

**Dallas Independent School District**  
**240 Frank Guzick Elementary School**  
**2023-2024 Campus Improvement Plan**



240 Frank Guzick Elementary School

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## **Mission Statement**

Our mission is to prepare all students to be knowledgeable, caring, and reflective thinkers. To achieve this end, our students will participate in activities, which develop inquirers, open-minded communicators, and principled leaders. The fruition of our mission themes will open opportunities to create a peaceful and improved world through intercultural understanding and respect

# Vision

Frank Guzick IB World Academy seeks to empower students to be open-minded and responsible citizens so that they may have a global impact.

# Value Statement

Land of the Giant Thinkers!

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5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025. 27

Goal 6: SUPPORTING DISTRICT GOAL: During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6. \*STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS) \*EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS) \*TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points) Goal 7: SUPPORTING DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families. 28 31

## Comprehensive Needs Assessment

# Demographics

## Demographics Summary

Frank Guzick Elementary School is a Title I campus serving 625 students. Over 97% of our students are economically disadvantaged, 49% English Language Learners, and 9% receive Special Education services. Our demographics are 61% Hispanic, 35% African American, 3% other, and 1% white.

Homelessness affects approximately 3700 of Dallas ISD's students. Frank Guzick Elementary School is fortunate to serve a fraction of those students. We also receive students who have attended multiple schools prior to arriving at Frank Guzick. Within any given year, 37.2% of our students are transient. Despite our high mobility rate, Frank Guzick Elementary School continues to defy the odds.

We understand the challenges our students face. We have worked diligently to establish stability and prepare students who transfer into our school to compete on the same level as students who started the year as a Guzick Giant. It is also important to note that our school culture is based on high expectations for behavior and academic performance. It systematically engages students in common language and understanding around these expectations. We are a proud AVID Elementary and future International-Baccalaureate Primary Years Program school.

## Demographics Strengths

Diverse student and teacher population by race/ethnicity. The student and teacher population almost mirrors each other in the African-American and Hispanic race/ethnicity category.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Guzick has a high mobility rate of 37.2%. This has an impact on our attendance rate which has flat lined at the 95% rate for the past three years.

**Root Cause:** Guzick receives students from the Family Place (domestic violence shelter) and apartments and rental homes that have move-in specials year round.

## **Student Learning Summary**

Preliminary STAAR achievement data measures were reviewed for all students in grades 3-5 across all content areas. Refer to the addendum - STAAR Preliminary Results 2023.

## **Student Learning Strengths**

Less than 10% of our students in grades 3-5 likely did not pass the math assessment. Refer to the addendum - STAAR Preliminary Results 2023.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The percent of students performing at the "meets" level on STAAR is far below that of comparative schools in science. African-American students are performing below their like emergent bilingual peers. **Root Cause:** Students lack foundational skills which impacts closing student gaps due to lack of background knowledge higher order thinking skills such as analysis, comprehension, and synthesis.

# School Processes & Programs

## School Processes & Programs Summary

In 2018 Frank Guzick Elementary School was a Breakthrough Campus as part of Dallas ISD's School Performance Framework and earned 5 STAAR academic distinctions from the state. The school's goal is to obtain that same distinction or higher even after numerous academic losses during two and a half pandemic school years and reestablishing teacher effectiveness.

New district initiatives that were added to our professional toolboxes are frequently used to address the campus mission of educating the whole child. We consistently implement components of the Ron Clark House System to create a positive learning environment that will meet the emotional, behavioral, and academic needs of our students allowing students and staff to build character, relationships, and school spirit. Furthermore, aggressive monitoring strategies have allowed us to assess student learning in real time and provide effective feedback. Frank Guzick has received an innovation grant where the goal is to become an International Baccalaureate (IB) campus where students will be developed as well-rounded individuals, confident in more than one language, and skilled for success. Advancement Via Individual Determination (AVID) practices have been implemented on campus for the past two years where the mission has been to close the opportunity gap by preparing all students for college readiness and success in a global society.

Educators at Frank Guzick Elementary are committed to developing a professional learning culture. Professional Learning Committees (PLC's) are the foundation of our instructional framework. PLCs are done horizontally where teachers participate weekly with their colleagues and instructional leaders to plan for instruction and to analyze data. The Instructional Leadership Team (ILT) consisting of the principal, assistant principal, instructional coaches, and writing interventionist engage weekly with each grade level for collaboration using the Bambrick model to analyze data and explore three major components:

What do we want each student to learn?

How will we know when each student has learned it?

How will we respond when a student experiences difficulty in learning?

This provides opportunities for teachers to learn best practices, serve as teacher leaders, and collaborate with one another. All teachers engage in giving and receiving feedback on lesson plans, assessment results, and intervention strategies. New teachers to the campus attend New Teacher Academy to obtain skills needed to be effective teachers on campus. Likewise 100% of the campus's K-3 teachers completed the Texas Reading Academies, a 120 hour course teaching the fundamentals of reading. This directly aligns with our commitment to restore all learning lost by students during the pandemic. With there being a range of expertise and knowledge amongst the staff, there is a need to differentiate professional learning opportunities to meet the varied needs of our teachers.

Setting instructional goals from staff and students takes a front seat here at Frank Guzick. Teachers and instructional leaders participate in horizontal PLCs in order to Look Back (analyze data) and Look Forward (instructional lesson planning) weekly. All stakeholders are committed to the continuous improvement of instruction and increasing student outcomes while meeting the needs of our community. Instructional walkthroughs and feedback takes place weekly based on expectations discussed during PLCs. Staff members believe that instruction is a priority here on campus.

## School Processes & Programs Strengths

This is evident through our staff climate survey results in which 86.8% of staff believed that the leadership team helps them to improve their instruction. 94.7% of teachers feel that their team experiences with colleagues help them to improve their instruction.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** 80.1% of teachers feel that discipline is implemented consistently and effectively on our campus. **Root Cause:** Teachers believe that there is a lack of consistency in the behavior expectations across the campus.





# Perceptions

## Perceptions Summary

At Frank Guzick Elementary, we have built a school culture around the key characteristics associated with our namesake, Frank Guzick. Each hallway has a banner that highlights the important legacy of Frank Guzick, as well as the focus of our work here on campus. They are, “A Legacy of Love”, “A Legacy of Leadership” and “A Legacy of Learning”. All three of these are at the heart of how we approach instruction, discipline, and student interaction. We have an active Parent Teacher Organization, communicate frequently with our parents using a variety of methods including social media, and partner with multiple community and business organizations throughout the year.

## Perceptions Strengths

Positive Student Culture: measured by student surveys - % answering positively.

How much have you learned from this teacher? 94%

How respectful is this teacher towards you? 92%

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Guzick has a population of students who need to develop self-regulation skills, and build resilience to counter traumas experienced at home and post COVID-19. **Root Cause:** Guzick has 5% of students who are living in temporary housing, 30% of students are transient, and 97% of students are considered economically disadvantaged.

**Problem Statement 2 (Prioritized):** As measured by the climate survey data, 36.9% of teachers believe the unruly students disrupt the learning environment. As measured by student perception survey data, 35% of Guzick 3rd - 5th grade students reported that the behavior of other students hurt their learning. As measured by student perception survey data, 34% of Guzick 3rd - 5th grade students have a negative perception of the overall **Root Cause:** The Guzick Staff has not received campus-wide, systemic PBIS training in the past two years. There is a lack of consistency in implementing positive behavior strategies to improve student behaviors.

# Priority Problem Statements

**Problem Statement 1:** Guzick has a high mobility rate of 37.2%. This has an impact on our attendance rate which has flat lined at the 95% rate for the past three years.

**Root Cause 1:** Guzick receives students from the Family Place (domestic violence shelter) and apartments and rental homes that have move-in specials year round.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The percent of students performing at the "meets" level on STAAR is far below that of comparative schools in science. African-American students are performing below their like emergent bilingual peers.

**Root Cause 2:** Students lack foundational skills which impacts closing student gaps due to lack of background knowledge higher order thinking skills such as analysis, comprehension, and synthesis.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 80.1% of teachers feel that discipline is implemented consistently and effectively on our campus.

**Root Cause 3:** Teachers believe that there is a lack of consistency in the behavior expectations across the campus.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Guzick has a population of students who need to develop self-regulation skills, and build resilience to counter traumas experienced at home and post COVID-19.

**Root Cause 4:** Guzick has 5% of students who are living in temporary housing, 30% of students are transient, and 97% of students are considered economically disadvantaged.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** As measured by the climate survey data, 36.9% of teachers believe the unruly students disrupt the learning environment. As measured by student perception survey data, 35% of Guzick 3rd - 5th grade students reported that the behavior of other students hurt their learning. As measured by student perception survey data, 34% of Guzick 3rd - 5th grade students have a negative perception of the overall

**Root Cause 5:** The Guzick Staff has not received campus-wide, systemic PBIS training in the past two years. There is a lack of consistency in implementing positive behavior strategies to improve student behaviors.

**Problem Statement 5 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

## **Student Data: Assessments**

- State and federally required assessment information
- Local benchmark or common assessments data
- Observation Survey results

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## **Student Data: Behavior and Other Indicators**

- Attendance data

Discipline records  
Student surveys and/or other feedback  
Enrollment trends

#### **Employee Data**

Professional learning communities (PLC) data  
Staff surveys and/or other feedback  
Campus leadership data

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

Parent surveys and/or other feedback

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

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Processes and procedures for teaching and learning, including program implementation



# Goals

Revised/Approved: July 24, 2023

**Goal 1:** DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

**Performance Objective/Campus Goal 1:** GPM 1.1: Student achievement on state assessments in reading in Domain 1 will increase from 58% to 63% by June 2024.

**High Priority**

**Evaluation Data Sources:** STAAR Assessment

## Strategy 1 Details Reviews

**Strategy 1:** Reading Teachers will implement the Amplify curriculum, collect student achievement data daily using scientific based instructional software, engage in horizontal data dig meetings to discuss campus, classroom, and individual student data, and track student progress. (differentiated instruction, inclusive of intervention, re-teaching, and tutoring). **Strategy's Expected Result/Impact:** Increase in Assessment Data Results Increase in Teacher's TEI Domain 1, Domain 2, and Domain 3 scores

**Staff Responsible for Monitoring:** Classroom Teachers  
Instructional Leadership Team

**Title I:**

2.4, 2.5

**- TEA Priorities:**

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

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

**Funding Sources:** For bilingual education classrooms (magnets for word walls, label maker machine, laminator, laminating film, chart paper, card stock, paper, pencils) - 199 - General Operating - \$4,277

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**Strategy 2:** Reading Teachers will meet weekly in horizontal Collaborative Planning teams to learn and practice the (Writing, Inquiry, Collaboration, Organization, Reading) WICOR strategy of the month to create rigorous lesson plans that ensure academic preparedness, which includes utilizing binders, iPads, and journals to help students organize their work. **Strategy's Expected Result/Impact:** Positive Survey Results  
Increase in Assessment Data Results  
Positive Lesson Plan Feedback  
**Staff Responsible for Monitoring:** Classroom Teachers  
Instructional Leadership Team

**Title I:**

**Strategy 2 Details Reviews**

2.4  
- **TEA Priorities:**  
Build a foundation of reading and math  
- **ESF Levers:**  
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction  
**Problem Statements:** Student Learning 1  
**Funding Sources:** iPads for 3rd - 5th grade reading teachers and Special Teachers supporting Reading Intervention - 211 - Title I, Part A - 211-11-6399-2R-240-2-30 - \$40,000  
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**Strategy 3:** Teachers and Instructional Leadership Team will plan professional development sessions and attend conferences such as International Baccalaureate, Ron Clark Academy, Lead4Ward, Region 10, Get Your Teach On, and AVID focused on research based instructional strategies to improve student achievement.

**Strategy's Expected Result/Impact:** Increase in Assessment Data Results  
Increase in Teacher's TEI Domain 1, Domain 2, and Domain 3 scores

**Staff Responsible for Monitoring:** Classroom Teachers  
Instructional Leadership Team

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Strategy 3 Details Reviews**

**Problem Statements:** Student Learning 1

**Funding Sources:** AVID Dues (Coordinator Stipend and Teacher) - 211 - Title I, Part A -  
211-11-6495-AW-240-2-30 - \$10,000

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**Strategy 4:** Instructional Leadership Team will train staff on the use of research-based instructional strategies to address mitigating learning loss, and to respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health. The Instructional Leadership team will monitor implementation during classroom observations utilizing technology devices such as iPads and chrome books, provide implementation support during face-to-face post-observation conferences, and engage staff in book studies to increase the use of these strategies to address mitigating learning loss. **Strategy's Expected Result/Impact:** Increase in Academic Assessment Data Results  
Increase in Social and Emotional Assessment Data Results  
Increase in Teacher's TEI Domain 2 and 3 Scores  
**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

**Strategy 4 Details Reviews**

2.4  
- **TEA Priorities:**  
Build a foundation of reading and math, Improve low-performing schools  
- **ESF Levers:**  
Lever 1: Strong School Leadership and Planning  
**Problem Statements:** Student Learning 1  
**Funding Sources:** Ipads, chrome books, paper, pencils, card stock, books for PD - Culturize, Teaching with Poverty in Mind) - 199 - General Operating - \$11,000  
**Formative Summative Nov Jan Mar June**

 No Progress  Accomplished  Continue/Modify  Discontinue

### Performance Objective/Campus Goal 1 Problem Statements:

#### Student Learning

**Problem Statement 1:** The percent of students performing at the "meets" level on STAAR is far below that of comparative schools in science. African-American students are performing below their like emergent bilingual peers. **Root Cause:** Students lack foundational skills which impacts closing student gaps due to lack of background knowledge higher order thinking skills such as analysis, comprehension, and synthesis.

**Goal 1: DISTRICT GOAL:** Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

**Performance Objective/Campus Goal 2:** Student achievement on state assessments in math in Domain 1 will increase from 56% to 61% by June 2024.

**High Priority**  
**Evaluation Data Sources:** STAAR Assessment

	<b>Strategy 1 Details Reviews</b>
<b>Strategy 1:</b> Math Teachers will implement the Eureka curriculum, collect student achievement data daily using scientific based instructional software, engage in horizontal data dig meetings to discuss campus, classroom, and individual student data, and track student progress. (differentiated instruction, inclusive of intervention, re-teaching, and tutoring). <b>Strategy's Expected Result/Impact:</b> Increased Student Achievement <b>Staff Responsible for Monitoring:</b> Principal and Math Content Lead Teachers	<b>Formative Summative Nov Jan Mar June</b>

**Title I:**  
2.4, 2.6  
- **TEA Priorities:**  
Build a foundation of reading and math, Improve low-performing schools  
- **ESF Levers:**  
Lever 5: Effective Instruction  
- **Targeted Support Strategy**  
**Problem Statements:** Student Learning 1  
**Funding Sources:** Extra duty pay for teachers - 199 - General Operating - \$6,811

**Strategy 2:** Math Teachers will meet weekly in horizontal Collaborative Planning teams to learn and practice researched based math strategies such as the Read-Draw-Write (RDW) to create rigorous lesson plans that ensure academic preparedness, which includes utilizing binders, iPads, and journals to help students organize their work. **Strategy's Expected Result/Impact:** Positive Survey Results  
Increase in Assessment Data Results  
Positive Lesson Plan Feedback  
**Staff Responsible for Monitoring:** Classroom Teachers  
Instructional Leadership Team

**Title I:**

**Strategy 2 Details Reviews**

2.4  
- **TEA Priorities:**  
Build a foundation of reading and math  
**Problem Statements:** Student Learning 1  
**Funding Sources:** iPads for 3rd - 5th grade math teachers - 211 - Title I, Part A - 211-11-6399-2R-240-2-30 - \$47,000  
**Formative Summative Nov Jan Mar June**

 No Progress  Accomplished  Continue/Modify  Discontinue

### Performance Objective/Campus Goal 2 Problem Statements:

#### Student Learning

**Problem Statement 1:** The percent of students performing at the "meets" level on STAAR is far below that of comparative schools in science. African-American students are performing below their like emergent bilingual peers. **Root Cause:** Students lack foundational skills which impacts closing student gaps due to lack of background knowledge higher order thinking skills such as analysis, comprehension, and synthesis.

**Goal 1: DISTRICT GOAL:** Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

**Performance Objective/Campus Goal 3:** GPM 1.3: Student achievement on state assessments in science in Domain 1 will increase from 51% to 60% by June 2024.

**Evaluation Data Sources:** State Assessment

**Strategy 1:** Science Teachers will implement the district science curriculum, collect student achievement data daily using scientific based instructional software, engage in horizontal data dig meetings to discuss campus, classroom, and individual student data, and track student progress. (differentiated instruction, inclusive of intervention, re-teaching, and tutoring). **Strategy's Expected Result/Impact:** Increased student achievement  
**Staff Responsible for Monitoring:** Principal, Science Teachers

**Title I:**

**Strategy 2:** Science Teachers will meet weekly in horizontal Collaborative Planning teams to learn and practice researched based science strategies such as the 5-E Model (Engage, Explore, Explain, Elaborate, Evaluate) to create rigorous lesson plans that ensure academic preparedness, which includes utilizing binders, IPads, and journals to help students organize their

**Strategy 1 Details Reviews**  
2.4, 2.6  
- **TEA Priorities:**  
Build a foundation of reading and math, Improve low-performing schools  
- **ESF Levers:**  
Lever 5: Effective Instruction  
**Problem Statements:** Student Learning 1  
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**Strategy 2 Details Reviews**

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work.

**Strategy's Expected Result/Impact:** Positive Survey Results  
Increase in Assessment Data Results  
Positive Lesson Plan Feedback

**Staff Responsible for Monitoring:** Principal, Science Teachers

**Title I:**

2.4

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Demographics 1

**Funding Sources:** Discovery Education Resources - 211 - Title I, Part A - 211-11-6399-2R-240-2-30 - \$7,003



**Performance Objective/Campus Goal 3 Problem Statements:**

**Demographics**

**Problem Statement 1:** Guzick has a high mobility rate of 37.2%. This has an impact on our attendance rate which has flat lined at the 95% rate for the past three years. **Root Cause:** Guzick receives students from the Family Place (domestic violence shelter) and apartments and rental homes that have move-in specials year round.

**Student Learning**

**Problem Statement 1:** The percent of students performing at the "meets" level on STAAR is far below that of comparative schools in science. African-American students are performing below their like emergent bilingual peers. **Root Cause:** Students lack foundational skills which impacts closing student gaps due to lack of background knowledge higher order thinking skills such as analysis, comprehension, and synthesis.

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**Goal 2:** DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

**Performance Objective/Campus Goal 1:** GPM 2.1: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 60% by June 2024.

**High Priority**

**Evaluation Data Sources:** STAAR Assessment



## Strategy 1 Details Reviews

**Strategy 1:** Train staff on the use of Amplify Reading to ensure effective Tier I instruction is provided to all students and provide follow-up support during Look Forward and Look Back PLC meetings as well as through daily and weekly instructional walk-throughs.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Instructional Leadership Team

### Title I:

2.4

#### - TEA Priorities:

Build a foundation of reading and math

#### - ESF Levers:

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

**Funding Sources:** PLC resources such as chart paper, card stock, paper, markers, sticky notes, pens, scissors, journals, glue - 199 - General Operating - \$2,336

**Strategy 2:** Reading teachers will lead and conduct instructional exercises before school, after school, and during Saturday School (including summer school) in all content areas with individual students or small groups for Tier II students. **Strategy's Expected Result/Impact:** Increased Student Achievement  
**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**  
2.4  
- **TEA Priorities:**

**Strategy 2 Details Reviews**

Build a foundation of reading and math  
- **ESF Levers:**  
Lever 5: Effective Instruction  
**Problem Statements:** Student Learning 1  
**Funding Sources:** Reading materials (dictionaries, journals, spirals, pencils, chart paper, laminating film, white boards, markers, - 199 - General Operating - \$4,944, Supplemental pay - 199 - General Operating - \$3,000  
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 No Progress  Accomplished  Continue/Modify  Discontinue

### Performance Objective/Campus Goal 1 Problem Statements:

#### Student Learning

**Problem Statement 1:** The percent of students performing at the "meets" level on STAAR is far below that of comparative schools in science. African-American students are performing below their like emergent bilingual peers. **Root Cause:** Students lack foundational skills which impacts closing student gaps due to lack of background knowledge higher order thinking skills such as analysis, comprehension, and synthesis.

**Goal 2: DISTRICT GOAL:** Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

**Performance Objective/Campus Goal 2:** GPM 2.2: 40% of 1st and 2nd grade students will perform at or above the 50th percentile on the EOY Reading MAP by June 2024.

**High Priority**

**Evaluation Data Sources:** EOY Reading MAP

**Strategy 1 Details Reviews**

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**Strategy 1:** Develop after school tutoring program based on Dallas ISD Response to Intervention Plan to be implemented with Tier II 2nd grade African-American students.

**Strategy's Expected Result/Impact:** Increase in student achievement

**Staff Responsible for Monitoring:** Reading Interventionist and Demonstration Teacher

**Title I:**

2.4, 2.6

**- TEA Priorities:**

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

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**

**Problem Statements:** Student Learning 1

**Funding Sources:** Supplemental pay for tutoring - 199 - General Operating - \$6,811, Resources for tutoring (journals, whiteboards, markers, scissors, glue) - 199 - General Operating - \$2,781

**Strategy 2:** Teachers will lead and conduct instructional exercises before school, after school, and during Saturday School (including summer school) in reading with individual 1st and 2nd grade students or small groups. **Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Reading Interventionist and Demonstration Teacher

**Title I:**  
2.4

**Strategy 2 Details Reviews**

- **TEA Priorities:**  
Improve low-performing schools
- **ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- Problem Statements:** Student Learning 1
- Funding Sources:** Supplemental pay - 199 - General Operating - \$3,000
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☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

**Performance Objective/Campus Goal 2 Problem Statements:**

**Student Learning**

**Problem Statement 1:** The percent of students performing at the "meets" level on STAAR is far below that of comparative schools in science. African-American students are performing below their like emergent bilingual peers. **Root Cause:** Students lack foundational skills which impacts closing student gaps due to lack of background knowledge higher order thinking skills such as analysis, comprehension, and synthesis.

**Goal 3: DISTRICT GOAL:** Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

**Performance Objective/Campus Goal 1:** GPM 3.1: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 40% to 60% by June 2024.

**High Priority**  
**Evaluation Data Sources:** EOY Math MAP

**Strategy 1:** Train staff on the use of Eureka math to ensure effective Tier I instruction is provided to all students and provide follow-up support during Look Forward and Look Back PLC meetings as well as through daily and weekly instructional walk-throughs.  
**Strategy's Expected Result/Impact:** Increased student achievement  
**Staff Responsible for Monitoring:** Instructional Leadership Team  
**Title I:**

**Strategy 1 Details Reviews**  
2.4  
- **TEA Priorities:**  
Build a foundation of reading and math  
- **ESF Levers:**  
Lever 5: Effective Instruction  
**Problem Statements:** Student Learning 1  
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**Strategy 2:** Math teachers will lead and conduct instructional exercises before school, after school, and during Saturday School (including summer school) in all content areas with individual students or small groups for Tier II students. **Strategy's Expected Result/Impact:** Increased student achievement  
**Staff Responsible for Monitoring:** Instructional Leadership Team  
**Title I:**

**Strategy 2 Details Reviews**  
2.4  
- **TEA Priorities:**  
Build a foundation of reading and math  
- **ESF Levers:**  
Lever 5: Effective Instruction  
**Problem Statements:** Student Learning 1  
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**Performance Objective/Campus Goal 1 Problem Statements:**

☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

**Student Learning**

**Problem Statement 1:** The percent of students performing at the "meets" level on STAAR is far below that of comparative schools in science. African-American students are performing below their like emergent bilingual peers. **Root Cause:** Students lack foundational skills which impacts closing student gaps due to lack of background knowledge higher order thinking skills such as analysis, comprehension, and synthesis.



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**Goal 3:** DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

**Performance Objective/Campus Goal 2:** GPM 3.2: 40% of 1st and 2nd grade students will perform at or above the 50th percentile on the EOY Math MAP

by June 2024.

**High Priority**

**Evaluation Data Sources:** EOY Math MAP

  

**Strategy 1:** Develop after school tutoring program based on Dallas ISD Response to Intervention Plan to be implemented with Tier II 1st grade and 2nd grade students.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Principal and Lead Math Teachers

  

**Title I:**  
2.4, 2.6

**Strategy 1 Details Reviews**

- **TEA Priorities:**  
Build a foundation of reading and math, Improve low-performing schools

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

- **Targeted Support Strategy**

**Problem Statements:** Student Learning 1

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**Strategy 2:** Teachers will lead and conduct instructional exercises before school, after school, and during Saturday School (including summer school) in math with individual 1st and 2nd grade students or small groups. **Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Lead math teacher and Principal

  

**Title I:**

**Strategy 2 Details Reviews**

2.4

- **TEA Priorities:**  
Build a foundation of reading and math

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

**Problem Statements:** Student Learning 1

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**Performance Objective/Campus Goal 2 Problem Statements:**

**Student Learning**

**Problem Statement 1:** The percent of students performing at the "meets" level on STAAR is far below that of comparative schools in science. African-American students are performing below their like emergent bilingual peers. **Root Cause:** Students lack foundational skills which impacts closing student gaps due to lack of background knowledge higher order thinking skills such as analysis, comprehension, and synthesis.

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**Goal 4:** DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

**Goal 5: DISTRICT GOAL:** The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by

June 2025.

**Performance Objective/Campus Goal 1:** GPM 5.1: At least 95% of teachers will report that our campus focuses on a college-going culture as evident from the staff climate survey.

**High Priority**

**Evaluation Data Sources:** Spring Climate Survey

**Strategy 1:** The IB and AVID Coordinator will lead monthly professional development sessions to provide teachers with strategies and tools to promote higher order thinking skills and soft, transferable skills such as WICOR and the IB Learner Profile Traits.

**Strategy's Expected Result/Impact:** Increase in student achievement

**Staff Responsible for Monitoring:** Principal

**TEA Priorities:**

#### Strategy 1 Details Reviews

Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1

**Funding Sources:** PLC and PD Supplies (chart paper, card stock, laminating film, poster maker paper, poster maker ink, ink for printer) - 199 - General Operating - \$8,520

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☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

**Performance Objective/Campus Goal 1 Problem Statements:**

#### Demographics

**Problem Statement 1:** Guzick has a high mobility rate of 37.2%. This has an impact on our attendance rate which has flat lined at the 95% rate for the past three years. **Root Cause:** Guzick receives students from the Family Place (domestic violence shelter) and apartments and rental homes that have move-in specials year round.

**Goal 6: SUPPORTING DISTRICT GOAL:** During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6.

\*STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS)

\*EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS)

\*TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points)

**Performance Objective/Campus Goal 1:** Our Guzick Team(Staff) will implement the Positive Behavior Intervention System (PBIS) to explicitly teach appropriate social and behavioral skills throughout the building daily as measured by weekly walk through data.

**Evaluation Data Sources:** Weekly Walk through data

### Strategy 1 Details Reviews

**Strategy 1:** The Guzick Positive Student Culture Leadership Team will provide professional development to implement PBIS and utilize Class Dojo to track student behavior progress.

**Strategy's Expected Result/Impact:** Increase in student engagement and teacher-student relationships. **Staff Responsible for Monitoring:** Positive Student Culture Leadership Team

**Title I:**

2.6

**- ESF Levers:**

Lever 3: Positive School Culture

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

**Funding Sources:** Furniture for the classroom that supports the PBIS system (bean bag chairs, sensory tiles, sensory items) - 211 - Title I, Part A - 211-11-6399-2R-240-2-30 - \$20,000

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**Strategy 2:** Teachers will implement morning meeting daily to explicit teach positive behavior and social skills. **Strategy's Expected Result/Impact:** Decrease in student inappropriate behaviors.

Increase in student appropriate social skills.

**Staff Responsible for Monitoring:** Positive Student Culture Leadership Team

**ESF Levers:**

Lever 3: Positive School Culture

**Strategy 2 Details Reviews**

**Problem Statements:** Perceptions 2

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**Strategy 3:** The Guzick Positive Student Culture Leadership Team will assist the SST committee with creating behavior plans for Tier III students.

**Strategy's Expected Result/Impact:** Decrease in the number of Tier III students needing behavior plans **Staff Responsible for Monitoring:** Positive Student Culture Leadership Team and SST Committee

**Strategy 3 Details Reviews**

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

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☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

### Performance Objective/Campus Goal 1 Problem Statements:

#### School Processes & Programs

**Problem Statement 1:** 80.1% of teachers feel that discipline is implemented consistently and effectively on our campus. **Root Cause:** Teachers believe that there is a lack of consistency in the behavior expectations across the campus.

#### Perceptions

**Problem Statement 1:** Guzick has a population of students who need to develop self-regulation skills, and build resilience to counter traumas experienced at home and post COVID-19. **Root Cause:** Guzick has 5% of students who are living in temporary housing, 30% of students are transient, and 97% of students are considered economically disadvantaged.

**Problem Statement 2:** As measured by the climate survey data, 36.9% of teachers believe the unruly students disrupt the learning environment. As measured by student perception survey data, 35% of Guzick 3rd - 5th grade students reported that the behavior of other students hurt their learning. As measured by student perception survey data, 34% of Guzick 3rd - 5th grade students have a negative perception of the overall **Root Cause:** The Guzick Staff has not received campus-wide, systemic PBIS training in the past two years. There is a lack of consistency in implementing positive behavior strategies to improve student behaviors.

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**Goal 6: SUPPORTING DISTRICT GOAL:** During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6.

\*STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS)

\*EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS)

\*TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points)

**Performance Objective/Campus Goal 2:** The average daily attendance will increase from 95% to 97% by June 2024.

**High Priority**

**Evaluation Data Sources:** State Attendance Data (School Profile)

## Strategy 1 Details Reviews

**Strategy 1:** The Guzick Attendance Committee will create, implement, and monitor a comprehensive plan for all stakeholders to increase our daily attendance numbers.

**Strategy's Expected Result/Impact:** Increased student attendance

**Staff Responsible for Monitoring:** Principal, Guzick Attendance Committee, Parents, Students

**Title I:**

2.6

**Problem Statements:** Demographics 1

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☐

No Progress

☐

Accomplished

☐

Continue/Modify

☐

Discontinue

### Performance Objective/Campus Goal 2 Problem Statements:

#### Demographics

**Problem Statement 1:** Guzick has a high mobility rate of 37.2%. This has an impact on our attendance rate which has flat lined at the 95% rate for the past three years. **Root Cause:** Guzick receives students from the Family Place (domestic violence shelter) and apartments and rental homes that have move-in specials year round.

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**Goal 7:** SUPPORTING DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

**Performance Objective/Campus Goal 1:** The percentage of parents attending our Open House and Title I Meetings will increase by at least 10% from the previous school year.

**Evaluation Data Sources:** Meeting Sign-In Sheets

## Strategy 1 Details Reviews

**Strategy 1:** Collaborative Partnerships Leadership Team and all staff members will communicate with parents in various ways such as our social media sites, Class Dojo, website, etc the Open House and Title I Meeting dates. **Strategy's Expected**

**Result/Impact:** Increase in parental involvement

**Staff Responsible for Monitoring:** Collaborative Partnerships Leadership Team Principal

**Title I:**

4.2

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1

**Funding Sources:** Chart papers, scissors, glue, paper, construction paper, card stock, laminating film, tape, staplers - 211 - Title I, Part A - 211-61-6399-2R-240-2-30 - \$5,000

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☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

**Performance Objective/Campus Goal 1 Problem Statements:**

### Demographics

**Problem Statement 1:** Guzick has a high mobility rate of 37.2%. This has an impact on our attendance rate which has flat lined at the 95% rate for the past three years. **Root Cause:** Guzick receives students from the Family Place (domestic violence shelter) and apartments and rental homes that have move-in specials year round.

**Goal 7: SUPPORTING DISTRICT GOAL:** Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback,

and collaboration with parents and families.

**Performance Objective/Campus Goal 2:** At least 90% of parents will indicate on the district parent survey "My child's school welcomes parent involvement and engagement"

**Evaluation Data Sources:** District/Parent Survey

**Strategy 1 Details Reviews**

**Strategy 1:** Administration will facilitate year-round opportunities on multiple days and times to engage parents and the community held at multiple days and times such as during Meet the Teacher, Muffins w/Moms and Donuts w/Dads, Family Academic Nights, and maintain the parent center throughout the school year.

**Strategy's Expected Result/Impact:** Increase in parental involvement

**Staff Responsible for Monitoring:** Counselor and Principal

**Title I:**  
4.2

**Problem Statements:** Demographics 1  
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**Strategy 2 Details Reviews**

**Strategy 2:** The CIP and Parent and Family Engagement Policy will be made available for parents and the community in an understandable and uniform format and language. These meetings will be held at multiple days and times and will advertised on our various social media pages (FaceBook and Twitter) to discuss STAAR data, MAP data, and CIP progress. **Strategy's Expected Result/Impact:** Increase in parent involvement

**Staff Responsible for Monitoring:** Collaborative Partnerships Leadership Team Principal

**Title I:**  
4.1, 4.2

**- TEA Priorities:**  
Improve low-performing schools  
**Problem Statements:** Demographics 1  
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**Performance Objective/Campus Goal 2 Problem Statements:**

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**Demographics**

**Problem Statement 1:** Guzick has a high mobility rate of 37.2%. This has an impact on our attendance rate which has flat lined at the 95% rate for the past three years. **Root Cause:** Guzick receives students from the Family Place (domestic violence shelter) and apartments and rental homes that have move-in specials year round.

**Goal 7:** SUPPORTING DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

**Performance Objective/Campus Goal 3:** The Site Based Decision Making (SBDM) committee and the Guzick Operational Leadership Distinguished (GOLD) Team will meet at least twice a year to develop the Campus Improvement Plan and Parent and Family Engagement Policy.

**Evaluation Data Sources:** Meeting agendas

Strategy 1 Details Reviews	
<b>Strategy 1:</b> The SBDM committee and GOLD team will evaluate the strategies and action steps based on the timeline indicated in the plan and provide feedback to the campus staff, administrators, and parents on a monthly and/or quarterly basis.	4.1, 4.2
<b>Strategy's Expected Result/Impact:</b> Increase in stakeholder involvement	- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning
<b>Staff Responsible for Monitoring:</b> Principal, SBDM Chair, Counselor	<b>Problem Statements:</b> Demographics 1
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<b>Title I:</b>	

Strategy 2 Details Reviews	
<b>Strategy 2:</b> The SBDM Committee and GOLD Team will have sub-committees to address the signature practices on our campus. The team will regularly review and monitor the progress of the CIP and provide feedback to the stakeholders.	Recruit, support, retain teachers and principals
<b>Strategy's Expected Result/Impact:</b> Increase the quality of team experiences	- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning
<b>Staff Responsible for Monitoring:</b> Principal SBDM Chair	<b>Problem Statements:</b> Demographics 1
	<b>Formative Summative Nov Jan Mar June</b>
<b>TEA Priorities:</b>	

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### Performance Objective/Campus Goal 3 Problem Statements:

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### Demographics

**Problem Statement 1:** Guzick has a high mobility rate of 37.2%. This has an impact on our attendance rate which has flat lined at the 95% rate for the past three years. **Root Cause:** Guzick receives students from the Family Place (domestic violence shelter) and apartments and rental homes that have move-in specials year round.



