

**Dallas Independent School District**  
**275 Louise Wolff Kahn Elementary School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

Our mission at Louise Wolff Kahn Elementary is to provide a safe and supportive educational environment that promotes leadership, excellence, creativity, problem solving, collaboration and community.



## Vision

"Educating today's learners for tomorrow's world."

## Value Statement

At Kahn, we believe that all students can learn and grow with support from adults who work to build positive relationships, are reflective about their practice and are committed to continuous learning.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Louise Wolff Kahn Elementary is part of Dallas Independent School District. Kahn is a public neighborhood school located in the heart of Oak Cliff, a rapidly growing community. Our current enrollment is approximately 541 students in grade levels pre-K3 through sixth grade. Out of these students, 97% are Hispanic and 93% are economically disadvantaged. Additionally, 63% of our students are Emergent Bilingual/EL. Although the student population is predominantly Hispanic, we have a small percentage of African American, White, and American Indian ethnicities. Our campus serves 50% males and 50% female students. 70% our students are considered at-risk due to difficulties related to economic, language, or intellectual disabilities. Additionally, 7% of our students receive special education services.

Kahn has a total staff of 53 personnel. This includes 37 teachers, 3 professional support staff, 2 campus administrators, 10 educational aides, and 1 counselor. 85% of our teachers are female and 15% are male. 3% of our teachers have no degree, 89% have a bachelor's degree, 9% have a master's degree and 0% have a doctorate degree. Teacher ethnicities include 75% Hispanic, 9% African American, 14% White, and 3% Asian. We have 14% of our teachers considered beginning teachers, 33% with 1 to 5 years of experience, 30% with 6 to 10 years of experience, 18% with 11 to 20 years of experience, and 6% with 21 to 30 years of experience. Our average number of students per teacher is approximately 15.

### Demographics Strengths

- The racial and ethnic diversity of the teaching staff at Kahn Elementary mirrors that of our student population as nearly 92% of the staff is reported as Hispanic and African American.
- All classrooms have been fully staffed by certified teachers since the start of the school year.
- The student Attendance rate for the 2021-22 school year increased to 98.3%, 1.3% above the 97% target
- Teachers' average number of absences for the 2021-22 school year decreased to 5.5.
- 90% of teachers returned from the previous year.
- Student Disciplinary actions for in-school suspensions decreased by 50% from previous years.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. **Root Cause:** Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.

**Problem Statement 2 (Prioritized):** Kinder - 2nd grade students' Reading achievement in general education classrooms decreased from 2021 to 2022 by an average of 20%. **Root Cause:** Average teaching experience of teachers assigned to Kinder - 2nd grade general education classrooms is less than 3 years.

**Problem Statement 3 (Prioritized):** Approximately 20% of families in grades PreK-6 fulfill the school supply lists each year at the start of the school year, and less than 5%

replenish or replace school supplies needed through the course of the school year. **Root Cause:** 93% of our students are economically disadvantaged and families cannot afford to purchase school supplies, especially in households with multiple children enrolled in our school across PreK-6th grade levels.

# Student Learning

## Student Learning Summary

In 2022, Kahn Elementary achieved an overall rating of a B in state accountability. Domain 1 student achievement scored a C. Domain 2 progress scored a B. Domain 3 closing the gaps scored a C.

In 2021, 50.2% of students in K-2 achieved at or above the 40th percentile in EOY MAP Growth Reading. In 2022, 30% of students in K-2 achieved at or above the 40th percentile in EOY MAP Growth Reading. This was a sharp decrease of 20% in K-2 achievement at or above the 40th percentile in EOY MAP Growth Reading:

L. W. Kahn Elementary K-2 MAP Growth Reading Outcomes, 2021 and 2022 Spring Administrations

	2021	2022	Difference
Kinder	55.6	27.8	<27.8%>
1st	39.1	25.0	<14.1%>
2nd	55.9	37.5	<18.4%>
K-2	50.2	30.1	<20%>

In 2021, 44.8% of students in K-2 achieved at or above the 40th percentile in EOY MAP Growth Spanish Reading. In 2022, 52% of students in K-2 achieved at or above the 40th percentile in EOY MAP Growth Spanish Reading. An increase of nearly 7% was observed in K-2 EOY MAP Growth Spanish Reading from 2021 - 2022.

L. W. Kahn Elementary K-2 MAP Growth Spanish Reading Outcomes, 2021 and 2022 Spring Administrations

	2021	2022	Difference
Kinder	41.8	41.2	<0.6%>
1st	55.6	56.3	0.7%
2nd	37.0	57.8	20.8%
K-2	44.8	51.76	6.96%

Additionally, in 2021 we had 48% of students in K-2 achieve at or above the 40th percentile in EOY MAP Math Growth. In 2022, we had 51% of students in K-2 achieve at or above the 40th percentile in EOY MAP Math Growth. That's a 3% improvement from 2021 to 2022.

## Student Learning Strengths

Most students in grades 3-6 met growth targets.

Spanish Reading achievement in grades Kinder - 2nd improved from 2021 to 2022.

Math achievement in grades Kinder - 2nd increased from 2021 to 2022.

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

**Problem Statement 1 (Prioritized):** Kinder - 2nd grade students' Reading achievement in general education classrooms decreased from 2021 to 2022 by an average of 20%. **Root Cause:** Average teaching experience of teachers assigned to Kinder - 2nd grade general education classrooms is less than 3 years.

**Problem Statement 2 (Prioritized):** Approximately 20% of families in grades PreK-6 fulfill the school supply lists each year at the start of the school year, and less than 5% replenish or replace school supplies needed through the course of the school year. **Root Cause:** 93% of our students are economically disadvantaged and families cannot afford to purchase school supplies, especially in households with multiple children enrolled in our school across PreK-6th grade levels.

**Problem Statement 3 (Prioritized):** Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. **Root Cause:** Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.

# School Processes & Programs

## School Processes & Programs Summary

We have a teacher selection committee composed of the administrative team, campus instructional coaches, and CILT team. Teacher qualifications, content knowledge, and problem-solving skills are considered during the hiring process. Teachers work collaboratively, support each other and form close ties. As a result, the retention rate of our teachers is very high. They leave for promotional purposes, move to another location, retire, or stay home with their children.

The staff's high morale and willingness to work at this school are evidenced in our climate survey.

Administrators' content knowledge offers instructional support to staff with in-the-moment coaching, targeted and constructive feedback after spot observations, and professional development about best practices.

Our school instructional coaches have content expertise and a deep understanding of the Texas standards which helps to support all teacher's instructional practices.

We support our teachers through tailored professional development based on campus trends, grade levels, and individual needs.

Quarterly extended planning meetings allow time and space for teachers to conduct benchmark assessment data analyses, identify student needs, and plan for actionable next steps.

Learning Communities: Our PLC expectations are to work collaboratively to maintain a collaborative culture with a focus on learning, collective inquiry into best practices, an action orientation for learning by doing; a commitment to continuous improvement, and a focus on results. We make decisions that address needs individually and collectively.

Our teachers use data to guide their instruction. They build their small groups based on common assessment data, MAP data, power DOLs and weekly assessments. Teachers facilitate data conferences with students to track their own data after each major assessment. The student data is tracked to ensure that students' needs are met during school hours and after school tutoring.

College/Career/Military Readiness- We promote by posting college flags around the school, counselor classroom visits for career interest, college t-shirt days, and career week on campus.

STEM - MAST Fair - Our students participate in hands-on Science activities with the goal to incorporate STEM amongst all grade levels.

Students participate in co-curricular and extracurricular activities.

## School Processes & Programs Strengths

Professional Learning communities - teachers collaborate weekly to discuss data, student performance, lesson plans, best practices and the implementation/update of action plans.

Assessments- planning with the end in mind. Teachers plan using the YAG and district assessment to plan instruction. Lower grade teachers create their assessments and follow the same design.

Extra curricular activities: 100% of our students participate in our teacher led clubs. The clubs are as follows:

- Chess Club
- Dance Club
- Science - Hand on Activities
- Writing Club



- Guitar Club
- Art Club
- STEM
- Running Club
- Choir
- Reading
- Robotics
- Math Club
- UIL
- Lone Star Challenge
- Destination Imagination
- Esports
- Cheerleading
- Debate
- RCA House System

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

**Problem Statement 1 (Prioritized):** House System Program is not used with consistency across all grade levels. Based on RCA system app, there is an inconsistency across all grade levels awarding points. **Root Cause:** Only selected staff attended in depth RCA House System Program training. The remaining staff would benefit from training to make use of the app appropriately and consistently.

**Problem Statement 2 (Prioritized):** Kinder - 2nd grade students' Reading achievement in general education classrooms decreased from 2021 to 2022 by an average of 20%. **Root Cause:** Average teaching experience of teachers assigned to Kinder - 2nd grade general education classrooms is less than 3 years.

**Problem Statement 3 (Prioritized):** Approximately 20% of families in grades PreK-6 fulfill the school supply lists each year at the start of the school year, and less than 5% replenish or replace school supplies needed through the course of the school year. **Root Cause:** 93% of our students are economically disadvantaged and families cannot afford to purchase school supplies, especially in households with multiple children enrolled in our school across PreK-6th grade levels.

**Problem Statement 4 (Prioritized):** Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. **Root Cause:** Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.

**Problem Statement 5 (Prioritized):** 26 of our classroom teachers in grades K-6 will require planning time with supplemental pay before the start of their 23-24 contract date to complete RLA and Math lesson plans for Quarter 1. **Root Cause:** New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that warrant shifts in planning and instructional practices to implement successfully.

**Problem Statement 6 (Prioritized):** Classroom resources to support the successful implementation of the new Amplify RLA and Eureka Math instructional materials in 26 of our K-6 classrooms will require campus funding. **Root Cause:** New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that calls for supplemental resources to implement successfully.

# Perceptions

## Perceptions Summary

In order to foster a positive school culture and improve student achievement Kahn has adopted the House System to promote academic engagement, promote positive discipline, and cultivate leadership. Kahn's Golden Rules are uniformly implemented in all classrooms and common areas across PreK-6th and represent the behavioral norms all members of our community must adhere to.

In 2021, attendance was at 96.6%. In 2022, attendance rose to 98.3%.

According to the spring 2022 climate survey: 98.5% of the teachers agreed that the key actions that our school is working on this year are focused on what is best for students.

97% of teachers stated that campus leadership helps them understand recent changes in the school's focus. This is an improvement of 8.1% from the previous year.

94% of the staff stated that they have the support they need from campus leadership to do their job well. This is a 5.4% improvement when compared to the previous year's results.

Only 89.7% of teachers and staff reported satisfaction with the recognition they receive for doing a good job.

Our school provides great customer service to our families, community, and stakeholders. We incorporate the district's Core 4 tenets to support our district's focus on Racial Equity and Cultural Responsiveness, Comprehensive Accountability, Responsible use of Resources, and Collaboration.

## Perceptions Strengths

Social Emotional Learning best practices have significantly increased peer relationships and school climate.

89% of students reported to have supportive relationships in grades 3 -5 according to the 2022 Student Survey results.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Less than 90% of staff report a positive campus culture and environment as reported in the spring 2022 Campus Climate Survey. Approximately 10% of teachers and staff are dissatisfied with the recognition they receive for their work efforts and about 15% indicated that morale at our school decreased. **Root Cause:** Our campus does not currently have a plan in place to frequently recognize teachers and their efforts.

**Problem Statement 2 (Prioritized):** Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. **Root Cause:** Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.

# Priority Problem Statements

**Problem Statement 1:** Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels.

**Root Cause 1:** Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 2:** Kinder - 2nd grade students' Reading achievement in general education classrooms decreased from 2021 to 2022 by an average of 20%.

**Root Cause 2:** Average teaching experience of teachers assigned to Kinder - 2nd grade general education classrooms is less than 3 years.

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 3:** House System Program is not used with consistency across all grade levels. Based on RCA system app, there is an inconsistency across all grade levels awarding points.

**Root Cause 3:** Only selected staff attended in depth RCA House System Program training. The remaining staff would benefit from training to make use of the app appropriately and consistently.

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

**Problem Statement 4:** 26 of our classroom teachers in grades K-6 will require planning time with supplemental pay before the start of their 23-24 contract date to complete RLA and Math lesson plans for Quarter 1.

**Root Cause 4:** New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that warrant shifts in planning and instructional practices to implement successfully.

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

**Problem Statement 5:** Classroom resources to support the successful implementation of the new Amplify RLA and Eureka Math instructional materials in 26 of our K-6 classrooms will require campus funding.

**Root Cause 5:** New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that calls for supplemental resources to implement successfully.

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

**Problem Statement 6:** Approximately 20% of families in grades PreK-6 fulfill the school supply lists each year at the start of the school year, and less than 5% replenish or replace school supplies needed through the course of the school year.

**Root Cause 6:** 93% of our students are economically disadvantaged and families cannot afford to purchase school supplies, especially in households with multiple children enrolled in our school across PreK-6th grade levels.

**Problem Statement 6 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 7:** Less than 90% of staff report a positive campus culture and environment as reported in the spring 2022 Campus Climate Survey. Approximately 10% of

teachers and staff are dissatisfied with the recognition they receive for their work efforts and about 15% indicated that morale at our school decreased.

**Root Cause 7:** Our campus does not currently have a plan in place to frequently recognize teachers and their efforts.

**Problem Statement 7 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## 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
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

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

- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

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

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

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

# Goals





**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 1:** GPM 1.1: Student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation will increase from 35% to 43% by middle of year 2023-24.

**High Priority**

**Evaluation Data Sources:** District Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will be provided immediate feedback based on spot observations to correct student misconceptions. Campus based PD will be designed and delivered by lead teachers based on data and observation feedback to develop capacity. In addition, teachers will use supplemental resources, materials, and technology for all content areas such as Newsela, IStation, Think-Up digital resources, and All In Learning to support and monitor continuous academic improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on assessments and academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 3 - School Processes &amp; Programs 2, 4, 5, 6 - Perceptions 2</p>	Formative		
	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize MAP Universal Screener and district assessment data to identify and Tier students. MTSS will be used to track and progress monitor at-risk students including EL, at-risk, SPED, ED, etc. Teacher led after-school tutoring and Saturday school will be conducted for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve performance on assessments and academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3 - School Processes &amp; Programs 4, 5, 6 - Perceptions 2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Instructional materials, resources, and supplies will be provided for teachers, staff, and students to mitigating learning loss and develop cross-curricular content knowledge across all grade levels. Supplies to include: Hot laminator machine. Instructional materials to include: Time for Kids, class set novels, digital Scholastic resources, world maps, journals, math manipulatives, and science hands-on lab kits.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student achievement in all content areas and grade levels. Meet or exceed student growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 2 - School Processes &amp; Programs 3, 6</p> <p><b>Funding Sources:</b> - 282 - ESSER III (ARP) - \$3,000, - 211 - Title I, Part A - \$3,000</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**



## Demographics

**Problem Statement 1:** Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. **Root Cause:** Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.

**Problem Statement 2:** Kinder - 2nd grade students' Reading achievement in general education classrooms decreased from 2021 to 2022 by an average of 20%. **Root Cause:** Average teaching experience of teachers assigned to Kinder - 2nd grade general education classrooms is less than 3 years.

**Problem Statement 3:** Approximately 20% of families in grades PreK-6 fulfill the school supply lists each year at the start of the school year, and less than 5% replenish or replace school supplies needed through the course of the school year. **Root Cause:** 93% of our students are economically disadvantaged and families cannot afford to purchase school supplies, especially in households with multiple children enrolled in our school across PreK-6th grade levels.

## Student Learning

**Problem Statement 1:** Kinder - 2nd grade students' Reading achievement in general education classrooms decreased from 2021 to 2022 by an average of 20%. **Root Cause:** Average teaching experience of teachers assigned to Kinder - 2nd grade general education classrooms is less than 3 years.

**Problem Statement 2:** Approximately 20% of families in grades PreK-6 fulfill the school supply lists each year at the start of the school year, and less than 5% replenish or replace school supplies needed through the course of the school year. **Root Cause:** 93% of our students are economically disadvantaged and families cannot afford to purchase school supplies, especially in households with multiple children enrolled in our school across PreK-6th grade levels.

**Problem Statement 3:** Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. **Root Cause:** Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.

## School Processes & Programs

**Problem Statement 2:** Kinder - 2nd grade students' Reading achievement in general education classrooms decreased from 2021 to 2022 by an average of 20%. **Root Cause:** Average teaching experience of teachers assigned to Kinder - 2nd grade general education classrooms is less than 3 years.

**Problem Statement 3:** Approximately 20% of families in grades PreK-6 fulfill the school supply lists each year at the start of the school year, and less than 5% replenish or replace school supplies needed through the course of the school year. **Root Cause:** 93% of our students are economically disadvantaged and families cannot afford to purchase school supplies, especially in households with multiple children enrolled in our school across PreK-6th grade levels.

**Problem Statement 4:** Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. **Root Cause:** Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.

**Problem Statement 5:** 26 of our classroom teachers in grades K-6 will require planning time with supplemental pay before the start of their 23-24 contract date to complete RLA and Math lesson plans for Quarter 1. **Root Cause:** New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that warrant shifts in planning and instructional practices to implement successfully.

**Problem Statement 6:** Classroom resources to support the successful implementation of the new Amplify RLA and Eureka Math instructional materials in 26 of our K-6 classrooms will require campus funding. **Root Cause:** New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that calls for supplemental resources to implement successfully.

## Perceptions





**Problem Statement 2:** Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. **Root Cause:** Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.

**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 2: GPM 1.2:** Special Education student achievement on TEKS-aligned assessments in reading and math using the projected Domain 1 calculation will increase from 13% to 20% by middle of year 2023-24.

**High Priority**

**Evaluation Data Sources:** District Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize MAP Universal Screener and district assessment data to identify and Tier students. MTSS will be used to track and progress monitor at-risk students including EL, at-risk, SPED, ED, etc. Teacher led after-school tutoring and Saturday school will be conducted for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve performance on assessment and academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 3 - School Processes &amp; Programs 2, 4, 5 - Perceptions 2</p>	Formative		
	Oct	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. <b>Root Cause:</b> Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.</p>
<p><b>Problem Statement 2:</b> Kinder - 2nd grade students' Reading achievement in general education classrooms decreased from 2021 to 2022 by an average of 20%. <b>Root Cause:</b> Average teaching experience of teachers assigned to Kinder - 2nd grade general education classrooms is less than 3 years.</p>
Student Learning
<p><b>Problem Statement 1:</b> Kinder - 2nd grade students' Reading achievement in general education classrooms decreased from 2021 to 2022 by an average of 20%. <b>Root Cause:</b> Average teaching experience of teachers assigned to Kinder - 2nd grade general education classrooms is less than 3 years.</p>
<p><b>Problem Statement 3:</b> Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. <b>Root Cause:</b> Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.</p>

### School Processes & Programs

**Problem Statement 2:** Kinder - 2nd grade students' Reading achievement in general education classrooms decreased from 2021 to 2022 by an average of 20%. **Root Cause:** Average teaching experience of teachers assigned to Kinder - 2nd grade general education classrooms is less than 3 years.

**Problem Statement 4:** Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. **Root Cause:** Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.

**Problem Statement 5:** 26 of our classroom teachers in grades K-6 will require planning time with supplemental pay before the start of their 23-24 contract date to complete RLA and Math lesson plans for Quarter 1. **Root Cause:** New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that warrant shifts in planning and instructional practices to implement successfully.

### Perceptions





**Problem Statement 2:** Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. **Root Cause:** Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.

**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 3:** GPM 1.3: Student achievement on assessments connected to scope and sequence of learning and spiral - approach of teaching TEKS in reading and math at the projected Meets performance level or above will increase from 28% to 37% by middle of year 2023-24.

**High Priority**

**Evaluation Data Sources:** District Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Extended planning grade-level PLCs will be scheduled quarterly to analyze data and plan targeted and aligned instruction to include Reading Academies strategies, STAAR Intensive written response protocols, Amplify and Eureka curriculum instructional shifts.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student achievement on district assessments, formative assessments, and performance tasks.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5</p>	Formative		
	Oct	Feb	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>			

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 5:</b> 26 of our classroom teachers in grades K-6 will require planning time with supplemental pay before the start of their 23-24 contract date to complete RLA and Math lesson plans for Quarter 1. <b>Root Cause:</b> New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that warrant shifts in planning and instructional practices to implement successfully.</p>





**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 1:** GPM 2.1: Student achievement on a third-grade TEKS-aligned assessment in reading at the projected Meets performance level or above will increase from 23% to 35% by middle-of-year 2023-2024.

**High Priority**

**Evaluation Data Sources:** Student Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement the new Tier 1 Amplify curriculum with fidelity in grades K-6. Improve planning practices by strengthening and supporting campus PLCs and professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment to STAAR redesign and content knowledge attainment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5, 6</p>	Formative		
	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will be provided immediate feedback on their implementation of Amplify Curriculum. Campus based PD will be designed and delivered by lead teachers based on data and observation feedback to develop capacity. In addition, teachers will use supplemental resources, materials, and technology for all content areas such as Newsela, IStation, Think-Up digital resources, and All In Learning to support and monitor continuous academic improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Delivery of high quality instruction inclusive of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 2, 5</p>	Formative		
	Oct	Feb	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>			

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Kinder - 2nd grade students' Reading achievement in general education classrooms decreased from 2021 to 2022 by an average of 20%. <b>Root Cause:</b> Average teaching experience of teachers assigned to Kinder - 2nd grade general education classrooms is less than 3 years.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Kinder - 2nd grade students' Reading achievement in general education classrooms decreased from 2021 to 2022 by an average of 20%. <b>Root Cause:</b> Average teaching experience of teachers assigned to Kinder - 2nd grade general education classrooms is less than 3 years.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Kinder - 2nd grade students' Reading achievement in general education classrooms decreased from 2021 to 2022 by an average of 20%. <b>Root Cause:</b> Average teaching experience of teachers assigned to Kinder - 2nd grade general education classrooms is less than 3 years.</p>
<p><b>Problem Statement 5:</b> 26 of our classroom teachers in grades K-6 will require planning time with supplemental pay before the start of their 23-24 contract date to complete RLA and Math lesson plans for Quarter 1. <b>Root Cause:</b> New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that warrant shifts in planning and instructional practices to implement successfully.</p>
<p><b>Problem Statement 6:</b> Classroom resources to support the successful implementation of the new Amplify RLA and Eureka Math instructional materials in 26 of our K-6 classrooms will require campus funding. <b>Root Cause:</b> New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that calls for supplemental resources to implement successfully.</p>

**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 2: GPM 2.2:** Student achievement for second-grade Special Education students scoring at or above grade level (40th percentile) on a TEKS-aligned assessment in reading will increase from 55% to 70% by 2023-2024.

**High Priority**

**Evaluation Data Sources:** Student Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize MAP Universal Screener and district assessment data to identify and Tier students. MTSS will be used to track and progress monitor at-risk students including EL, at-risk, SPED, ED, etc. Teacher led after-school tutoring and Saturday school will be conducted for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 2</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Built in intervention time into the reading block to close the learning gaps and provide intensive support for identified SpEd students aligned to their IEPs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p>	Formative		
	Oct	Feb	June

<p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 3 - School Processes &amp; Programs 2, 4, 5, 6 - Perceptions 2</p>			
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 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. <b>Root Cause:</b> Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.</p>
<p><b>Problem Statement 2:</b> Kinder - 2nd grade students' Reading achievement in general education classrooms decreased from 2021 to 2022 by an average of 20%. <b>Root Cause:</b> Average teaching experience of teachers assigned to Kinder - 2nd grade general education classrooms is less than 3 years.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Kinder - 2nd grade students' Reading achievement in general education classrooms decreased from 2021 to 2022 by an average of 20%. <b>Root Cause:</b> Average teaching experience of teachers assigned to Kinder - 2nd grade general education classrooms is less than 3 years.</p>
<p><b>Problem Statement 3:</b> Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. <b>Root Cause:</b> Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Kinder - 2nd grade students' Reading achievement in general education classrooms decreased from 2021 to 2022 by an average of 20%. <b>Root Cause:</b> Average teaching experience of teachers assigned to Kinder - 2nd grade general education classrooms is less than 3 years.</p>
<p><b>Problem Statement 4:</b> Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. <b>Root Cause:</b> Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.</p>
<p><b>Problem Statement 5:</b> 26 of our classroom teachers in grades K-6 will require planning time with supplemental pay before the start of their 23-24 contract date to complete RLA and Math lesson plans for Quarter 1. <b>Root Cause:</b> New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that warrant shifts in planning and instructional practices to implement successfully.</p>
<p><b>Problem Statement 6:</b> Classroom resources to support the successful implementation of the new Amplify RLA and Eureka Math instructional materials in 26 of our K-6 classrooms will require campus funding. <b>Root Cause:</b> New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that calls for supplemental resources to implement successfully.</p>







## Perceptions

**Problem Statement 2:** Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. **Root Cause:** Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.

**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 3: GPM2.3:** Student achievement for first-grade Emergent Bilingual students scoring at or above grade level (40th percentile) on a TEKS-aligned assessment in reading will increase from 56% to 70% by 2023-24.

**High Priority**

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize MAP Universal Screener and district assessment data to identify and Tier students. MTSS will be used to track and progress monitor at-risk students including EL, at-risk, SPED, ED, etc. Teacher led after-school tutoring and Saturday school will be conducted for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math</li> <li>- <b>Targeted Support Strategy</b></li> </ul> <p><b>Problem Statements:</b> School Processes &amp; Programs 5</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Built in intervention time into the reading block to close the learning gaps and provide intensive support for emergent bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math</li> <li>- <b>Targeted Support Strategy</b></li> </ul> <p><b>Problem Statements:</b> School Processes &amp; Programs 5</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 3 Problem Statements:**

**School Processes & Programs**

**Problem Statement 5:** 26 of our classroom teachers in grades K-6 will require planning time with supplemental pay before the start of their 23-24 contract date to complete RLA and Math lesson plans for Quarter 1. **Root Cause:** New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that warrant shifts in planning and instructional practices to implement successfully.





**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 1:** GPM 3.1: Student achievement on a third-grade TEKS-aligned assessment in math at the Meets performance level or above will increase from 30% to 40% by the middle of year 2023-2024.

**High Priority**

**Evaluation Data Sources:** District Assessments, STAAR, other norm-referenced assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement the new Tier 1 Eureka curriculum with fidelity in grades K-5. Improve planning practices by strengthening and supporting campus PLCs and professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment to STAAR redesign and content knowledge attainment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5, 6</p>	Formative		
	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will be provided immediate feedback on their implementation of Eureka Curriculum. Campus based PD will be designed and delivered by lead teachers based on data and observation feedback to develop capacity. In addition, teachers will use supplemental resources, materials, and technology for all content areas such as Newsela, IStation, Think-Up digital resources, and All In Learning to support and monitor continuous academic improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Delivery of high quality instruction inclusive of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3 - School Processes &amp; Programs 4, 5, 6 - Perceptions 2</p>	Formative		
	Oct	Feb	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>			

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. <b>Root Cause:</b> Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.</p>
<b>Student Learning</b>
<p><b>Problem Statement 3:</b> Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. <b>Root Cause:</b> Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 4:</b> Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. <b>Root Cause:</b> Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.</p>
<p><b>Problem Statement 5:</b> 26 of our classroom teachers in grades K-6 will require planning time with supplemental pay before the start of their 23-24 contract date to complete RLA and Math lesson plans for Quarter 1. <b>Root Cause:</b> New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that warrant shifts in planning and instructional practices to implement successfully.</p>
<p><b>Problem Statement 6:</b> Classroom resources to support the successful implementation of the new Amplify RLA and Eureka Math instructional materials in 26 of our K-6 classrooms will require campus funding. <b>Root Cause:</b> New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that calls for supplemental resources to implement successfully.</p>

## Perceptions

**Problem Statement 2:** Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. **Root Cause:** Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.

**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 2: GPM 3.2:** Student achievement for second-grade Special Education students scoring at or above grade level (50th percentile) on a TEKS-aligned assessment in math will increase from 27% to 40% by 2023-2024.

**High Priority**

**Evaluation Data Sources:** Student Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize MAP Universal Screener and district assessment data to identify and Tier students. MTSS will be used to track and progress monitor at-risk students including EL, at-risk, SPED, ED, etc. Teacher led after-school tutoring and Saturday school will be conducted for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3 - School Processes &amp; Programs 4, 5, 6 - Perceptions 2</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Built in intervention time into the math block to close the learning gaps and provide intensive support for identified SpEd students aligned to their IEPs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p>	Formative		
	Oct	Feb	June

<p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> School Processes &amp; Programs 5, 6</p>			
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 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. <b>Root Cause:</b> Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.
<b>Student Learning</b>
<b>Problem Statement 3:</b> Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. <b>Root Cause:</b> Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 4:</b> Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. <b>Root Cause:</b> Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.
<b>Problem Statement 5:</b> 26 of our classroom teachers in grades K-6 will require planning time with supplemental pay before the start of their 23-24 contract date to complete RLA and Math lesson plans for Quarter 1. <b>Root Cause:</b> New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that warrant shifts in planning and instructional practices to implement successfully.
<b>Problem Statement 6:</b> Classroom resources to support the successful implementation of the new Amplify RLA and Eureka Math instructional materials in 26 of our K-6 classrooms will require campus funding. <b>Root Cause:</b> New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that calls for supplemental resources to implement successfully.
<b>Perceptions</b>
<b>Problem Statement 2:</b> Teachers within their first 2 years of teaching experience have been assigned to general education classrooms across grade levels. <b>Root Cause:</b> Vacancies in the general education classrooms and low student enrollment in two adjacent grade levels result in multi-grade level assignments.







**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.

**Performance Objective 1:** GPM 4.1: Student achievement on TEKS-aligned assessments in reading and math grade 6 and using the projected Domain 1 calculation will increase from 44% to 46% by the middle of year 2023-2024.

**High Priority**

**Evaluation Data Sources:** Student Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will be provided immediate feedback based on spot observations to correct student misconceptions. Campus based PD will be designed and delivered by lead teachers based on data and observation feedback to develop capacity. In addition, teachers will use supplemental resources, materials, and technology for all content areas such as Newsela, IStation, Think-Up digital resources, and All In Learning to support and monitor continuous academic improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on assessments and academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5, 6</p>	Formative		
	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement the new Tier 1 Amplify and Carnegie curriculum with fidelity in grades 6. Improve planning practices by strengthening and supporting campus PLCs and professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment to STAAR redesign and content knowledge attainment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5, 6</p>	Formative		
	Oct	Feb	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>			

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 5:</b> 26 of our classroom teachers in grades K-6 will require planning time with supplemental pay before the start of their 23-24 contract date to complete RLA and Math lesson plans for Quarter 1. <b>Root Cause:</b> New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that warrant shifts in planning and instructional practices to implement successfully.</p> <p><b>Problem Statement 6:</b> Classroom resources to support the successful implementation of the new Amplify RLA and Eureka Math instructional materials in 26 of our K-6 classrooms will require campus funding. <b>Root Cause:</b> New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that calls for supplemental resources to implement successfully.</p>

**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.

**Performance Objective 2:** GPM 4.2: Special Education student achievement on TEKS-aligned assessments in reading and math in grade 6 using the projected Domain 1 calculation will increase from 9% to 20% by middle-of-year 2023-2024.

**High Priority**

**Evaluation Data Sources:** Student Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize MAP Universal Screener and district assessment data to identify and Tier students. MTSS will be used to track and progress monitor at-risk students including EL, at-risk, SPED, ED, etc. Teacher led after-school tutoring and Saturday school will be conducted for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5, 6</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Built in intervention time into the math block to close the learning gaps and provide intensive support for identified SpEd students aligned to their IEPs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>

**Staff Responsible for Monitoring:** Teachers

Principal

Assistant Principal

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- Targeted Support Strategy**

**Problem Statements:** School Processes & Programs 5, 6



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**School Processes & Programs**

**Problem Statement 5:** 26 of our classroom teachers in grades K-6 will require planning time with supplemental pay before the start of their 23-24 contract date to complete RLA and Math lesson plans for Quarter 1. **Root Cause:** New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that warrant shifts in planning and instructional practices to implement successfully.

**Problem Statement 6:** Classroom resources to support the successful implementation of the new Amplify RLA and Eureka Math instructional materials in 26 of our K-6 classrooms will require campus funding. **Root Cause:** New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that calls for supplemental resources to implement successfully.

**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.

**Performance Objective 3:** GPM 4.3: Student achievement on TEKS-aligned assessments in reading and math grade 6 at the projected Meets performance level or above will increase from, 58% to 60% by the middle of the year 2023-2024.

**High Priority**

**Evaluation Data Sources:** Student Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Extended planning grade-level PLCs will be scheduled quarterly to analyze data and plan targeted and aligned instruction to include STAAR Intensive written response protocols, Amplify and Carnegie curriculum instructional shifts.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student achievement on district assessments, formative assessments, and performance tasks.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5, 6</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus will offer Honors Reading, Math, Science, and World Cultures classes as a way to challenge masters performing students and advance in their high school and college credit earning potential before graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student achievement and advancement in middle and high school.</p>	Formative		
	Oct	Feb	June

**Staff Responsible for Monitoring:** Teachers

Principal

Assistant Principal

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- Targeted Support Strategy**

**Problem Statements:** School Processes & Programs 5, 6



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**

**School Processes & Programs**

**Problem Statement 5:** 26 of our classroom teachers in grades K-6 will require planning time with supplemental pay before the start of their 23-24 contract date to complete RLA and Math lesson plans for Quarter 1. **Root Cause:** New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that warrant shifts in planning and instructional practices to implement successfully.





**Problem Statement 6:** Classroom resources to support the successful implementation of the new Amplify RLA and Eureka Math instructional materials in 26 of our K-6 classrooms will require campus funding. **Root Cause:** New districtwide K-6 RLA and math Tier 1 instructional materials will be introduced for the 2023-2024 school year that calls for supplemental resources to implement successfully.

**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 1:** GPM 5.1: Expose students to various opportunities that promote College, Career, or Military Ready (CCMR) and integrate 21st-Century learning strategies into K-6 curriculum to increase student performance.

**High Priority**

**Evaluation Data Sources:** Student Assessment





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Host Career Day in the spring semester to include invitations to a diverse group of professionals and tradesmen to raise our PreK-6 students' awareness of the knowledge, skills, talents, and interests associated with each college, career, or military pathway.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student exposure to college, career, and military paths. Promote graduation as a means to enter into college, career, or military programs.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal Assistant Principal</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Increase opportunities for parents and community members to help and support career path awareness by providing a college-going culture: College, Career and Military Day, post college banners, post college visuals, post military information.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of colleges, careers, and military paths</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Staff Administrators</p> <p><b>Title I:</b> 2.5, 2.6</p>	Formative		
	Oct	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 2:** GPM 5.2: Campus leadership will utilize community partners to identify necessary knowledge and skills tied to employment in the local community.

**High Priority**

**Evaluation Data Sources:** Student Assessment; Staff Climate Survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Promote our school via social media posts and other avenues to attract community partners and invite them to our community events, family information meetings, and parent education sessions/meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Build strong community partnerships that support our mission and vision to promote awareness of employment opportunities in our local community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I:</b> 2.5, 2.6</p>	Formative		
	Oct	Feb	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>			



**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 3:** GPM 5.3: The number of THECB Level I and Level II certificates earned by 12th grade students will increase from 317 to 450 by June 2025. (Students may earn one or more certificates in degree pathways which are aligned with Regional LMI).

**High Priority**





**Evaluation Data Sources:** Student Assessment

**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 4: GPM 5.4:** 6th grade Honors student achievement in the Honors Science and World Cultures Spring 2024 ACP will increase from 66% to 70%.

**High Priority**

**Evaluation Data Sources:** 6th Grade Science and World Cultures Honors MOY and EOY assessments;





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Plan and deliver Tier 1 instruction utilizing DISDs adopted 6th grade Honors World Cultures, and Science curricula with fidelity. Incorporate academic vocabulary, Total Physical Response strategies, mnemonic devices, hands-on labs, student discourse, and assessments that produce written products. Improve planning practices by strengthening and supporting campus PLCs and professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>Targeted Support Strategy</b></p>	Formative		
	Oct	Feb	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>			

**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 5: GPM 5.5:** Increase awareness of high school programs that offer accelerated courses towards earning an Associates degree for 100% of our 6th grade students in the 2023-2024 school year. .

**High Priority**

**Evaluation Data Sources:** Meeting sign-in sheets; flyers promoting information sessions;

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Work in partnership with middle school and high school/ECH advisors that will share information with our 6th-grade students and parents about coursework and high school/community college degree plans that put students on the path to earning an Associates degree.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase our 6th-grade students and their families' awareness of courses and program offerings toward earning an Associates degree</p> <p><b>Staff Responsible for Monitoring:</b> Counselor 6th Grade teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.6, 4.2</p>	Formative		
	Oct	Feb	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>			

**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 1:** For the year 2023-2024, our campus will maintain 100% of student and teacher participation in various student enrichment opportunities to support student learning.





**Evaluation Data Sources:** Student and teacher participation tracking audits; Student Activities Site dashboard

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Offer enrichment activities twice a month for all students in grades PK-6.</p> <p><b>Strategy's Expected Result/Impact:</b> Expose students to a variety of experiences that will enhance their cross-curricular knowledge and skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>Targeted Support Strategy</b></p>	Formative		
	Oct	Feb	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>			

**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 1:** Our campus will achieve at least 50% or more family participation in at least one or more campus-hosted community events for the 2023-2024 school year.





**Evaluation Data Sources:** Participant sign-in logs; promotional fliers/media invitations; family surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Our campus leadership team and teachers will meet ahead of the start of the school year to create a campus-wide events calendar that includes community events coordinated by designated committees.</p> <p><b>Strategy's Expected Result/Impact:</b> To build consensus, plan, and organize family engagement events with opportunities that increase family participation, collaboration, and provide feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Parent Educator</p> <p><b>Title I:</b> 4.1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Our teachers and staff will collaborate to ensure the effective promotion of our community events by sharing timely information with families via Class Dojo posts, Twitter, flyers/printed invitations, and direct forms of communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of our campus-based community events and increased family participation</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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 2:** Our campus will achieve at least 50% or more family participation in at least one or more campus-hosted information sessions/ meetings for the 2023-2024 school year.





**Evaluation Data Sources:** Participant sign-in logs; promotional fliers/media invitations; family surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent Instructor will collaborate with CIP committee, classroom teachers, and leadership team to share our campus CIP with all campus stakeholders in an understandable and uniform format and language via different modalities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased stakeholder participation, engagement, and feedback</p> <p><b>Staff Responsible for Monitoring:</b> Parent Instructor Principal Assitant Principal</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Stakeholders will meet quarterly to review, revise, and monitor the progress of CIP goals and objectives in order to provide the best opportunities for our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Offer opportunities for stakeholders to engage in our CIP and provide feedback</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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 3:** Our campus will achieve at least 50% or more family participation in at least one or more campus-hosted programs led by our parent instructor that promote family education for the 2023-2024 school year.

**Evaluation Data Sources:** Participant sign-in/attendance logs; promotional fliers/media posts; family surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase family participation in the weekly Reading Together program by recruiting 25% more families. Our parent instructor will work in partnership with teachers and staff to promote the program and increase awareness and participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased family participation in at least one or more-campus hosted programs led by our parent instructor</p> <p><b>Staff Responsible for Monitoring:</b> Parent Instructor Teachers Principal Assitant Principal</p> <p><b>Title I:</b> 2.5, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Working in partnership with the Family &amp; Community Engagement Department, our parent instructor will coordinate on-campus efforts to implement programs that empower families to support students' academic and social development.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased family engagement and participation in education programs</p> <p><b>Staff Responsible for Monitoring:</b> Parent Instructor Principal Assistant Principal</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for 275 Louise Wolff Kahn Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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## Personnel for 275 Louise Wolff Kahn Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cecilia Orta	TEACHER	1
Ema Loza	Parent Instructor	1



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cecelia Orta	Title 1 Teacher	Title 1 - Part A CAMPUS	1
Ema Loza	Parent Instructor	Title 1 - Part A CAMPUS	1

# Campus Funding Summary

211 - Title I, Part A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$3,000.00
<b>Sub-Total</b>					\$3,000.00
<b>Budgeted Fund Source Amount</b>					\$11,394.00
<b>+/- Difference</b>					\$8,394.00
282 - ESSER III (ARP)					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$3,000.00
<b>Sub-Total</b>					\$3,000.00
<b>Budgeted Fund Source Amount</b>					\$20,000.00
<b>+/- Difference</b>					\$17,000.00
<b>Grand Total Budgeted</b>					\$31,394.00
<b>Grand Total Spent</b>					\$6,000.00
<b>+/- Difference</b>					\$25,394.00