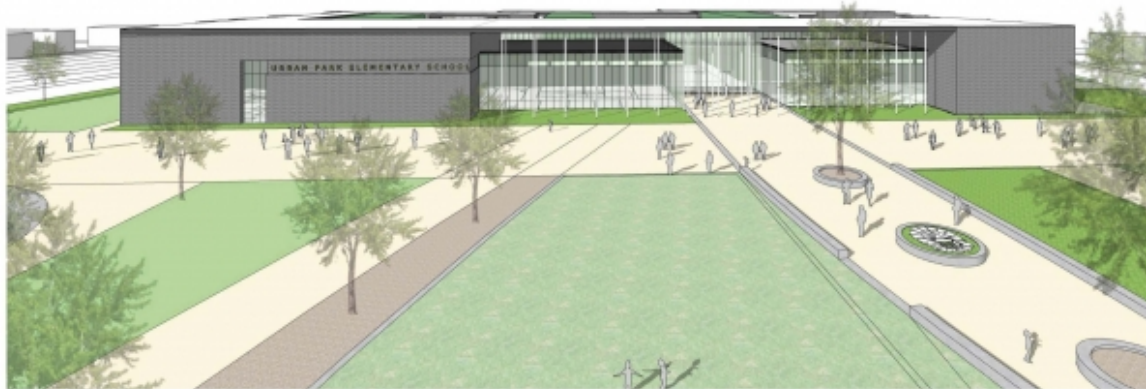


Dallas Independent School District

222 Urban Park Elementary School

2023-2024 Campus Improvement Plan



Mission Statement

Cultivating equitable, rigorous learning for all masterminds through data-driven instruction with visible and integrated science, technology, engineering, arts, and math experiences.

Vision

Sculpting Tomorrow's Empathetic and Agentic Masterminds

Core Beliefs

Core Values: Collaboration, Commitment, Community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Urban Park is a neighborhood elementary school that serves 515 students in grades PK3-5th grade. Our student demographics ethnicity/race comprises 91.8% Hispanic students, 5.8% African American students, 1.4% White students, 0.2% American Indian students, and 0.8% Multi-race students. Our student groups include 97.9% economically disadvantaged, 92.6% English Learners, 11.7% Special Education, and 17.1% Talented and gifted students.

Urban Park's staff consists of 17.5% Males and 82.5% Females, with race/ethnicity of 10% African American, 65% Hispanic, and 25% White. The number of years of experience is 7.5% for Beginning, 27.5% for 1-5 Years, 30% for 6-10 Years, 27.5% for 11-20 Years, and 7.5% for more than 20 Years.

Most of the residents in the neighborhood are Hispanic. Most of our community members are construction workers, health aids, painters, and house cleaners; they work at a water company and restaurants. Many of the parents range in age from young to older parents. We have many parents and students who speak both English and Spanish. The growth in the community is consistent. Parents agree the community is constantly growing. Growth is likely due to new businesses in the area.

*** Data sources- Campus Data Packet, My Data Portal, Parent survey

Demographics Strengths

Our school is a multigenerational school where many of our students that attend Urban Park are the 3rd or 4th generation of their family that has been an Urban Park student. These families value our school and will drive their students to Urban Park, even if they do not live in our community.

Sixty-seven percent of Urban Park students are in the One-Way or Two-Way Dual Language Program.

Urban Park Elementary has a low mobility rate of 11.1% compared to the districts of 19% and the state of 15%.

*** Data sources- Campus Data Packet, My Data Portal, Parent survey

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student enrollment numbers have steadily decreased over the past years, **Root Cause:** Families opt for charter schools with grades K-8 and leave Urban Park when their oldest student transitions to middle school and take their younger siblings so that all students can attend one school.

Student Learning

Student Learning Summary

READING MAP (NWEA)					
At or Above Grade Level/MEAN RIT					
Grade Level/Language	Total # of Students	Number of Students At or Above Grade Level	% of Students At or Above Grade Level	Grade-Level Mean RIT	UP Grade Level Mean RIT Score
Kindergarten English	7	NA	N/A	153.1	N/A
Kindergarten Spanish	39	15	38.4%	151.9	149.3
First Grade English	33	16	48.4%	171.4	169.3
First Grade Spanish	41	22	53.6%	166.4	163.6
Second Grade English	30	17	56.6%	185.6	185.9
Second Grade Spanish	34	17	50.0%	183.3	1197.1
Third Grade English	37	18	48.6%	197.1	197.1
Third Grade Spanish	33	12	36.3%	189.5	185.4
Fourth Grade English	39	16	41.0%	204.8	195.0
Fourth Grade Spanish	34	21	61.7%	198.2	201.8
Fifth Grade English	49	17	34.6%	211.0	199.9
Fifth Grade Spanish	20	6	30.0%	204.8	200.2

Areas of Concern in Reading MAP

Grade Levels demonstrating less than 50% of students at or above grade level:

Kindergarten Spanish 38.4%

First Grade English 48.4%

Third Grade English 48.6%

Third Grade Spanish 36.3%

Fourth Grade English 41.0%

Fifth Grade English 34.6%

MATH MAP (NWEA) At or Above Grade Level/MEAN RIT					
Grade Level/Language	Total # of Students	Number of Students At or Above Grade Level	Percentage of Students At or Above Grade Level	Grade-Level Mean RIT	UP Grade Level Mean RIT Score
Kindergarten	51	29	56.8%	157.5	157.1
First Grade	74	34	45.9%	176.4	173
Second Grade English	62	26	41.9	189.4	185.6
Third Grade English	71	37	52.1%	201.1	+11.9
Fourth Grade English	74	40	54%	210.5	206.2
Fifth Grade English	66	23	34.8%	218.7	209.0

Areas of Concern in Math MAP

Grade Levels demonstrating less than 50% of students at or above grade level:

First Grade 45.9%

Second Grade 41.9%

Fifth Grade 34.8%

Students struggle to maintain their BOY achievement percentiles on Reading and Math MAP throughout MOY and EOY; most grade levels show a decrease from BOY to MOY and MOY to EOY.s

Student Learning Strengths

Currently, the school has a "B" rating with the State. See domain results in the next section.

Math MAP Gains from 2021-2022 EOY to 2022-2023 EOY

1st Grade: 49th to 52nd Median Percentile

3rd Grade: 31st to 55th Median Percentile

4th Grade: 54th to 56th Median Percentile

Reading Gains from 2021-2022 EOY to 2022-2023 EOY

1st Grade: 41st to 53rd Median Percentile

3rd Grade: 45th to 49th Median Percentile

4th Grade: 36th to 38th Median Percentile

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A low percentage of students at or above grade level on Reading and Math MAP. **Root Cause:** Due to the pilot of the new district curriculum, lack of differentiated instruction, small group, data-driven instruction, and data analysis.

Problem Statement 2: A decline in students scoring Meets and Masters on the Reading District Assessments **Root Cause:** Teachers are not able to facilitate small-group instruction or data-driven instruction due pilot reading curriculum

Problem Statement 3 (Prioritized): About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies **Root Cause:** Teachers are new to the reading content or the education field

Problem Statement 4: Lack of grade-level collaboration to discuss and share best practices and strategies. Teachers plan separately **Root Cause:** Teacher to teacher trust and time

School Processes & Programs

School Processes & Programs Summary

Recruiting Practices

Urban Park STEAM Academy's leadership partners with district recruiters to maintain an active list of prescreened applicants in all certification areas and a waiting list of DISD teachers that want to transfer to our school during the DISD open transfer period. Our leadership team attends all DISD job fairs and works with universities to acquire lists of recent graduates for teaching and paraprofessional positions. Urban Park STEAM Academy's leadership prefers to conduct performance interviews when time permits.

Professional Practices

Grade-level teams will hold weekly PLC (Professional Learning Committee) meetings: discuss grade-level content, analyze data and share findings, practice weekly data reflection, brainstorm and execute next-step action plans, outline highest leverage standards, and create rigorous Student Independent Exemplars for feedback for learning. Meetings are led by DT and DTR-eligible teachers. DT and DTR teachers will create instructional model classrooms, provide content support for collaboration and training/PD, and effectively mentor new teachers. New K-3 teachers will be participating in the HB Reading Academy to increase their knowledge and implementation of evidence-based practices.

Programs and Opportunities for Students

Our priority at Urban Park is our student's academic growth needs. Our teachers participate in PLC to address student needs, including rigorous instructional lesson planning, student independent exemplars, and data analysis for reteaching. Additionally, teachers use curriculum maps to teach all content expectations during a 9-week grading period. Teachers administer common district assessments, align instruction and assessments to curriculum, and write learning goals, success criteria, and demonstrations of learning in student-friendly language. Teachers also integrate technology into daily instructional practice.

Other learning supports include a campus-wide block for Response to Intervention, a campus Dyslexia Interventionist, a campus Reading Interventionist, and a Reading Demonstration Teacher to assist with instructional strategies.

Urban Park provides opportunities for students to participate in clubs both during the school day and after school. Student clubs offered at this time are Comic Book , Robotics, E-Sports, Chess, Coloring, Magic, Zumba, World Culture, Yoga, STEAM, Esports, P.L.A.Y., and Library.

Response to Intervention (RTI)

Students engage in daily personalized intervention. Intervention is based on data from DOLs and Common Assessments. Each classroom divides into small groups where students will work on specific skills based on their individual needs for 30 minutes.

HB4545 students receive accelerated instruction during school hours to shorten the learning gap using a district-provided curriculum. Students who are unsuccessful or require extra time can receive after-school tutoring services or attend Saturday school.

Special Services

Urban Park has a team of professionals who identify and address students' individual needs. They create individual accommodations plans to implement collaboratively (teachers, parents, special services team, administration) as needed. Our school's programs and services are 504 Committee, Gifted and Talented, Special Education, and SST Committee.

Data Sources- My Data Portal, Climate survey, staff survey, master schedule, TIPWEBIT, EASY IEP, DISD Dashboard

School Processes & Programs Strengths

Professional Practices

Urban Park's teachers hold weekly PLCs on Tuesdays and Wednesdays to unpack the highest leverage standard for the week and discuss various strategies, activities, and forms of presenting for a Good 1st Instruction. Teachers also engage in weekly Data meetings on Thursdays to analyze and share data findings, including next-step action plans. Leadership assists in sessions throughout the school year to ensure implementation and fidelity based on student data and classroom observation. Additionally, the campus leadership team provides instructional and leadership support.

Our K-3 teachers, librarian, TAG, administrators, and Reading Instructional Coach and Instructional Lead teacher completed the HB3 Reading Academy sessions to increase knowledge and implementation of evidence-based practices.

Our Campus Response to Intervention occurs daily with fidelity as part of our campus master schedule.

Ninety-nine percent of students participate in virtual or in-person clubs before or after school.

98% HB4545 students completed their additional instructional hours via Isation or Amira

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A low percentage of students at or above grade level on Reading and Math MAP. **Root Cause:** Due to the pilot of the new district curriculum, lack of differentiated instruction, small group, data-driven instruction, and data analysis.

Problem Statement 2: A decline in students scoring Meets and Masters on the Reading District Assessments **Root Cause:** Teachers are not able to facilitate small-group instruction or data-driven instruction due pilot reading curriculum

Problem Statement 3 (Prioritized): About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies **Root Cause:** Teachers are new to the reading content or the education field

Problem Statement 4: Student enrollment numbers have steadily decreased over the past years, **Root Cause:** Families opt for charter schools with grades K-8 and leave Urban Park when their oldest student transitions to middle school and take their younger siblings so that all students can attend one school.

Problem Statement 5: Lack of parent involvement during school hours. **Root Cause:** The Raptor system to check parents in was not working. Increase in safety protocols and parent confrontations.

Problem Statement 6: Proper implementation of the District New Teacher Mentor Program **Root Cause:** A lead mentor was not assigned this year, mentors did not follow through with the district requirement, and mentees did not address concerns as they were unaware of expectations.

Perceptions

Perceptions Summary

Staff Engagement:

Typically, Urban Park retains teachers long-term. This school year, however, the teacher turnover rate is significantly higher. Last year, the faculty turnover rate was 17%. This year, the rate has decreased to 9%. We support inexperienced teachers by having them participate in the 2-year DISD mentorship program with a mentor teacher on campus, new teacher welcome/training, feedback sessions, model lessons, PLCs with their grade level and content-level experts, learning walks, Dual language support, and Early Learning district support.

Regarding climate and culture, only 54% of teachers reported positive teacher-to-teacher trust last year. Our most recent survey revealed that the number has increased by 31 points, now 76%. 72% of teachers reported having a positive teacher-to-principal relationship. Staff members feel safe, as indicated by the climate survey results. Effective safety procedures include lock down, fire, tornado, and chemical spill drills.

Staff Climate Survey

Beliefs and Priorities 82.1%, up 9.1% since Spring 2022

Positive Culture and Environment 78.1%, up 9.1% since Spring 2022

Culture of Feedback and Support 72.4%, up 9.4% since Spring 2022

College-Going Culture 88.1%, up 6.1% since Spring 2022

Teacher to Teacher Trust is 76%, up 7% since Spring 2022

Teacher-Principal Trust 72%, up 7.9% since Spring 2022

Data Sources: staff climate survey, student perception survey, parent survey, 2022-2023 School Profile (TEA 222)

Student Engagement:

Urban Park students attend school daily. Our current attendance percentage for the overall campus is 94.03%. Attendance rates for the campus across all grade levels are higher than the average for the district. Attendance rates by grade level below:

PK: 91.13%

KG: 92.19%

1st: 93.85%

2nd: 95%

3rd: 94.34%

4th: 95.78%

5th: 94.6%

Parent/Guardian Engagement:

Parents report their involvement slowly increased after DISD began to lift the COVID restrictions. They would like to see more parent engagement as they feel parents play the most critical role in assisting with their education as they are responsible for getting to school on time and prepared. Parents are satisfied with the school's multiple sources of communication in both languages. Urban Park's parents' primary concern is community safety. They do not think it is as safe as it used to be, as there has been an increase in community crime. Parents would also like the school to offer parent classes that support parenting skills, character, and school work.

Data Sources: staff climate survey, student perception survey, parent survey, 2022-2023 School Profile (TEA 222)

Perceptions Strengths

Staff Engagement:

1. Two-Year DISD Mentor Program for new teachers.
2. Teachers' highest positive perceptions are of the school and district's beliefs and priorities, with 82.1% positive, and college-going culture, with 88.1% positive.

Student Engagement:

Students favorably describe this campus. Eighty-seven percent of students surveyed reported that they felt the energy of their class was positive. The majority of the students also believe that the school rules are fair. Both teachers and students feel that this campus is a safe and comfortable environment to teach and learn in. Safety practices include monthly drills for a tornado, lock down, fire, or chemical spill, frequent reminders of what to do in dangerous situations, and set expectations.

Parent/Guardian Engagement:

Urban Park parents trust school and teacher initiatives and believe the school is headed in the right direction. Urban Park holds various school activities during school and evening hours that allow our working parents to attend. Our activities include Virtual Coffee with the Principal, Evening Chats with the principal, SBDM meetings, Family Movie Nights, Talent Show, and STEAM Showcases.

Groups. Data Sources: staff climate survey, student perception survey, and parent survey

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Climate Survey category Teacher to Teacher Trust 76 % and Teacher-Principal Trust 72% **Root Cause:** Lack of reflective conversations and trust-building initiatives among staff.

Problem Statement 2: Culture Feedback and Support is 72.4 % positive. **Root Cause:** Lack of buy-in and training of the new pilot curriculum and teaching/lesson/strategy district expectations. Teachers' perceptions of support and schedules. Teachers prefer pull-out support instead of push-in.

Problem Statement 3: Lack of parent involvement during school hours. **Root Cause:** The Raptor system to check parents in was not working. Increase in safety protocols and parent confrontations.

Priority Problem Statements

Problem Statement 1: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies

Root Cause 1: Teachers are new to the reading content or the education field

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

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/Campus Goal 1: By June 2024, student achievement on the state assessments in all subjects in Domain 1 will increase from 72% to 80% (estimated- no data thus far.)

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Administrators will conduct observations using the TEI waterfall feedback tool to provide feedback and improve teaching and learning. The demonstration teacher will provide demonstration lessons and the coaching cycle components to enhance curriculum alignment, clear presentation of content, purposeful engagement, rigor, and professional development to expand teachers content knowledge capacity. Feedback and support will be differentiated and focused on the needs of teachers identified by the leadership team. Teachers will adapt their instruction based on coaching and feedback. Strategy's Expected Result/Impact: Increase climate survey results in Culture Feedback and Support category Staff Responsible for Monitoring: Leadership team, teachers, and administrators Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Accelerate instruction for Tier 1 and Tier 2 students via RTI and for Tier 3 via after-school tutoring, Saturday School, and extended year to mitigate learning loss . Special emphasis will be applied to students not showing progress after receiving tiered interventions. Students will be documented in MTSS and monitored by teachers and the leadership team. Strategy's Expected Result/Impact: Improvement in student academic achievement Staff Responsible for Monitoring: Leadership team and teachers 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 Problem Statements: Student Learning 3 - School Processes & Programs 3 Funding Sources: I-Ready online format for all students for additional practice at their individualized levels - 211 - Title I, Part A - 211-11-6329-2R-222-2-30 - \$17,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: All teachers will implement focused small group instruction, tiered by TEKS performance based on assessment data via RTI and tutoring. Strategy's Expected Result/Impact: Improvement in student academic achievement Staff Responsible for Monitoring: Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 3		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Materials will be purchased to help/assist in mitigating learning loss for students from the pandemic and classroom instruction, such as anchor chart pads, markers, dry erase markers, Lakeshore, I-Ready to ensure rigor and alignment during extended day programs. PC Warehouse. Strategy's Expected Result/Impact: Improvement in student achievement Staff Responsible for Monitoring: Leadership team, teachers, and administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 3 Funding Sources: Chart paper, dry erase markers, copy paper for Eureka and Amplify paper/pencil activities - 211 - Title I, Part A - 211-11-6399-2R-222-2-30 - \$7,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The leadership team and teachers will use the campus simulator document to track and monitor students' goals and performance bands after each district assessment. Strategy's Expected Result/Impact: Increase student academic achievement and teacher performance Staff Responsible for Monitoring: Leadership Team and teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: The leadership team will monitor the implementation, intentionality, and fidelity of the district's new teacher mentor program by establishing check-in dates and agendas. Strategy's Expected Result/Impact: Increase climate survey results in Culture Feedback and Support category. Staff Responsible for Monitoring: Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 3		Formative			Summative
		Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning	
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies	Root Cause: Teachers are new to the reading content or the education field
School Processes & Programs	
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies	Root Cause: Teachers are new to the reading content or the education field

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: By June 2024, student achievement on the state assessments in Reading in Domain 1 will increase from 69% to 79% (estimated- no data thus far.)

High Priority

Evaluation Data Sources: District Assessments, Campus Simulator

Strategy 1 Details	Reviews			
Strategy 1: Campus Reading Interventionist implements the district intervention curriculum in small groups with identified students Strategy's Expected Result/Impact: Increase in Reading student achievement Staff Responsible for Monitoring: Admin Team, Reading Demonstration teacher, Reading Interventionist 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 Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Reading teachers will internalize amplify lessons and set pausing points based on the data of their students in preparedness for PLCs. Strategy's Expected Result/Impact: Increased student reading achievement Staff Responsible for Monitoring: Reading Demonstration teacher and administartion. Title I: 2.6 - 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 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective/Campus Goal 2 Problem Statements:

Student Learning
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field
School Processes & Programs
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field

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: By June 2024, student achievement on the state assessments in Math in Domain 1 will increase from 67% to 77% (estimated- no data thus far.)

Evaluation Data Sources: District Unit tests and Campus simulations

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will internalize and customize Eureka lesson components(fluency practice,application problem , homework and exit tickets) based on students' needs Strategy's Expected Result/Impact: Increased student math achievement Staff Responsible for Monitoring: Administration, CILT Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators will use Eureka's Implementation Support Tool to monitor student and teacher implementation actions of Great Minds curriculum to collect data for PLCs to guide on target instruction. Strategy's Expected Result/Impact: Increased math student achievement Staff Responsible for Monitoring: Admin team and CILT Title I: 2.4, 2.6 - 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 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective/Campus Goal 3 Problem Statements:

Student Learning
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field
School Processes & Programs
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field

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 4: By June 2024, student achievement on the state assessments in Science in Domain 1 will increase from 59 % to 70% (estimated- no data thus far.)

Evaluation Data Sources: Science District Assessments and campus simulations

Strategy 1 Details	Reviews			
Strategy 1: 3-5 science teachers will attend district Science PLCs to implement science instruction with vetted resources aligned to TEKS. Strategy's Expected Result/Impact: Increased science student achievement Staff Responsible for Monitoring: Administration and CILT Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: K-5 science teachers will implement 60% hands-on instruction/labs and 40% vocabulary and concept development Strategy's Expected Result/Impact: Increased science student achievement Staff Responsible for Monitoring: CILT and Admin Team Title I: 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: PBL projects /Maker Space and Outdoor learning classrooms will be utilized to enhance science instruction. (OTI) Strategy's Expected Result/Impact: Increased STEAM Student achievement Staff Responsible for Monitoring: Admin Team, CILT Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 3		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective/Campus Goal 4 Problem Statements:

Student Learning	
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies	Root Cause: Teachers are new to the reading content or the education field
School Processes & Programs	
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies	Root Cause: Teachers are new to the reading content or the education field

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: By Spring 2024, Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 10% to 20%

Evaluation Data Sources: BOY, MOY and EOY Reading MAP and MAP Fluency Data

Strategy 1 Details	Reviews			
Strategy 1: All K-3 reading teachers will implement the Science of Teaching Reading instruction and strategies via Amplify Program(new district curriculum). Strategy's Expected Result/Impact: Improvement in student reading fluency, comprehension, writing, phonics, and vocabulary Staff Responsible for Monitoring: Leadership team, teachers, and administrators Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Reading Demonstration teacher will service an identified group of students to accelerate reading instruction via the district's intervention curriculum Strategy's Expected Result/Impact: Increase student academic achievement and teacher performance Staff Responsible for Monitoring: Leadership team, teachers, and administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field
School Processes & Programs
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field

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: 1st-2nd grade students Reading EOY MAP RIT score will increase from 55% by at least 10% by June 2024.

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
Strategy 1: Teachers will assign individual students skills to practice in I-Ready during reading intervention time to address their individual needs. Strategy's Expected Result/Impact: Increased student reading achievement Staff Responsible for Monitoring: CILT, Admin team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: First - Second grade reading teachers will utilize MAP fluency to monitor fluency and comprehension levels for all students at the BOY,MOY and EOY and use the data collected to create and drive small group instruction. Strategy's Expected Result/Impact: Increased student reading achievement Staff Responsible for Monitoring: Admin Team and CILT Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective/Campus Goal 2 Problem Statements:

Student Learning
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field
School Processes & Programs
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field

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: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 36% to 46% by June 2024.

Evaluation Data Sources: STAAR Student Data

Strategy 1 Details		Reviews			
Strategy 1: Teachers will assign individual students skills in I-Ready to meet students' individual needs during math intervention time. Strategy's Expected Result/Impact: Increase MAP student academic achievement Staff Responsible for Monitoring: Administrators, Leadership team, and Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 3		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Teachers will attend campus and district professional development on Eureka and will use Eureka's high-quality materials and tools to ensure students build a conceptual understanding of mathematics. Strategy's Expected Result/Impact: Increase student academic achievement and teacher performance Staff Responsible for Monitoring: Administration and teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 3		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field
School Processes & Programs
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field

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: 1st-2nd grade students Math EOY MAP RIT score will increase from 54% to 60% by June 2024.

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
Strategy 1: Teachers will assign individual students skills to practice in Dreambox and Splash Math based on their MAP RIT score per the NWEA Learning Continuum during their Math intervention time. Strategy's Expected Result/Impact: Increased Math student achievement Staff Responsible for Monitoring: CILT and Admin Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 1st-2nd grade teachers will utilize data from I-ready and dreambox and Eureka to guide small group math instruction. Strategy's Expected Result/Impact: Increased student math achievement Staff Responsible for Monitoring: Admin Team and CILT Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective/Campus Goal 2 Problem Statements:

Student Learning
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field
School Processes & Programs
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field

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: Increase all stakeholder's beliefs in our commitment to prepare our students for college career readiness from : student 80 % to 90%, parent, 84% to 94% and staff 88 to 96% as measured on surveys in Spring 2024.

Evaluation Data Sources: Fall surveys

Strategy 1 Details	Reviews			
Strategy 1: Counselor proactively plans and implements ongoing school-wide activities that promote a college/career ready culture involving stakeholders and using community partners and Guidance Advisory Committee. Strategy's Expected Result/Impact: Improve College/Career Going Culture Staff Responsible for Monitoring: Leadership Team, Counselor, and Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Counselor plans implements and evaluates Career Day/Week activities with at least ten presenters and careers represented at least once per semester. Strategy's Expected Result/Impact: Improve College/Career Going Culture Staff Responsible for Monitoring: Leadership Team, Counselor, and Teachers Title I: 2.4, 2.6 Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field

School Processes & Programs
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field

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: Ensure Urban Park maintains 100% student participation in extracurricular or co-curricular activities by Spring 2024

Evaluation Data Sources: District dashboard

Strategy 1 Details	Reviews			
Strategy 1: All teachers and leadership team will sponsor a club during scheduled club block to ensure all students are able to choose from a variety of clubs. Strategy's Expected Result/Impact: Increased student participation in clubs Staff Responsible for Monitoring: Admin and Campus Club Coordinator ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field
School Processes & Programs
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field

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: ADA will increase from 94.3% to 97% by June of 2024.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and Admin Team will track attendance by class and address attendance issues biweekly. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Admin team, CRC and teachers Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Classes with greatest % of attendance (top 5 Homerooms)will be recognized weekly over PA and attendance bulletin board . The top 5 will get an entry in our 9 week drawing for a Pizza party. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: CRC, Admin team Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective/Campus Goal 2 Problem Statements:

Student Learning
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field
School Processes & Programs
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field

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: Parent Instructor and Leadership team will increase active parent and family engagement opportunities to foster meaningful participation, feedback, and collaboration with parents and families from 15 events in 2022-2023 to 22 events in 2023 -2024

Evaluation Data Sources: Parent survey, Agendas and sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Parent Instructor and Leadership team will hold parent meetings, trainings and activities at multiple days and times to ensure parents have the opportunity to be involved in their children academic success. Strategy's Expected Result/Impact: Partnership with stakeholders to increase student achievement Staff Responsible for Monitoring: Parent Instructor Title I: 4.1, 4.2 Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide additional opportunities for parental involvement, including but not limited to, multiple instructional learning nights, parent workshops, PBL nights, meet the teacher nights, that all increase the motivation and involvement of the parents. Strategy's Expected Result/Impact: Develop parent involvement policy to increase stakeholder input to increase student achievement. Staff Responsible for Monitoring: Parent Instructor and leadership team Title I: 4.1, 4.2 Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field

School Processes & Programs
Problem Statement 3: About 60% percent of 3-5 reading teachers are not familiarized with reading content or strategies Root Cause: Teachers are new to the reading content or the education field

Campus Funding Summary

211 - Title I, Part A					
Goal	Performance Objective/Campus Goal	Strategy	Resources Needed	Account Code	Amount
1	1	2	I-Ready online format for all students for additional practice at their individualized levels	211-11-6329-2R-222-2-30	\$17,000.00
1	1	4	Chart paper, dry erase markers, copy paper for Eureka and Amplify paper/pencil activities	211-11-6399-2R-222-2-30	\$7,000.00
Sub-Total					\$24,000.00
Budgeted Fund Source Amount					\$24,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$24,000.00
Grand Total Spent					\$24,000.00
+/- Difference					\$0.00