: None Delivery Method: In Person Funding Sources: Materials for Activities - Parent Engagement - 211-61-6399-04L-175-30-510-000000-24F10 - \$500	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Parent Conferences will be held and documented in Branching Minds by teachers to engage parents in conversations regarding student academics, attendance and behavior needs. Intended Audience: Parents Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: None Delivery Method: In person/ Blackboard/ telephone	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Parent meetings throughout the year to provide resources on various topics. Intended Audience: Parents Provider / Presenter / Person Responsible: FES Counselor Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Parent Engagement Delivery Method: In person Funding Sources: Snacks for parent meetings - Parent Engagement - 211-61-6499-04L-175-30-510-000000-24F10 - \$596	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: Parent event for students to showcase their learning. Intended Audience: Parents Provider / Presenter / Person Responsible: Teachers, Administrators Date(s) / Timeframe: Fall, Spring Collaborating Departments: None Delivery Method: In Person Funding Sources: Tables for GT to showcase student work - Gifted & Talented (199 PIC 21) - - \$151	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: In 2022-2023 school year, the parent meeting sign in sheets reflect that meetings held during the school day have less than 30 parents in attendance. Root Cause: The meeting topics and or time held are not meeting parent needs.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Data Analyst	Data Analyst	211-13-6119-04E-175-30-510-000000-24F10	\$75,895.81
Sub-Total							\$75,895.81
Budgeted Fund Source Amount							\$75,895.81
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1	Electronic Software	Reading materials for classroom use	199-11-6329-001-175-24-313-000000-	\$4,080.00
Sub-Total							\$4,080.00
Budgeted Fund Source Amount							\$4,080.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Materials for Activities	Supplies and materials for parental involvement	211-61-6399-04L-175-30-510-000000-24F10	\$500.00
4	4	1	2	Materials for Activities	Supplies and materials for parental involvement	211-61-6399-04L-175-30-510-000000-24F10	\$500.00
4	4	1	4	Snacks for parent meetings	Snacks for Parents to promote participation	211-61-6499-04L-175-30-510-000000-24F10	\$596.00
Sub-Total							\$1,596.00
Budgeted Fund Source Amount							\$1,596.00
+/- Difference							\$0.00

BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	supplies and materials	Supplies and materials - instruction	199-11-6399-001-175-25-313-000000	\$450.00
3	1	1	1	Subs for data meeting	Subs - supplemental instruction	199-11-6112-001-175-25-313-000000	\$550.00
3	1	1	1	Material for reteach	Supplies and materials - instruction	199-11-6399-001-175-25-313-000000	\$283.00
3	2	1	1	supplies and materials	Supplies and materials - instruction	199-11-6399-001-175-25-313-000000	\$450.00
3	2	1	1	Data meeting planning	Subs - supplemental instruction	199-11-6112-001-175-25-313-000000	\$550.00
3	2	1	1	Material for reteach	Supplies and materials - instruction	199-11-6399-001-175-25-313-000000	\$284.00
Sub-Total							\$2,567.00
Budgeted Fund Source Amount							\$2,567.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	3	supplies	GENERAL SUPPLIES		\$137.00
4	4	1	5	Tables for GT to showcase student work	FURN&EQUIP < \$5000		\$151.00
Sub-Total							\$288.00
Budgeted Fund Source Amount							\$288.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Supplies	GENERAL SUPPLIES		\$1,810.00
3	2	2	1	Supplies	GENERAL SUPPLIES		\$1,810.00
4	2	2	1	Edible reinforcers	MISC OPERATING COSTS		\$500.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$4,120.00
Budgeted Fund Source Amount							\$4,120.00
+/- Difference							\$0.00
Grand Total Budgeted							\$88,546.81
Grand Total Spent							\$88,546.81
+/- Difference							\$0.00

Addendums

Washington Heights Elementary
TEACHER/PARENT/STUDENT AGREEMENT 2023-2024

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and their family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction as needed
- Be a good role model for students
- Hold parent-teacher conferences BOY, MOY and as needed

Parent

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50am
- Be respectful and supportive of my child and everyone at school
- Have a daily discussion with my child about his/her school activities
- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent signature
- Attend parent-teacher conferences

Student

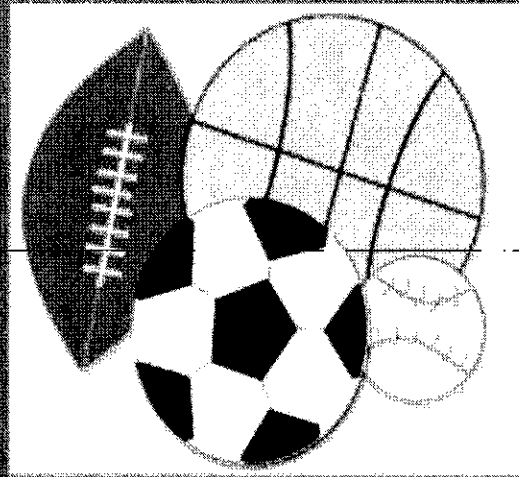
- Believe that I have the potential to learn
- Come to school every day at 7:50am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all work
- Follow school rules and the student code of conduct
- Show respect to all teachers, students and parents

We the undersigned agree to abide by this agreement:

Teacher: Ms. Barraza

Parent: Enla M. Rivera

Student: D'Anthony Adams Jr.



**WASHINGTON HEIGHTS
ELEMENTARY
ANNUAL TITLE I MEETING &**

MEET THE TEACHER NIGHT

**WHEN: AUGUST 10, 2023
TIME: 5:00 PM TO 6:30PM**

Annual Title I Meeting

Junta Anual de Título I

August 10, 2023

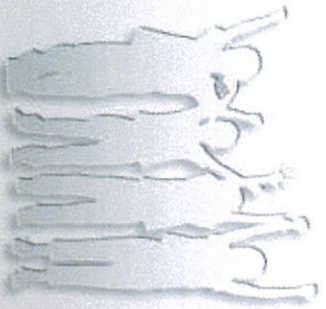
Washington Heights
Elementary
2023-2024



TITLE I SCHOOL

Escuela Título I

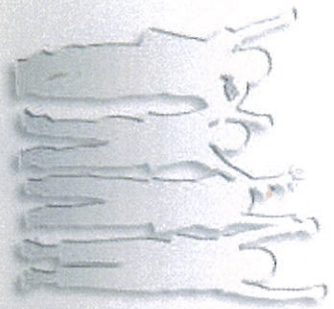
- Title I is the United States Federal Government's largest education assistance program for schools.
- El Título I es el programa de asistencia educativa para escuelas más grande del Gobierno Federal de los Estados Unidos.



TITLE I SCHOOL

Escuela Título I

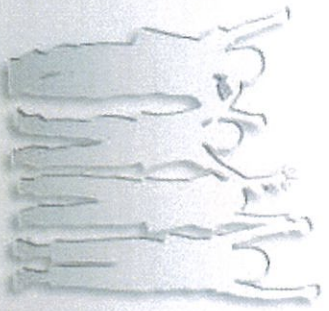
- The purpose is to help every child receive a high-quality education and achieve the high standards set by the State of Texas.
- El propósito es ayudar a cada niño(a) a recibir una educación de alta calidad y alcanzar los estándares altos establecidos por el estado de Texas.



Building Parent Capacity

Creciendo capacidad de padres

- All parents have the right to be involved in their child's education.
- Todos los padres tienen derecho a participar en la educación de sus hijos.



Building Parent Capacity

Creciendo Capacidad de padres

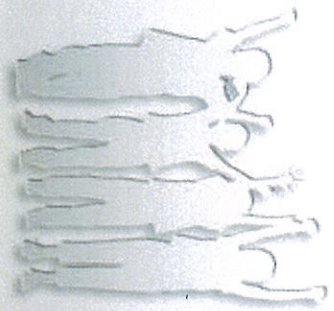
- All parents have the right to request regular, meaningful, two way communication about their child's progress.
- Todos los padres tienen el derecho de solicitar una comunicación regular, significativa y bidireccional sobre el progreso de su hijo(a).



Building Parent Capacity

Creciendo capacidad de padres

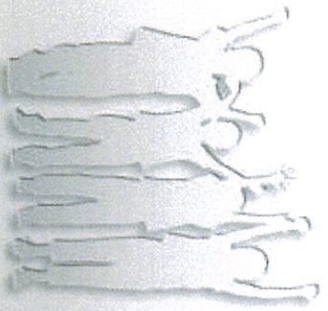
- All parents have the right to participate in decisions about their child's education and how Title I funds are spent.
- Todos los padres tienen derecho a participar en las decisiones sobre la educación de sus hijos y cómo se gastan los fondos del Título I.



Title I Funds

Fondos de Título I

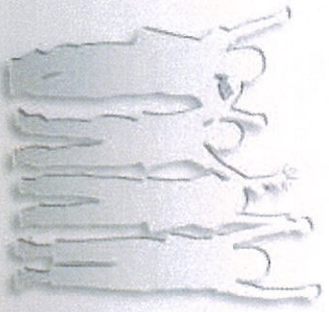
- Are supplemental to enhance the educational program at our campus.
- **Son suplementarios para mejorar el programa educativo de nuestra escuela.**



Title I Funds

Fondos de Título I

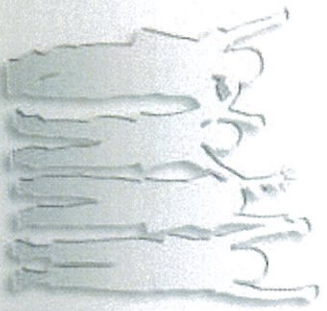
- Data Analyst/coordinadora de analizar Data
- Parent involvement/Participación de los padres



Curriculum

Currículo

- FWISD Lesson Structure
 - Activation, Model/Mini-lesson, Interactive, Independent, Closure
- Estructura de la lección de FWISD
 - Activación de conocimiento previo, Modelo/mini-lección, Interactivo (trabajan junto al maestro), Independiente, Cierre



Attendance

Asistencia

- All students must be in attendance 90% of the school year to promote to the next grade level.
- All notes should be turned in to the office within 5 days of absence.
- Todos los estudiantes deben tener 90% de asistencia del año escolar para ser promovidos al siguiente grado.
- Todas las notas deben de ser entregadas a la oficina dentro de 5 días de la ausencia.



School Report Card

<http://txschools.gov/>

Access our school's accountability ratings by visiting the site above.

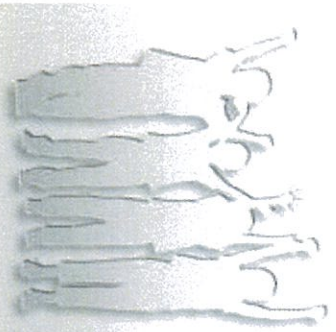
Accountability ratings will be published to the website on September 28th.

Acceda a las calificaciones de responsabilidad

de nuestra escuela

visitando el sitio anterior

- Las calificaciones de responsabilidad se publicarán en el sitio web el 28 de septiembre.



Assessment/Evaluaciones

STAAR Test

- April 9, 2024: 3rd-5th Grade Reading STAAR
- April 16, 2024: 5th Grade Science STAAR
- April 23, 2024: 3rd-5th Grade Math STAAR
- District Assessments (Benchmarks, MAP testing)

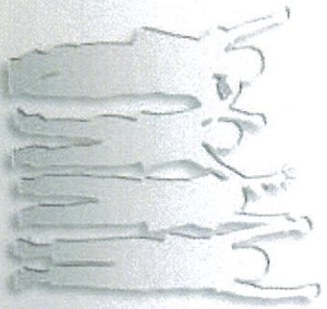
**Evaluaciones de distrito (Puntos de referencia
“Benchmarks”, pruebas MAP)**



Expectations/Expectativas

All students are expected to make one year's growth as measured by district and state assessments.

Se espera que todos los estudiantes hagan un año de crecimiento medido por las evaluaciones de distrito y estado.



Parent Involvement Policy

Política de Participación de los Padres

- A copy of our policy will be available in the school office and on our school website. Our campus SBDM reviews our policy annually for any needed changes.
- Una copia de nuestra política estará disponible en la oficina de la escuela y en nuestro sitio en la Web. El SBDM de nuestra escuela revisa nuestra política anualmente para cualquier cambio necesario.



Parent/Student/Teacher Agreement

Acuerdo de Padres/ Estudiantes/Maestros

- Each parent, teacher and student will sign an agreement that states we will work together to provide your child the best education possible. Our SBDM reviews the compact annually for any needed changes.
- Cada padre, maestro y estudiante firmará un acuerdo que dice que trabajaremos juntos para brindar a su hijo(a) la mejor educación posible. Nuestro SBDM revisa el pacto anualmente para cualquier cambio necesario.

Parent Engagement

Participación de los Padres

- Monthly Meetings/**Reuniones mensuales**
- Parent Resources/**Recursos para padres**
- Parent Portal/**Portal para padres**
- Parent Conferences/**Conferencias de**

Padre



Keep in Touch Mantente en contacto

- **To review your child's grades**

Sign-up for Parent Portal. If you need assistance please call the school office.

Parent Portal gives you access to your child's progress.

- **Para revisar las calificaciones de su hijo(a)**

- Regístrese en el Portal para Padres. Si necesita ayuda por favor llame a la oficina de la escuela. El Portal para Padres le da acceso al progreso de su hijo(a).



Keep in Touch

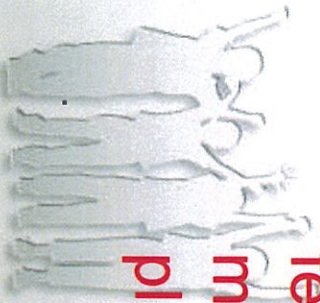
Mantente en contacto

- **Want to know how your child is doing?**

Contact your child's teacher for a date and time for a Parent-Teacher conference before school, during the teacher's planning period, or after school.

- **¿Quieres saber cómo está tu hijo(a)?**

- Comuníquese con el maestro de su hijo para una fecha y hora para una conferencia de padre y maestro antes de la escuela, durante el período de planificación del maestro o después de la escuela.



Want more information? ¿Desea obtener más información?

- Follow us on Facebook/**Síguenos en Facebook**

www.facebook.com/WashingtonHeightsElementary

- Visit our Campus Home Page/**Visite nuestra página**

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THANK YOU!!!
¡¡¡Gracias!!!

We look forward to working with you this school year as we help build the foundation for your child's future.

Esperamos trabajar con usted este año escolar a medida que ayudamos a construir las bases para el futuro de su hijo(a).



pre-K Macias
Welcome!

RM 101

Please Sign In

Meet the teacher

Thank you for coming. Please leave your name and contact information.

8-10-23

[illegible]

Teacher: OrtuñoMeet The Teacher Night
Sign In Sheet

August 10, 2023

	Student Name (Print only)	Parent Name (Print only)	# attending
1	Sofia Tenangueno	Marisa Ibarra	
2	Anthony Figueroa	Maria Munoz	
3	Camila A. Dominguez	Monserrath Navarrete	
4	Arian Martinez	Geny Navarrete	
5	Evan Rodriguez	Tania Perea	
6	Edvardo Gomez	Yesenia Hernandez	
7	Dioselina Corn	Madeline Gonzalez	
8	Fker Velazquez	Jessica Cerda	
9	Hailey Barajas	Karen Rosales	
10	Aleida Dominguez	April Aguila	
11	Yolani Gonzales	Michael Alonzo	
12	Jimena Almazan	Elsa Hidrogo	
13	Axel Espinoza	Daisy Alonzo	
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	Student Name (Print only)	Parent Name (Print only)	# attending
1	Diego E. Mota	Nestali Ortega	
2	Abraham Morales	Martin Morales	
3	Sophia Amador	Karen Contreras	
4	Kevin Cortez	Erika Salinas	
5	Christopher Cuevas	Crista Davila	
6	Cristal Flores Herrera	Leticia Herrera	
7	Yolanda Anguiano	Magali Reyna	
8	Arelly Ayala	Arizbe Martinez	
9	Mateo Saldana	Bernardine Saldana	
10	Alexa Pineda	Mayra Rocha	
11	Jonathan Vazquez	Daniel Vazquez	
12	Evana Selina	Delcán	
13	Genesis Rivas	Genesis Rivas	
14	Alizah Kirey Revilla	Dreydee Romero	
15	Sebastian Villanueva	Jennifer Hernandez	
16	Esteban Ruiz	Velia Ruiz	
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Teacher: YbarraMeet The Teacher Night
Sign In Sheet

August 10, 2023

	Student Name (Print only)	Parent Name (Print only)	# attending
1	Jordan RAZO	Christine RAZO	
2	Jade Borkenos	Grama	
3	Zoe Munoz	Kassandra Chavez	
4	Jacob Hachtel	Jacqueline Tello	
5	Melanie Malaki Orlutay	Amanda @ Highfil	
6	Valentina Cordova	Rudy & Maria Cordova	
7	Levi Anderson	Jessica Bromer	
8	King Chazareta	Sylvia Chazareta	
9	Eliana Perez	Angel Perez	
10	Ian Marquez	Susana Garcia	
11	Serenity Munillo	Elizabeth Garcia	
12	Susan Crail	Zarlyn Williams	
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Teacher: AlonzoMeet The Teacher Night
Sign In Sheet

August 10, 2023

	Student Name (Print only)	Parent Name (Print only)	# attending
1	Daniel Ortiz	Martha Ortiz	
2	Leonel Rodriguez	Margarita Rodriguez	
3	Alexander Manuel	Cristina Salgado	
4	Christopher Rodriguez	Maura Rodriguez	
5	Jesus Esteban Lerma Saucedo	Aide Saucedo Barrios	
6	Dylan Rodriguez	Erika Rodriguez	
7	Alizon Duran	Laura Lopez	
8	Leslie Sanchez	Maria E. Ramirez	
9	Daniel Santos	Martha T. Salazar	
10	Estefania Salas	Estela Ortiz	
11	Erika Cortez	Erika Salinas	
12	Gustavo Garcia	Veronica V. Garcia	
13	Maria Lopez	Pedro Hernandez	
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Teacher: HenaMeet The Teacher Night
Sign In Sheet

August 10, 2023

	Student Name (Print only)	Parent Name (Print only)	# attending
1	Valerie Santillan	Maricela Santillan	#3
2	Abigail Burgos	Michelle Rivas	#4
3	Leah Arredondo	Lunice Arredondo	#4 th
4	Matthew Quezada	April Aguilar	4 th
5	Nathon Quezada	Apek Aguilar	4 th
6	Xavier Munoz	Sonnix Flores	2 th
7	Christian Espinoza	Jessica Lopez	
8	Uioleta Swact		
9	Gabino Rodriguez	Nora Roxanne Espinosa	8/4 th
10	Jesus Munoz	CECILIA Munoz	
11	Giovanny onofre	Suana Perales	4
12	Kimberly Ibarra Sen	Angel Sen	2/1
13	Angelo Chavez	Kassandra Chavez	#4 th
14	Montserrat Manuel	cristina Salgado	#4
15	Jennifer Flores	Yeny Alonzo	#4
16	Jocelyn Alonzo	Yolani Gonzales	#4
17	Faith Martinez	Patricia Meste	#3
18	Elizabeth Gura	Elizabeth Gura	
19	Isela Almazan	Elsa Hidalgo	#4
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Welcome!

Please Sign In

Mrs. Solis

Thank you for coming. Please leave your name and contact information.

DATE	TIME	NAME	EMAIL	PHONE
5/12/17	2:30pm	John Doe	email@email.com	(123) 456-7890
5/10/23		Ruth Macias	RuthMacias89@icloud.com	(817) 584-933
5/10/23		Itzel Aguilar	Orpeza-lucila@yahoo.com	682-551-3116
5/10/23		Alexandra Chavez	Wanessaarroyo29@yahoo.com	682-365-1660
08/10/23		Jayleen Mauricio	jcelmmauricio14@yahoo.com	682-561-0833
8/10/23		Ana Valencia	mirandacelia035@gmail.com	817-317-1776
8/10/23		Nayely Mireles	Nayely_mireles@yahoo.com	682-433-2069
8/10/23		Yuristia Castro	Nabircastro@icloud.com	(817) 661-1854
8/10/23		Hilda Leon	Hi	817-655-0610
8-1-23		Sebastian Perez	gperez525@hotmail.com	(817) 353-0460
8-10-23		Orlando Gonzalez	ogonzalez22813@yahoo.com	(817) 968-8208
8-10-23		Jessica Cortez		682-299-454
8-10-23		Rodrigo Santiago		817 (615)-6450
8-10-23		Albert Cardenas	miacardenas08@gmail.com	682-472-1041
8/10/23		Juan Jose Duran	laureddithlopez85@gmail.com	817 696 558
8/10/23		Arabella Rivas	MichelleRivers60@gmail.com	682 347-2960
8/10/23		Maria Robles	roblesmaria647@gmail.com	817 791 5162
8/10/23		Jessica Takamantes	jessicatala@gmail.com	(817) 696-1809
8/10/23		Erika Salinas	erikasalinas067@gmail.com	817-655-4561
8/10/23		Arizbe C. Martinez	aricuevasmartinez@gmail.com	817-378-641
8/10/23		Kevin Ortiz		
8/10/23		David Santos	miivetsalazar@hotmail.com	(817) 988-5420
8/10/23		Sarahi Briseno	salma5854@gmail.com	(817) 361-220
8/10/23		Diana Chavez	diana-manuel@aol.com	817-298-8359
08/10/2023		Martha Ortiz	ortizmartha1215@gmail.com	817 4-75-8
8/10/23		Elia Valentina Devina	claudia Garcia	

Teacher: MR. MATAMeet The Teacher Night
Sign In Sheet

August 10, 2023

	Student Name (Print only)	Parent Name (Print only)	# attending
1	Adrian Rodriguez	John Rodriguez	4
2	Francisco Rojas	Guillermo Rojas	
3	Irene Gomez	Maria Velazquez	5
4	Pio Gonzalez	Floriana Francisco	
5	Jorge Morales	Ana Morales	
6	mario maya	Sierra maya	3rd
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Teacher: Ms. RincónMeet The Teacher Night
Sign In Sheet

August 10, 2023

	Student Name (Print only)	Parent Name (Print only)	# attending
1	Mishalska J. Molina	Roxana Quezada	
2	Victoria Murillo	Juan Arce	
3	Francisco Zgas	Guillermo Pineda	
4	Jed Gomez	Maria Velazquez	
5	Santiago Maya	Sierra Maya	
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