

**Fort Worth Independent School District**  
**226 Seminary Hills Park Elementary**  
**2023-2024 Improvement Plan**



# Mission Statement

We will prepare our students for college, career, and community leadership by providing rigorous, engaging instruction, and leadership opportunities.

## Vision

Our vision statement at SHP is to ensure that all students learn at grade level or higher.

## Value Statement

Respect

Perseverance

Responsibility

Honesty

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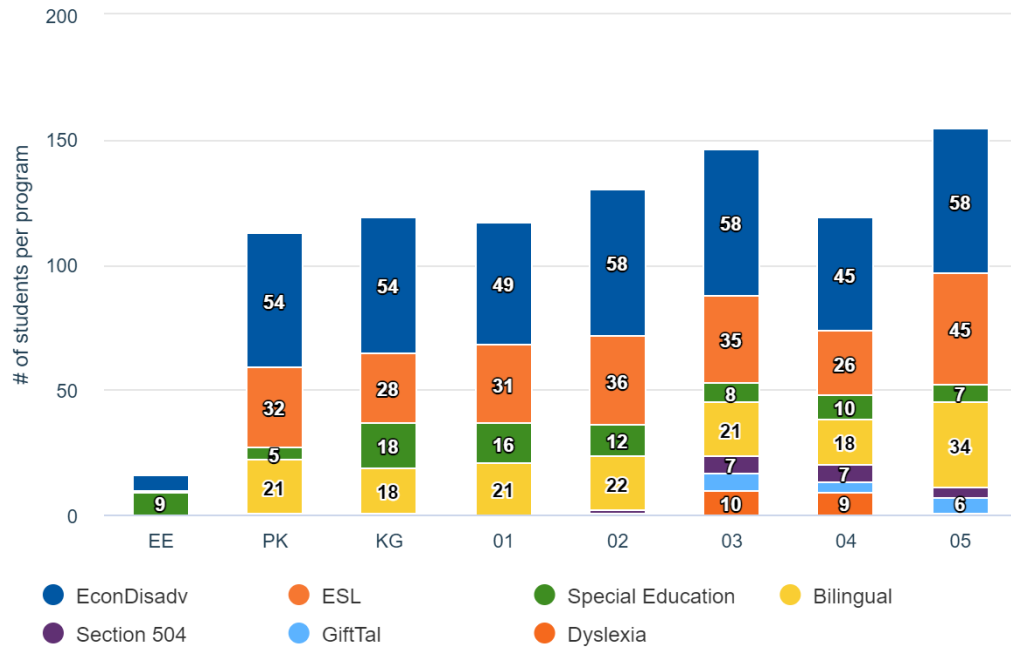
# Comprehensive Needs Assessment

Revised/Approved: April 25, 2023

## Demographics

### Demographics Summary

- Who are we? Description of the school
  - Size- 397 students
  - Grade span- Pre-k to 5
  - Location- South side of fort worth near crowley james road
- Stakeholders
  - Current partners include: Tarrant county baptist, university baptist church, university christian church, horaace mann, EECU, texas a&m barber academy,
- Special programs
  -



- Student behavior trends (referrals, suspensions)

- 

ACTION ⇅	YEAR ↕				Totals
	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	
<u>05-Out-of-School Suspension</u>	1	1		15	17
<u>05-Out-of-School Suspension</u>			4		4
<u>06-In-School Suspension</u>	1	1			2
<u>06-In-School Suspension</u>			1		1
<u>XSTA-07-Placement On/Off Campus DAEP</u>			1		1
Totals	2	2	6	15	25

- Referrals

- Total for the year= 73, students with referrals is 37
  - 38% Hispanic, 54% African American, 7% Asian, 1% mixed

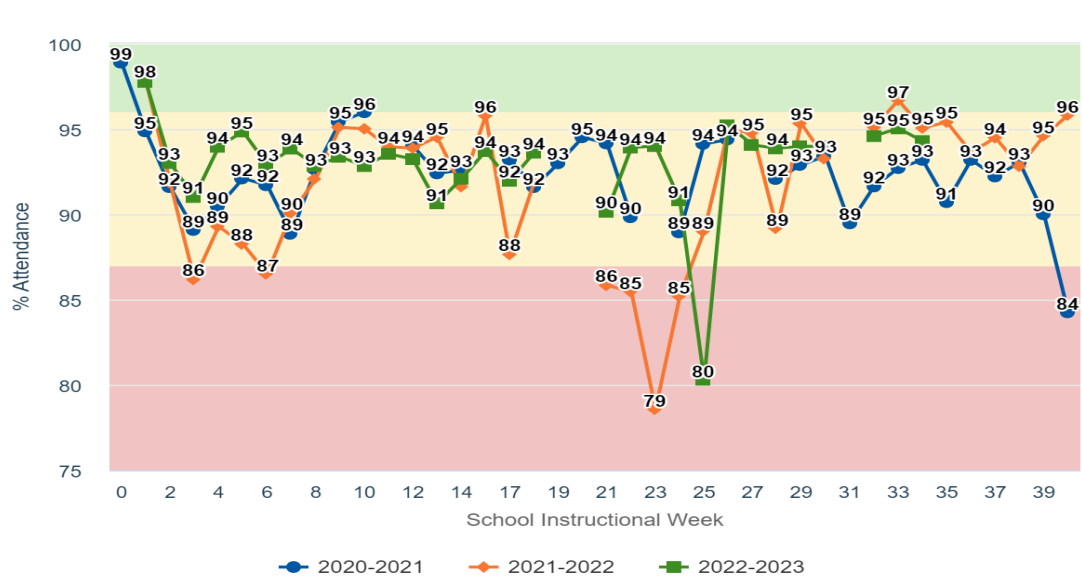
- Mobility Rate

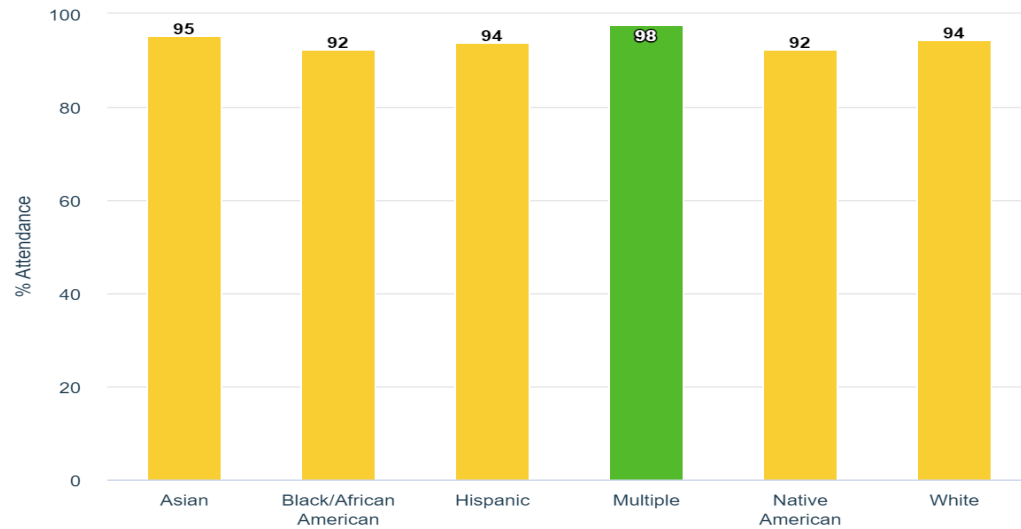
- Student mobility rate is normal. Students that leave our campus move into neighborhoods across town.

- Average class size, student to teacher ratio and student to support staff ratio

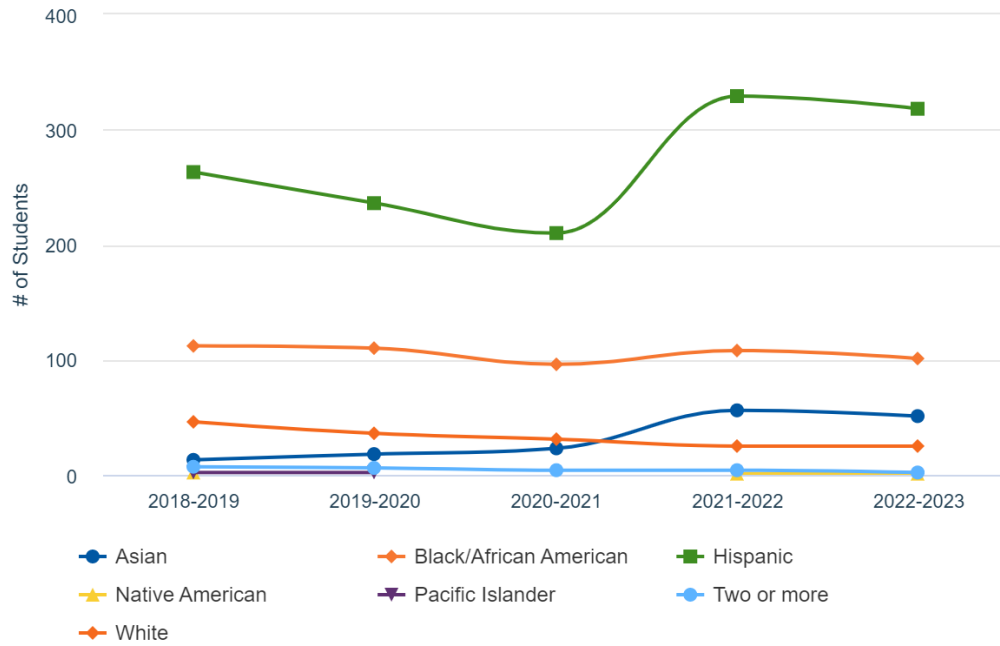
- Estimated average class size is about 15 students per class
- Student to Teacher Ratio is 15:1

- Attendance





- Daily Attendance callouts are done by our Family Engagement Specialist
- Tardies are logged daily on Tardy Log to keep track of tardies
- Run Attendance Report Weekly to track excessive absences
- Parents are contacted if student has excessive or consecutive absences
- 3 or more unexcused absences: WARNING letter is sent home
- Family Engagement Specialist notifies parents an excused note is needed when child is absent from school when conducting daily attendance callouts
- 5 or more unexcused absences: SART letter is sent home
- Students race/ ethnicity
  -



- 2022-2023

- 10% asian, 21% African American, 64% Hispanic, 5% white

- Student gender

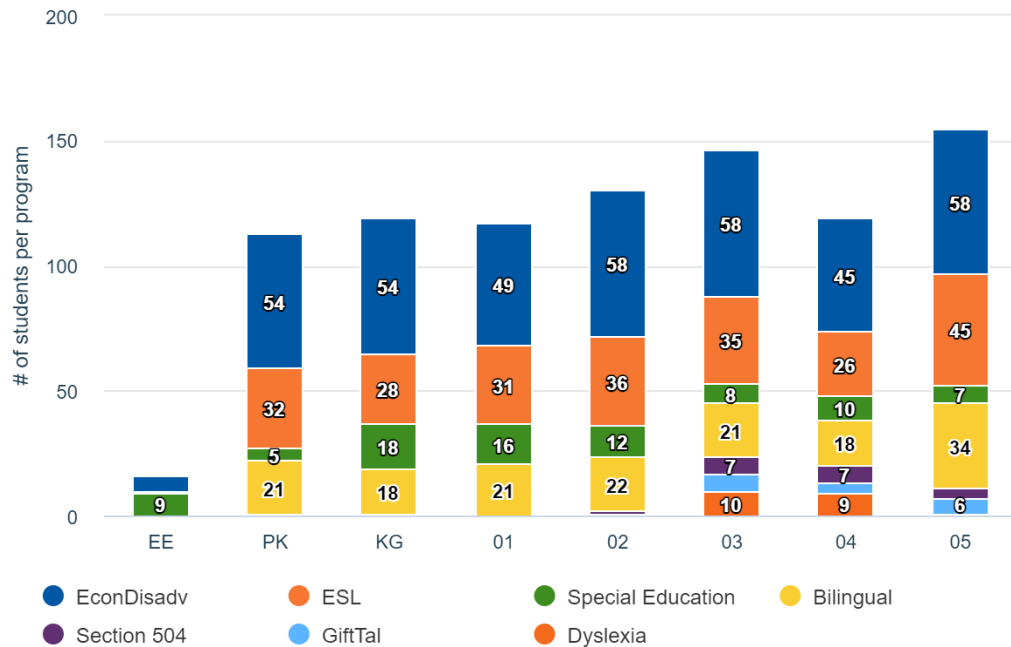
- Over the years

- 2018-2019 Pk-5th 51% female & 49% male
- 2019-2020 Pk-5th 57% female & 43% male
- 2020-2021 Pk-5th 54% female & 46% male
- 2021-2022 Pk-5th 48% female & 52% male
- 2022-2023 Pk-5th 49% female & 51% male

- Student groups

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- Staff Data

- Community information

- (15) Languages: English, Spanish, Korean, Japanese, Arabic, Burmese, Farsi, Malayalam, Pasto, Swahili, Somali, Dari, Kinyarwanda, Hema, Kirundi, and Hema

## Demographics Strengths

The different cultures at our school have been celebrated throughout the school year. At the beginning of the year, we had a Hispanic heritage night during Hispanic heritage month. This night brought cultural influences to all of our families and helped to build community. In December, we hosted International Cultural Awareness, in which all cultures researched and celebrated the 18 countries represented at our campus. In February we celebrated Black History Month and were able to play music in the mornings for the students as well as complete a family project to further engage the community. We have also celebrated Women's History Month in March through a large banner. The multiple cultures at our campus are supported through the different programs that we also offer including bilingual classes and the SET teacher. More than half of our teachers are ESL certified and our campus has focused on ESL teaching strategies throughout the year to better serve our 59% EB students.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Discipline referrals have increased from 2021-2022 school year to the 2022-2023 school year. Demographics of students being referred are 38% Hispanic, 54% African American, 7% Asian, 1% mixed compared to our overall student population of 10% Asian, 21% African American, 64% Hispanic, 5% white **Root Cause:** Lack of fidelity to the restorative practices program

**Problem Statement 2 (Prioritized):** 59% of Hispanic students in grades 2-5 are projected to score Did Not Meet on reading STAAR as predicted by the MOY MAP growth assessment. **Root Cause:** Lack of familiarity with the new curriculum and ability to customize lessons to the needs of our student population

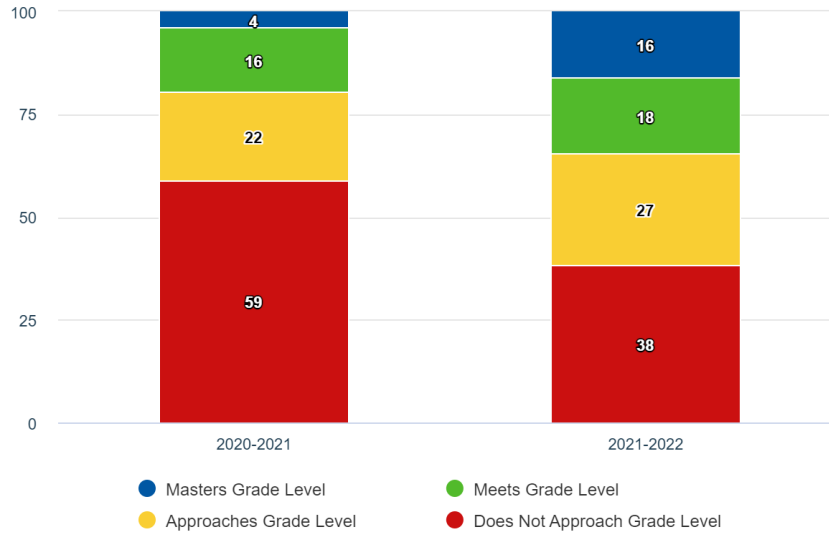
# Student Learning

## Student Learning Summary

- Student learning
  - Progress from previous years on STAAR

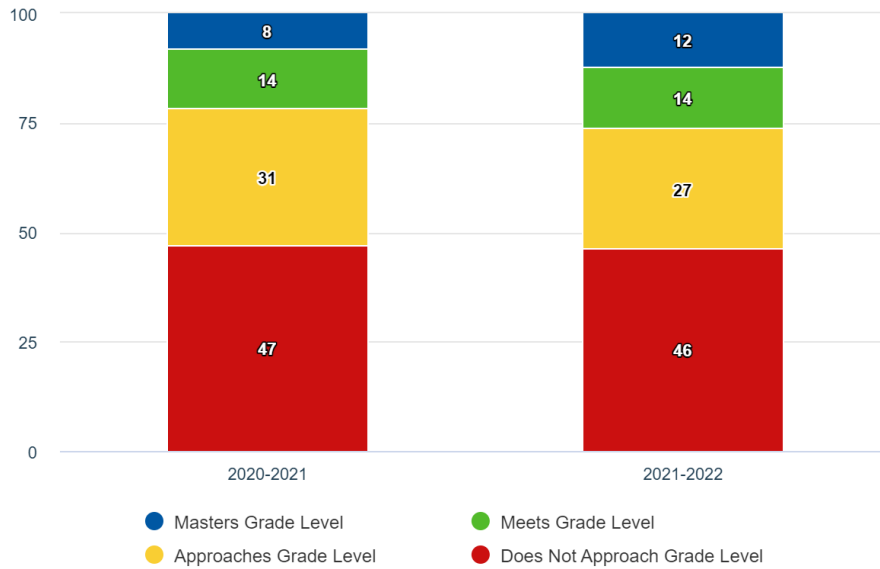
- ELA

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- Math

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Goal Description	EOY 2022	MOY	EOY	Goal
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 52.4% to 60% by May 2023.	52.4%	42.4%		60%
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 32.8% to 40% by May 2023.	32.8%	29.8%		40%
*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 51% to 60% by May 2023.	51%	47.1%		60%
Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in African American from 43% to 50% by May 2023.	43%	39.2%		50%
Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading (Spanish) 28 to 35% by May 2023.	28%	54.9%		35%
Increase the percentage of PK students who score On Track on Circle Math from 89.7% to 95% by May 2023.	89.7%	65.5%		95%
Increase the percentage of spanish Economically Disadvantaged students from 70.6% to 80% by May 2023.	70.6%	90.5%		80%
Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 52.8% to 65% by May 2023.	52.8%	41.4%		65%
Increase the percentage of Hispanic students who Meet or Exceed projected growth on MAP Growth from from 51% to 61% by May 2023	51%	38.9%		61%

**Student Learning Strengths**

-

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading (Spanish) 28 to 35% by May 2023.	28%	54.9%		35%
Increase the percentage of spanish Economically Disadvantaged students from 70.6% to 80% by May 2023.	70.6%	90.5%		80%

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 47% (2022-2023) of our kinder through 5th grade students met MOY English reading projected growth as evidenced by NWEA data as compared to 51% in 2021-2022. Which is below the norm for students in k-5 **Root Cause:** Change in curriculums and learning the new curriculum.

**Problem Statement 2 (Prioritized):** 41% (2022-2023) of our kinder through 5th grade students met MOY English math projected growth as evidenced by NWEA data as compared to 52% in 2021-2022. **Root Cause:** Change in the curriculum and fidelity to the program. Internalizing two new curriculums for lower grades is overwhelming, needs to be customization to ensure all TEK's are taught

# School Processes & Programs

## School Processes & Programs Summary

- Processes and program
  - Placement of teachers
    - I believe assignments are based on student needs and high-quality teachers are placed in classrooms based on needs.
    - I think teachers are placed where they are strongest, this benefits student growth.
    - I feel as though teachers are placed in a classroom based on their expertise and understanding of the grade level/subject.
    - Teachers should definitely be placed in the grade and subject they are comfortable and good to teach. Constant support is always appreciated.
    - Teachers are placed based upon strengths and student needs
  - Professional Practices
    - Teachers are involved (interview process, job fair) in the hiring and recruiting of new staff members.
  - Programs and Opportunities for students
    - Personal technology plan for students
    - Services for students
  - Procedures
    - Roles and responsibilities of leadership are clear. Instructional coaches are very knowledgeable and willing to support all teachers
    - We need to have clear expectations and procedures for behaviors. We also need to figure out how to give consequences (ISS).SHP needs to work on a plan for behavior. The behaviors are becoming overwhelming for everyone involved.SHP could benefit from a consistent behavior plan with clear expectations, consequences and beginning ISS.

## School Processes & Programs Strengths

Professional Learning Communities focus on data-driven instruction to ensure that lessons are aligned to the TEKS and MAP data. This year we have added vertical PLC's as well as internalization to help teachers understand the new curriculum. There is a wide range of opportunities for students including tutoring in school and after school, the after-school program, good news club, and sports team. This helps students in not only academics but in social-emotional areas as well.

Selecting and retaining high-quality teachers is done through panel interviews and creating a positive school culture. School leadership as well as grade-level teams sit to interview candidates for openings. The interview team then discusses the strengths and fit of the candidate after the interview. School culture helps to retain high-quality teachers. All staff is celebrated while maintaining high levels of work and expectations.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Student discipline referrals have increased from 17 students with 60 referrals in 2021-2022 to 37 students with 74 referrals. **Root Cause:** Lack of fidelity to the restorative practice plan

**Problem Statement 2 (Prioritized):** Students in PK-1st grade have lower attendance rates than all other grade levels falling into the 80% ranges. **Root Cause:** Parental lack of understanding about the importance of attending school and parental outreach by the campus.

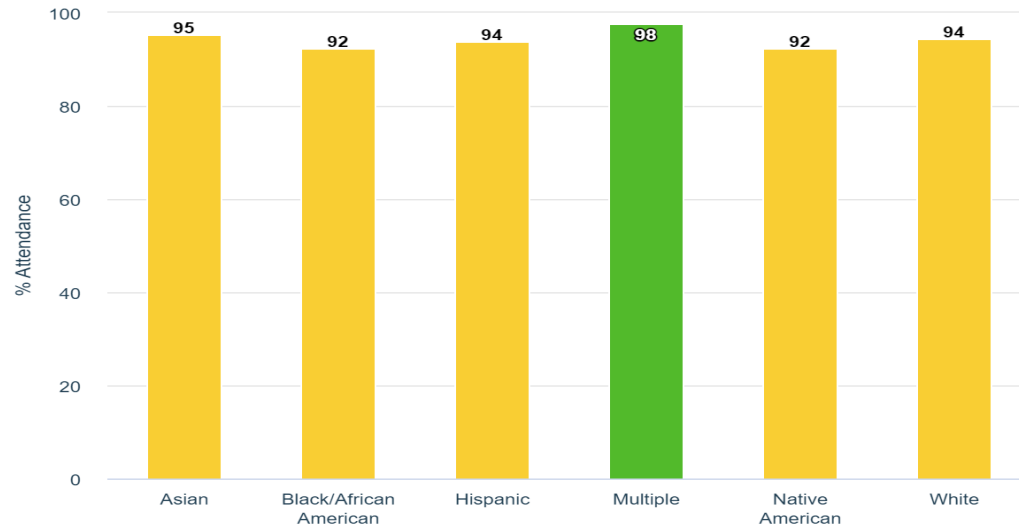
# Perceptions

## Perceptions Summary

- Students

- Attendance between student groups

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- Disciplinary patterns between student groups

- Total for the year= 73, students with referrals is 37
    - 38% Hispanic, 54% African American, 7% Asian, 1% mixed

- How is conflict reduced?

- Restorative practices is to be used in every class.
    - Follow the district discipline matrix
    - Use of counseling services: school counselor, MHMR navigator, social worker

- Parent/ Guardian/ Community Engagement

- How are participation rates measured?

- Family engagement specialist creates a sign in sheet and keeps the metrics after each meeting.



- Level of support from the community
- Barriers that prevent participation?
  - Language barriers and cultural difference. It is difficult to get our families involved that are from countries that speak languages other than english or spanish. Specifically the moms of our afghani students.
- Staff Engagement
  - Turnover rate
    - The turnover rate has improved over the past couple of years. I think this is a result of the positive climate and culture. Our leadership team does a great job of supporting teachers.
    - Staff turnover rate is improving due to positive support from other staff and admin.
    - Staff turnover rate has improved from last year. We support teacher's by holding trainings, PLCs, and having a coach for each member.
  - Perceptions
    - Teachers are supported by administration team and by the instructional coaches. We have weekly PLC's where we receive opportunity to collaborate.
    - All teachers(inexperienced and experienced) are supported by an instructional coach and new teachers are supported by having monthly meetings with admin.
  - Support of new teachers
    - Staff are supported my instructional coaches, administration, and other staff members working together.
    - Supporting inexperienced teachers by assigning an instructional coach who meets with them regularly and the ability to join committees.
    - New teachers are supported through coaching and mentoring. The school climate is positive and lots of opportunities to collaborate.
  - View of climate and culture
    - We have a good culture and climate filled with unity and vision for a common goal.
    - We have a good culture and climate filled with unity and vision for a common goal.
    - Our climate and culture has improved drastically over the past couple of years, as well as staff turnover rate.
- Teachers
  - View of the school
    - I think most teachers feel safe and have a sense of belonging at school. We feel cared by the leadership and knowing that they got our back helps us to do our best with the students.
    - The majority of the teachers love to work here and feel very supported by the admin and all other staff.

- There are plenty of programs in place to help teachers ensure student success. These program incentives for Core5 and Dreambox have really motivated students to try their b
  - I have found the processes and programs have been very helpful and provide students with practice using skills they are working on. Curriculum has supported growth.
  - I love my school and the students that I teach. I feel like I have a great support system at school. There are multiple resources available for teachers to have help with different needs.
  - I think all staff feel supported and when they have questions there are people who are receptive to help them.
  - Most of the staff feel a sense of belonging but there are a selection of teachers who do not.
  - MOST teachers who are here, love SHP and feel a sense of belonging.
  - Most of the teachers working here feel as though they belong here. That is due to great leadership. Most of the teachers here feel as if they are supported by the programs.
  - SHP has been a great place to work at. There is much cooperation amongst teachers. When it comes to safety, I believe that much has been; however, there is room to improve
- All stakeholders
    - Communications
      - Great Communication with parents, family, and teachers. Activities and outreach to the community is designed to all within the community, language and culture.
      - getting "engaged" with parents, discussing high expectations with students and families, constant family nights to allow the whole community to be involved.
      - The weekly parent newsletter (THE BUZZ) helps keep parents, families, and the community aware of all that happens on campus.
      - We have great communication with parents. Classdojo is a great way to put out information for upcoming events schoolwide and teachers reach out to parents on a daily basis
    - SBDM
    - Vision, mission, goals, strategies
      - Vision- All students will achieve at grade level or higher
      - motto- SHP is the place to be
      - Creed- I show responsibility in all I do, I respect myself and others too, I am honest each and every day, perseverance is the SHP way
      - Core Values- Honesty, respect, perseverance, and responsibility

## Perceptions Strengths

- Staff Engagement
  - Turnover rate
    - The turnover rate has improved over the past couple of years. I think this is a result of the positive climate and culture. Our leadership team does a great job of supporting teachers.
    - Staff turnover rate is improving due to positive support from other staff and admin.
    - Staff turnover rate has improved from last year. We support teacher's by holding trainings, PLCs, and having a coach for each member.
  - Perceptions
    - Teachers are supported by administration team and by the instructional coaches. We have weekly PLC's where we receive opportunity to collaborate.
    - All teachers(inexperienced and experienced) are supported by an instructional coach and new teachers are supported by having monthly meetings with admin.
  - Support of new teachers
    - Staff are supported my instructional coaches, administration, and other staff members working together.
    - Supporting inexperienced teachers by assigning an instructional coach who meets with them regularly and the ability to join committees.
    - New teachers are supported through coaching and mentoring. The school climate is positive and lots of opportunities to collaborate.
  - View of climate and culture
    - We have a good culture and climate filled with unity and vision for a common goal.
    - We have a good culture and climate filled with unity and vision for a common goal.
    - Our climate and culture has improved drastically over the past couple of years, as well as staff turnover rate.
- 

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** In the 2022-2023 school year trainings surrounding restorative practices decreased on campus and zero teams were trained/evaluated on the restorative practices rubric as compared to the 2021-2022 school year. **Root Cause:** Focus for the school year was on implementing the new curriculums and there was a change in the restorative practices department in the beginning of the school year.

**Problem Statement 2:** Language barriers and cultural difference. It is difficult to get our families involved that are from countries that speak languages other than English or Spanish. **Root Cause:** When the representative from Catholic Charities retired, we have not had a replacement, therefore a lost connection/relationship with this organization.

# Priority Problem Statements

**Problem Statement 1:** 41% (2022-2023) of our kinder through 5th grade students met MOY English math projected growth as evidenced by NWEA data as compared to 52% in 2021-2022.

**Root Cause 1:** Change in the curriculum and fidelity to the program. Internalizing two new curriculums for lower grades is overwhelming, needs to be customization to ensure all TEK's are taught

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** 59% of Hispanic students in grades 2-5 are projected to score Did Not Meet on reading STAAR as predicted by the MOY MAP growth assessment.

**Root Cause 2:** Lack of familiarity with the new curriculum and ability to customize lessons to the needs of our student population

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** 47% (2022-2023) of our kinder through 5th grade students met MOY English reading projected growth as evidenced by NWEA data as compared to 51% in 2021-2022. Which is below the norm for students in k-5

**Root Cause 3:** Change in curriculums and learning the new curriculum.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Student discipline referrals have increased from 17 students with 60 referrals in 2021-2022 to 37 students with 74 referrals.

**Root Cause 4:** Lack of fidelity to the restorative practice plan

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

**Problem Statement 5:** Students in PK-1st grade have lower attendance rates than all other grade levels falling into the 80% ranges.

**Root Cause 5:** Parental lack of understanding about the importance of attending school and parental outreach by the campus.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** In the 2022-2023 school year trainings surrounding restorative practices decreased on campus and zero teams were trained/evaluated on the restorative practices rubric as compared to the 2021-2022 school year.

**Root Cause 6:** Focus for the school year was on implementing the new curriculums and there was a change in the restorative practices department in the beginning of the school year.

**Problem Statement 6 Areas:** Perceptions

# 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
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- 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
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data

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

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

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

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# District Goals

Revised/Approved: May 22, 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:** CIRCLE

\*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 47% to 60% by May 2024.

Increase the percentage of ED students who score On Track on Circle Phonological Awareness from 47% to 60% by May 2024.

**Evaluation Data Sources:** CLI

**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.

**Title I:**

2.5

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> PK teachers attend and progress through the required professional learning for Creative Curriculum monitoring through classroom observation and feedback. <b>Intended Audience:</b> PK Teachers <b>Date(s) / Timeframe:</b> June 2023 - May 2024 <b>Collaborating Departments:</b> Early Learning	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> PLC focused on phonological awareness where teacher practice and track students who are performing at the tier 3 level using a campus based tool. <b>Intended Audience:</b> PK Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Provider / Presenter / Person Responsible:** PK Teachers, CIC, Admin

**Date(s) / Timeframe:** August 2023 - May 2024

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Strategy 2:** Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Title I:**





2.4

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Improve the quality of Tier 1 instruction by developing the capacity of PK teachers to implement new curriculum by engaging in collaborative PLCs. <b>Intended Audience:</b> PK teachers	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Intentional planning of alliteration activities during transitions and in Interest Areas. <b>Intended Audience:</b> PK	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**School Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> 59% of Hispanic students in grades 2-5 are projected to score Did Not Meet on reading STAAR as predicted by the MOY MAP growth assessment. <b>Root Cause:</b> Lack of familiarity with the new curriculum and ability to customize lessons to the needs of our student population



## Student Learning

**Problem Statement 1:** 47% (2022-2023) of our kinder through 5th grade students met MOY English reading projected growth as evidenced by NWEA data as compared to 51% in 2021-2022. Which is below the norm for students in k-5 **Root Cause:** Change in curriculums and learning the new curriculum.

**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 through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 55% to 65% by May 2024.

Increase the percentage of Kindergarten through Grade 3 students who meet or exceed projected growth on MAP Growth Reading (Spanish) from 39% to 50% by May 2024.

Increase the percentage of African American students in Grades Kindergarten through Grade 5 who meet or exceed projected growth on MAP Growth in English from 50% to 60% by May 2024.

**High Priority**

**Evaluation Data Sources:** MAP Data

**Strategy 1:** 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.

2. Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Title I:**





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**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Collaboration of teachers for Vertical Planning of Reading teachers in K-2 and 3-5 to monitor and track data per six weeks period in order to address instructional practices.</p> <p><b>Intended Audience:</b> Kinder - 5th Grade Reading teachers</p> <p><b>Date(s) / Timeframe:</b> August 2023 - May 2024</p> <p><b>Funding Sources:</b> Data Analyst - Title I (211) - 211-13-6119-04E-226-30-510-000000-24F10 - \$85,532.29</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Ensure PLC focus of lesson internalization and planning for Amplify lessons using the TEKS. <b>Intended Audience:</b> K - 5 Reading Teachers <b>Date(s) / Timeframe:</b> August 2023 - May 2024  <b>Funding Sources:</b> Bilingual Supplies - BEA (199 PIC 25) - 199-11-6399-001-226-25-313-000000 - \$2,635	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Incorporation of the TFAR (formative assessments)built into the lesson plans. <b>Intended Audience:</b> 3rd - 5th grade Reading Teachers <b>Date(s) / Timeframe:</b> August 2023 - May 2024	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Conduct after school tutoring for students in grades K-3 in reading and math. <b>Intended Audience:</b> K-3 students <b>Provider / Presenter / Person Responsible:</b> SHP Teachers <b>Date(s) / Timeframe:</b> November 2023 - March 2024 <b>Delivery Method:</b> In person  <b>Funding Sources:</b> Tutoring - Title I (211) - 211-11-6116-04E-226-30-510-000000-24F10 - \$13,500	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> 47% (2022-2023) of our kinder through 5th grade students met MOY English reading projected growth as evidenced by NWEA data as compared to 51% in 2021-2022. Which is below the norm for students in k-5 <b>Root Cause:</b> Change in curriculums and learning the new curriculum.

**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: MAP FLUENCY**

\*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 53% to 65% by May 2024.

\*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 43% to 55% by May 2024.

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

Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Title I:**





2.6

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> K-3 BEE Time Curriculum using Core 5 with a focus on phonics and phonological awareness. 3rd Grade Bee Time Curriculum will be for 1st Six Week only.</p> <p><b>Intended Audience:</b> K- 3 teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Coaches</p> <p><b>Date(s) / Timeframe:</b> August 2023 - May 2024</p> <p><b>Funding Sources:</b> Supplies - SCE (199 PIC 24) - 199-11-6399-001-226-24-313-000000- - \$3,136.50</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Include an assessment every 3 weeks for BEE Time on phonics and phonological awareness.</p> <p><b>Intended Audience:</b> K-3 teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Coaches</p> <p><b>Date(s) / Timeframe:</b> May 2023 - June 2024</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Incorporation of the Fluency component from Amplify into the daily lesson. <b>Intended Audience:</b> K - 3 teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Coaches <b>Date(s) / Timeframe:</b> August 2023 - May 2024	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Title I Resource Assistant will provide targeted literacy intervention with students in Kinder - 3rd grades . <b>Intended Audience:</b> K - 3 Students <b>Provider / Presenter / Person Responsible:</b> Patricia Espinoza <b>Date(s) / Timeframe:</b> August 2023 - May 2024  <b>Funding Sources:</b> Title I Teacher Assistant - Title I (211) - 211-11-6129-04E-226-30-510-000000-24F10 - \$27,000	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> 47% (2022-2023) of our kinder through 5th grade students met MOY English reading projected growth as evidenced by NWEA data as compared to 51% in 2021-2022. Which is below the norm for students in k-5 <b>Root Cause:</b> Change in curriculums and learning the new curriculum.

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

**School Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 66% to 76% by May 2023.

**Strategy 1:** 1. Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks.

2. Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Title I:**





2.4

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> PLC focused on math concepts where teacher practice and track students who are performing at the tier 3 level using a campus based tool.</p> <p><b>Provider / Presenter / Person Responsible:</b> PK Teachers, CIC, Data Analyst, Admin</p> <p><b>Date(s) / Timeframe:</b> August 2023 - May 2024</p> <p><b>Funding Sources:</b> Supplies - SCE (199 PIC 24) - 199-11-6399-001-226-24-313-000000- - \$3,136.50</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> 41% (2022-2023) of our kinder through 5th grade students met MOY English math projected growth as evidenced by NWEA data as compared to 52% in 2021-2022. <b>Root Cause:</b> Change in the curriculum and fidelity to the program. Internalizing two new curriculums for lower grades is overwhelming, needs to be customization to ensure all TEK's are taught</p>

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

**School Performance Objective 2:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 55% to 65% by May 2023.

Increase the percentage of African American students who Meet or Exceed projected growth on MAP Growth from from 46% to 56% by May 2023.

**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.

Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Title I:**





2.4

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Collaboration of teachers for Vertical Planning of Math teachers K-2 and 3-5 to monitor and track data per six weeks to change instructional practices.</p> <p><b>Intended Audience:</b> K - 5 Math Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, CIC, Data Analyst, Admin</p> <p><b>Date(s) / Timeframe:</b> August 2023 - May 2024</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Incorporation of the TFAR (formative assessments)built into the lesson plans.</p> <p><b>Provider / Presenter / Person Responsible:</b> K-5 Math Teachers, CIC, Data Analyst, Admin</p> <p><b>Date(s) / Timeframe:</b> August 2023 - May 2024</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Ensure PLC focus on lesson internalization and planning for the rigor of the TEKS within Eureka lessons. <b>Intended Audience:</b> K-5 Math Teachers <b>Provider / Presenter / Person Responsible:</b> Teachers, CIC, Data Analyst, and Administrators <b>Date(s) / Timeframe:</b> August 2023- May 2024	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> 41% (2022-2023) of our kinder through 5th grade students met MOY English math projected growth as evidenced by NWEA data as compared to 52% in 2021-2022. <b>Root Cause:</b> Change in the curriculum and fidelity to the program. Internalizing two new curriculums for lower grades is overwhelming, needs to be customization to ensure all TEK's are taught</p>



**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 (English) from 45.8% to 55% by May 2023.

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading (Spanish) from 37% to 50% by May 2023.

Increase the percentage of African American from 25% to 35% by May 2023.

**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.

**Title I:**





2.4

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Students will participate in after school tutoring. <b>Intended Audience:</b> 3rd - 5th grade <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> November 2023 - March 2024 <b>Delivery Method:</b> In person  <b>Funding Sources:</b> Tutoring - SCE (199 PIC 24) - 199-11-6116-001-226-24-313-000000- - \$13,500	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> 47% (2022-2023) of our kinder through 5th grade students met MOY English reading projected growth as evidenced by NWEA data as compared to 51% in 2021-2022. Which is below the norm for students in k-5 <b>Root Cause:</b> Change in curriculums and learning the new curriculum.

**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 27% to 37% by May 2024.

Increase the percentage of African American students scoring at MEETS or above on STAAR Math from 21% to 31% 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.

**Title I:**

2.6

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 2

**School Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> 41% (2022-2023) of our kinder through 5th grade students met MOY English math projected growth as evidenced by NWEA data as compared to 52% in 2021-2022. <b>Root Cause:</b> Change in the curriculum and fidelity to the program. Internalizing two new curriculums for lower grades is overwhelming, needs to be customization to ensure all TEK's are taught

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

**School Performance Objective 1:** Increase the average daily attendance from 93% to 97% each six weeks period.

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

**Strategy's Expected Result/Impact:** Outcome Goal:

Progress Monitoring:

**Staff Responsible for Monitoring:** Teachers, FES, Counseling Team, Admin





**Title I:**

2.5

- **TEA Priorities:**

Improve low-performing schools

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> FES will monitor student attendance and collaborate with the counselor and teachers to track students and provide support services.</p> <p><b>Intended Audience:</b> PK - 5 Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2023 - May 2024</p> <p><b>Funding Sources:</b> Supplies - Parent Engagement - 211-61-6499-04L-226-30-510-000000-24F10 - \$1,155</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> Students in PK-1st grade have lower attendance rates than all other grade levels falling into the 80% ranges. <b>Root Cause:</b> Parental lack of understanding about the importance of attending school and parental outreach by the campus.</p>

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

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from 17 to 9 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.





**Strategy's Expected Result/Impact:** Outcome Goal:

Progress Monitoring:

**Title I:**

2.6

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Implement daily Social Skills Curriculum to practice, monitor, and track behaviors <b>Intended Audience:</b> PK-5 <b>Provider / Presenter / Person Responsible:</b> Teachers, Counseling Team, Admin <b>Date(s) / Timeframe:</b> August 2023 - June 2024  <b>Funding Sources:</b> Supplies for GT - Gifted & Talented (199 PIC 21) - - \$259, Supplies for SPED - SPED (199 PIC 23) - - \$4,352	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Meet with the MAPs (Music, Art, PE) teachers once per month in PLC regarding discipline and behavior. As a part of the PLC process for PK - 5 review and discuss discipline and behavior. <b>Provider / Presenter / Person Responsible:</b> Teachers, Admin, Counseling Team <b>Date(s) / Timeframe:</b> August 2023 - May 2024	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Student discipline referrals have increased from 17 students with 60 referrals in 2021-2022 to 37 students with 74 referrals. <b>Root Cause:</b> Lack of fidelity to the restorative practice plan

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

**School Performance Objective 3:** Decrease the number of out-of-school suspensions for African American students on campus from 50% to 30% 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.

**Strategy's Expected Result/Impact:** Outcome Goal:

Progress Monitoring:





**Title I:**

2.6

- **TEA Priorities:**

Improve low-performing schools

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Monitor and track discipline data of African American in SST Meetings. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> August 2023 - May 2024	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Conduct MTSS meetings focused on Behavior at least once per six weeks. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> August 2023 - May 2024	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 3 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> In the 2022-2023 school year trainings surrounding restorative practices decreased on campus and zero teams were trained/evaluated on the restorative practices rubric as compared to the 2021-2022 school year. <b>Root Cause:</b> Focus for the school year was on implementing the new curriculums and there was a change in the restorative practices department in the beginning of the school year.</p>

**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 10 to 20 by May 2024.

**Strategy 1:** Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Network 4, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

**Strategy's Expected Result/Impact:** Outcome Goal:

Progress Monitoring:





**Title I:**

4.2

- **TEA Priorities:**

Improve low-performing schools

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Host monthly parent and community events to keep all stakeholders engaged in the learning and events at the campus.</p> <p><b>Intended Audience:</b> Parents and community partners</p> <p><b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist, Admin</p> <p><b>Date(s) / Timeframe:</b> August 2023 - May 2024</p> <p><b>Funding Sources:</b> Snacks - Parent Engagement - 211-61-6399-04L-226-30-510-000000-24F10 - \$1,155</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 4 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> In the 2022-2023 school year trainings surrounding restorative practices decreased on campus and zero teams were trained/evaluated on the restorative practices rubric as compared to the 2021-2022 school year. <b>Root Cause:</b> Focus for the school year was on implementing the new curriculums and there was a change in the restorative practices department in the beginning of the school year.</p>

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Nakita Brewer	Principal
Classroom Teacher 1	Kimberly Moeller	Teacher
Classroom Teacher 2	Marie Vinson	Teacher
Classroom Teacher 3	Engie Holcomb	Teacher
Classroom Teacher 4	Natalie Platschka	Teacher
Community Representative 1	Mike Wagner	Community Member
Community Representative 2	Becky Biser	Community Member
Business Representative 2	Paige Stephens	Business Representative
Business Representative 1	Paula Holcomb	Business Representative
Non-classroom Professional	Linda Garcia	DERC
District-level Professional	Alma Pohler	District Level Professional
Business Representative	Kelly Gunther	Business Representative
Parent 1	Maria Fabila	Parent
Parent 2	Fabiola Garcia Flores	Parent
Parent 3	Dayana Ruiz Saldivar	Parent

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Data Analyst	Data Analyst	211-13-6119-04E-226-30-510-000000-24F10	\$85,532.29
1	2	1	4	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-226-30-510-000000-24F10	\$13,500.00
1	3	1	4	Title I Teacher Assistant	Teacher Assistant	211-11-6129-04E-226-30-510-000000-24F10	\$27,000.00
<b>Sub-Total</b>							\$126,032.29
<b>Budgeted Fund Source Amount</b>							\$112,532.29
<b>+/- Difference</b>							<b>-\$13,500.00</b>
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Supplies	Supplies and materials for instructional use	199-11-6399-001-226-24-313-000000-	\$3,136.50
2	1	1	1	Supplies	Supplies and materials for instructional use	199-11-6399-001-226-24-313-000000-	\$3,136.50
3	1	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-226-24-313-000000-	\$13,500.00
<b>Sub-Total</b>							\$19,773.00
<b>Budgeted Fund Source Amount</b>							\$6,273.00
<b>+/- Difference</b>							<b>-\$13,500.00</b>
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Supplies	Snacks for Parents to promote participation	211-61-6499-04L-226-30-510-000000-24F10	\$1,155.00
4	4	1	1	Snacks	Supplies and materials for parental involvement	211-61-6399-04L-226-30-510-000000-24F10	\$1,155.00



Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Sub-Total</b>							\$2,310.00
<b>Budgeted Fund Source Amount</b>							\$2,310.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Bilingual Supplies	Supplies and materials - instruction	199-11-6399-001-226-25-313-000000	\$2,635.00
<b>Sub-Total</b>							\$2,635.00
<b>Budgeted Fund Source Amount</b>							\$2,635.00
<b>+/- Difference</b>							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1	Supplies for GT	GENERAL SUPPLIES		\$259.00
<b>Sub-Total</b>							\$259.00
<b>Budgeted Fund Source Amount</b>							\$259.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1	Supplies for SPED	GENERAL SUPPLIES		\$4,352.00
<b>Sub-Total</b>							\$4,352.00
<b>Budgeted Fund Source Amount</b>							\$4,352.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$128,361.29
<b>Grand Total Spent</b>							\$155,361.29

**SPED (199 PIC 23)**

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>+/- Difference</b>							<b>-\$27,000.00</b>

# Addendums



~~Guadalupe~~ PR  
Welch



# Contrato entre padres y escuela del Título I

2023 - 2024

**Declaración de misión:** Dotar a los estudiantes de curiosidad intelectual y amor por el aprendizaje.

**Declaración de visión:** Garantizar que el 100% de los estudiantes lean al final del segundo grado y que los estudiantes de grados posteriores se desempeñen en niveles más altos.

**Lema:** SHP es el lugar para las abejas

**Valores:** Honestidad, Perseverancia, Respeto, Responsabilidad

### Promesa de los padres:

- Me aseguraré de que mi hijo asista a la escuela a diario y llegue a tiempo
- Animaré a mi niño a que siga las reglas y regulaciones establecidas por la escuela y/o distrito
- Asistiré y/o pediré conferencias con los maestros, administradores y/o otro personal del distrito
- Me mantendré al corriente de la educación de mi hijo y me comunicaré regularmente con el personal de la escuela
- Mantendré y fomentaré un comportamiento positivo de mi niño

### Promesa del estudiante:

- Asistiré a la escuela regular y puntualmente
- Siempre haré lo mejor posible en comportamiento y trabajo escolar
- Completaré asignaciones y entregaré mis tareas a tiempo al maestro
- Trabajaré cooperativamente con personal, estudiantes y padres
- Respetaré a mi escuela, a otros y a mí mismo
- Seré responsable por mis propios actos
- Tendré una actitud positiva hacia mí, la escuela, otros y los estudios

### Promesa del profesorado:

- Respetaré y valoraré la individualidad de cada niño
- Proporcionaré un ambiente que sea propicio para aprender
- Mantendré líneas abiertas de comunicación con estudiantes y padres
- Demostraré comportamiento profesional y una actitud positiva
- Mantendré altas expectativas para estudiantes y para mí mismo
- Ayudaré a los estudiantes a resolver conflictos de maneras positivas, no violentas

Estudiante: Philly Duran fecha: 09-28-23

Padre: Guadalupe Espinoza fecha: 09-28-23

Maestro: Jasmine Cradlock fecha: 9/28/23

Seminary Hills Park Elementary School #226  
5037 Townsend Drive, FTW, TX 76115 817-814-7600 [www.fwisd.org](http://www.fwisd.org)  
Principal: Mrs. Nakita Brewer Assistant Principal: Dr. Haley Tomerlin

*N. Brewer, Principal*



# Title 1 School-Parent Compact

## 2023 - 2024



**Mission Statement:** To equip students with an intellectual curiosity and love of learning.

**Vision Statement:** To ensure that 100% of students are reading by the end of 2nd grade and students in grades beyond will perform at higher levels. **Motto:** SHP is the Place to Bee **Values:** Honesty, Perseverance, Respect, Responsibility

- Parents**
- I will ensure that my child attends school on a daily basis and arrives on time.
  - I will encourage my child to follow rules and regulation set forth by the school and/or district
  - I will attend and/or ask for conferences with teachers, administrators and/or other district personnel.
  - I will keep abreast of my child's learning and communicate regularly with school staff.
  - I will maintain and foster my child's positive behavior.

- Students**
- I will attend school regularly and punctually.
  - I will always do my best in my school work and behavior.
  - I will complete assignments and turn in homework on time to the teacher.
  - I will work cooperatively with staff, students and parents.
  - I will respect my school, others, and myself.
  - I will accept responsibilities for my own actions.
  - I will have a positive attitude towards myself, school, others, and learning.

- Teachers**
- I will respect and value the uniqueness of every child.
  - I will provide an environment that is conducive to learning.
  - I will maintain open lines of communication with students and parents.
  - I will demonstrate professional behaviors and a positive attitude.
  - I will maintain high expectations for students and myself.
  - I will help students resolve conflicts in positive, nonviolent ways.

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

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

Teacher: *Gazmine Cradlock* Date: *9/28/23*

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