

Fort Worth Independent School District
186 D.K. Sellars Elementary School
2023-2024 Improvement Plan



Mission Statement

Preparing students for success in college, career and community leadership.

Vision

Igniting in every child a passion for learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

David K. Sellars is a Fort Worth ISD public school located at 4200 Dorsey Street. Built in 1966, it is one of two elementary schools in the city of Forest Hill, Texas. We are a big city school with a small-town feel. We're nestled in a quiet neighborhood surrounded by supportive families. We provide a safe, caring and fun place to learn for PK-5 students. All of our students receive free lunch and breakfast. As a part of high-quality instruction, we offer individualized learning plans for students, gifted and talented classes, and a dual language program. Our students participate in extracurricular activities, and our families engage in many community events. Our mission is to work with families to help children succeed in school and in life. As we like to say, "DKS is the Best!" Our campus demographics are: African American 27.8%, Hispanic 68.7%, White 2.2%, and Two or more races 1.2%

Demographics Strengths

David K Sellars has many strengths. Some of the most notable demographics strengths include:

1. Low staff turnover rate.
2. Minimal discipline referrals
3. Texas Education Agency Accountability Rating (A-Rating)
4. Low mobility rate of students.
5. Supportive families

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance rate is 90% which is below the district rate of 93% **Root Cause:** Need of family and student resources to address issues impacting student attendance

Problem Statement 2: African American students out of school suspensions are at 2.8% as opposed to all students out of school suspensions being 1.2% **Root Cause:** Need for culturally responsiveness to discipline

Student Learning

Student Learning Summary

David K. Sellars is "A" rated per Texas Education Agency. STAAR Grades 3-5 results: School Progress measure is 92%, Closing the Gaps is 88%, and Student Achievement is 74%. Comparative MAP Data captured from Spring 2022 thru Spring 2023 shows 7-19 points growth at each grade level 1-5 in Math and 1-16 points in Reading. CCMR projection data indicates 24.23% in Math and 33.83 in Reading.

STAAR 2022 Reading: Approaches 77% Meets 50% Masters 22%

2022 Math: Approaches 70% Meets 51% Masters 15%



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Fort Worth ISD

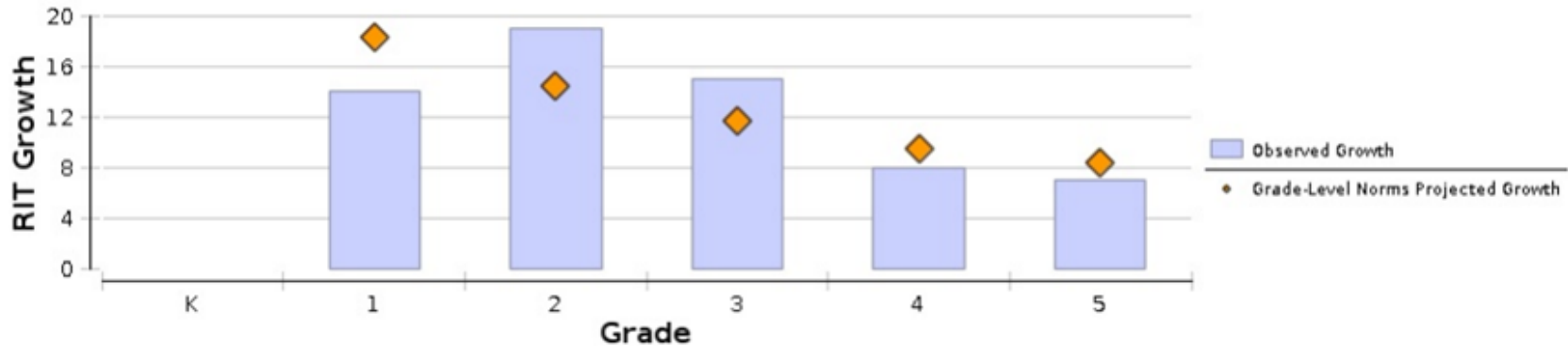
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Spring 2022 - Spring 2023
 Weeks of Instruction: Start - 32 (Spring 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

186 - David K. Sellars ES

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Spring 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**								**
1	41	156.0	11.8	41	170.1	12.4	16	14	1.1	18.3	-1.79	4	41	11	27	28
2	48	170.6	12.6	18	189.4	15.5	50	19	1.1	14.4	1.92	97	48	37	77	76
3	40	186.4	14.9	31	201.2	15.1	51	15	0.9	11.7	1.42	92	40	28	70	60
4	53	200.9	15.3	49	208.8	16.7	41	8	0.8	9.5	-0.72	24	53	21	40	42
5	60	210.4	15.4	49	217.0	16.1	42	7	0.7	8.3	-0.73	23	60	26	43	42

Math: Math K-12





Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Fort Worth ISD

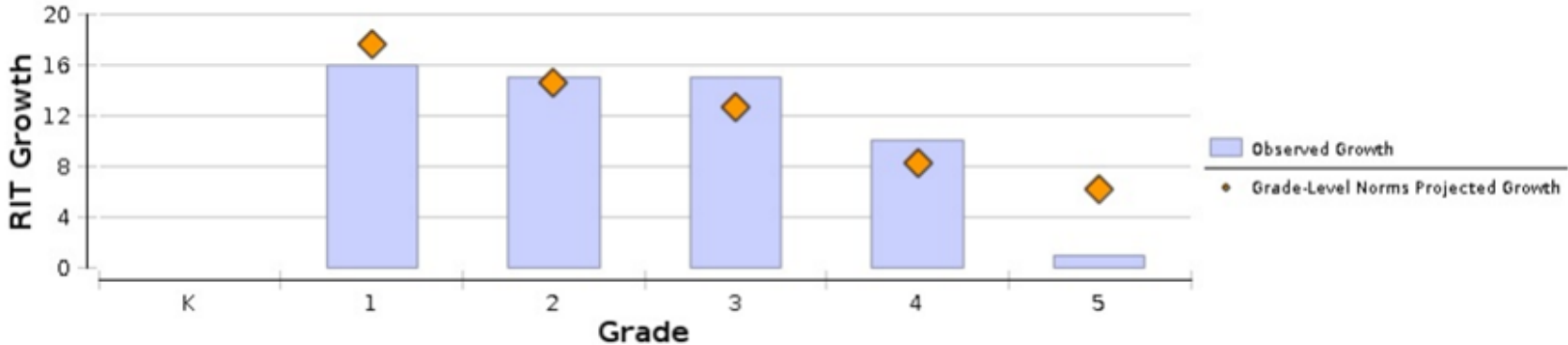
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Spring 2022 - Spring 2023
 Weeks of Instruction: Start - 32 (Spring 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

186 - David K. Sellars ES

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Spring 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**				**				
1	22	150.1	10.8	29	166.0	12.4	20	16	1.8	17.6	-0.65	26	22	10	45	35
2	29	168.0	15.2	30	182.9	15.7	35	15	1.1	14.5	0.15	56	29	19	66	55
3	40	176.0	15.9	9	191.1	16.1	20	15	1.4	12.6	1.19	88	40	27	68	57
4	54	193.1	17.1	29	202.7	13.8	38	10	1.3	8.2	0.78	78	54	26	48	46
5	60	206.6	15.3	60	207.8	17.8	33	1	1.0	6.2	-2.66	1	60	18	30	27

Language Arts: Reading



Student Learning Strengths

David K. Sellars is an "A" rated campus. Our MAP data indicates our student STAAR Performance as having: 2022 Reading: Approaches 77% Meets 50% Masters 22%; 2022 Math: Approaches 70% Meets 51% Masters 15%; MAP Math Growth Report shows 67.3% students are predicted to approach, meet or master STAAR; MAP Reading Growth Report shows 61.7% students are predicted to approach, meet or master STAAR. Our students continue to meet their required usage of district approved intervention platforms (Dreambox and Lexia Core 5). The correlation of usage and completion help support our students academic growth in literacy and mathematics.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 32.8% are not projected to meet standard on the State of Texas assessment of academic readiness in math as evident by data reported from the EOY MAP math assessment as compared to 36.9% of AA students projected not to meet standard **Root Cause:** More alignment of instruction, curriculum, and interventions needed to meet the diverse learning needs of students

Problem Statement 2 (Prioritized): 38.3% are not projected to meet standard on the State of Texas Assessment of Academic Readiness in reading as evident by data reported from the EOY MAP reading assessment as compared to 44.6% of AA students projected not to meet standard **Root Cause:** More alignment of instruction, curriculum, and interventions needed to meet the diverse learning needs of students, i.e., phonics, fluency, comprehension

Problem Statement 3: Reading STAAR data indicates that 50.5% of students met or exceeded expectation as compared to 39.1% of Special Education students meeting standard. **Root Cause:** Need for consistent delivery of Tier 1 instruction and implementation of interventions

Problem Statement 4: Math STAAR data indicates that 43.8% of students met or exceeded expectation as compared to 34.8% of Special Education students meeting standard. **Root Cause:** Need for consistent delivery of Tier 1 instruction and implementation of interventions

Problem Statement 5: 38.3% are not projected to meet standard on the State of Texas Assessment of Academic Readiness in reading as evident by data reported from the EOY MAP reading assessment as compared to 41.7% of students taking MAP Language Arts in Spanish are projected not to meet standard **Root Cause:** Provision of high-quality Tier 1 instruction coupled with linguistics accommodations needed to support learners.

School Processes & Programs

School Processes & Programs Summary

David K. Sellars is currently utilizing Amplify for Reading Curriculum and Eureka for Math Curriculum.

Each teacher grades kindergarten through 5 have received training on curriculum implementation.

Prekindergarten teachers utilize Creative Curriculum

Each Prekindergarten teacher has received training on curriculum implementation.

David K. Sellars provides extracurricular activities: Sports and Fine Arts.

We are a one to one technology device campus

We provide: Counseling services, special education services, dual language, and speech services.

Weekly professional development opportunities as well as access to district provided professional development.

School Processes & Programs Strengths

Intervention time is embedded in the master schedule to ensure teachers are meeting with students to address individual needs. Weekly PLC's are planned and executed to address trends in student data, classroom observations, teacher input, etc. Math reading and science tutoring programs are available for students to attend after school. A ratio of 1-1 technology devices for our students. Our teachers follow the FWISD Curriculum Frameworks and Scope and Sequence to ensure all TEKS are covered in the lessons. The administrators designate weekly focus for TTESS to ensure alignment. Our gifted and talented students are provided with enrichment lessons through our district gifted and talented teachers. All teachers are expected to meet with students in small group during intervention time with a daily focus on specific TEKS.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 40.1% of Kindergarten - Grade 5 students met or exceeded projected MAP math growth as opposed to 33% of special education students who met or exceeded projected MAP math growth. **Root Cause:** Training and resources needed for teachers to address learning gaps of tier 2 and tier 3 students

Problem Statement 2 (Prioritized): 43.2% of Kindergarten - Grade 5 students met or exceeded projected MAP Reading growth as opposed to 36% of African American students who met or exceeded projected MAP Reading growth. **Root Cause:** Professional development and culturally responsive resources needed for teachers to accelerate student learning

Perceptions

Perceptions Summary

Staff members have expressed feeling valued and respected as professionals

Students enjoy school and interactions with staff and other students

The school has multiple partnerships, volunteer and family engagement opportunities

School and Community Events allow for participation and collaboration

Linguistic representation available for Spanish families

Perceptions Strengths

David K. Sellars Elementary is a community of educators, students and families collaborating to maintain a positive learning environment focused on the academic and social emotional success of all scholars. We aim to be a welcoming campus where dedicated staff ensure that all students have opportunities to grow academically, socially and emotionally. All staff have high expectations for themselves as well as their students. Our parents and community partake in the different events that we host throughout the year. We are working towards Student Achievement for All!

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Per input gathered via Site-Based Decision Making meetings, communication with stakeholders is ineffective **Root Cause:** A need for proactive planning and timely dissemination of information

Problem Statement 2 (Prioritized): Per feedback received from staff and parents, family engagement experiences are insufficient **Root Cause:** A need for establishing more inclusive and culturally responsive engagement opportunities.

Priority Problem Statements

Problem Statement 1: Student attendance rate is 90% which is below the district rate of 93%

Root Cause 1: Need of family and student resources to address issues impacting student attendance

Problem Statement 1 Areas: Demographics

Problem Statement 2: 38.3% are not projected to meet standard on the State of Texas Assessment of Academic Readiness in reading as evident by data reported from the EOY MAP reading assessment as compared to 44.6% of AA students projected not to meet standard

Root Cause 2: More alignment of instruction, curriculum, and interventions needed to meet the diverse learning needs of students, i.e., phonics, fluency, comprehension

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 43.2% of Kindergarten - Grade 5 students met or exceeded projected MAP Reading growth as opposed to 36% of African American students who met or exceeded projected MAP Reading growth.

Root Cause 3: Professional development and culturally responsive resources needed for teachers to accelerate student learning

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Per feedback received from staff and parents, family engagement experiences are insufficient

Root Cause 4: A need for establishing more inclusive and culturally responsive engagement opportunities.

Problem Statement 4 Areas: Perceptions

District Goals

Revised/Approved: May 25, 2023

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 94.9% to 99% by May 2024.

*Maintain the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish at 100% in May 2024.

*Increase the percentage of Hispanic students from 90.5% to 95% by May 2024.

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

Strategy's Expected Result/Impact: Increased early literacy and foundational prerequisite skills

Staff Responsible for Monitoring: Teachers

Data Analyst

Instructional Coach

Title I:

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Strategy**

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Creative Curriculum) by November 30, 2024 (first semester) and February 28, 2024 (second semester). Intended Audience: Teachers Provider / Presenter / Person Responsible: Early Learning Department Date(s) / Timeframe: November 30, 2024 (first semester) February 28, 2024 (second semester). Collaborating Departments: Early Learning Bilingual Delivery Method: in-person and virtual	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 60.8% to 66% by May 2024.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 49.1% to 54% by May 2024.

*Increase the percentage of English Language Learners on our campus from 49.1% to 54% by May 2024.

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

Strategy's Expected Result/Impact: To support and increase students' reading fluency

Staff Responsible for Monitoring: Teachers

Data Analyst

Instructional Coach

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Creative Curriculum and Amplify) by November 30, 2024 (first semester) and February 28, 2024 (second semester).</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Literacy Department</p> <p>Date(s) / Timeframe: November 30, 2024 (first semester) February 28, 2024 (second semester).</p> <p>Collaborating Departments: Literacy Department Bilingual Department</p> <p>Delivery Method: in-person and virtual</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide professional development to enhance effectiveness of dual language literacy teachers</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Lead Teachers</p> <p>Date(s) / Timeframe: 8/14/23-5/31/24</p> <p>Collaborating Departments: Bilingual</p> <p>Delivery Method: In-person and virtual</p> <p>Funding Sources: PD and materials and resources - BEA (199 PIC 25) - 199-13-6329-001-186-25-313-000000 - \$782</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 49.4% to 56% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 37% to 50% by May 2024.

*Increase the percentage of African American students from 34.6% to 50% by May 2024.

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

Strategy's Expected Result/Impact: Increase percentage of students meeting or exceeding targeted growth

Staff Responsible for Monitoring: Teachers

Data Analyst

Instructional Coach

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with implementation of high quality Tier 1 instruction and supplemental high quality intervention and support for tier 2 and 3 students</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach and Data Analyst</p> <p>Date(s) / Timeframe: Daily August 2023 - May 2024</p> <p>Collaborating Departments: Literacy Department Bilingual Department</p> <p>Delivery Method: in-person and virtual</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Secure, track and monitor student usage of online interventions (Lexia, Dreambox, iReady, Summit K-12) Intended Audience: Teachers Provider / Presenter / Person Responsible: Vendors Date(s) / Timeframe: Weekly August 2023-May 2024 Collaborating Departments: Literacy Mathematics Delivery Method: in-person and virtual Funding Sources: On-line intervention - Title I (211) - 211-11-6396-04E-186-30-510-000000-24F10 - \$6,550	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Collect and analyze data to improve student achievement Intended Audience: Teachers Provider / Presenter / Person Responsible: Data Analyst Date(s) / Timeframe: 10/1/23-5/31-24 Collaborating Departments: ADQ Delivery Method: In-Person Funding Sources: All In Learning Resource and training - Title I (211) - 211-11-6396-04E-186-30-510-000000-24F10 - \$3,700	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math English from 94.9% to 99% by May 2024. Maintain the percentage of PK students who score On Track on Circle Math Spanish at 100% by May 2024. Increase the percentage of Hispanic students on our campus from 90.5% to 96% by May 2024.

Strategy 1: Improve Tier 1 Math instruction using Creative Curriculum to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increased numeracy and basic skills for mathematics

Staff Responsible for Monitoring: Teachers

Data Analyst

Instructional Coach

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Strategy**

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with implementation of high quality Tier 1 instruction and supplemental high quality intervention and support for tier 2 and 3 students</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Data Analyst Instructional Coach</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: in-person and virtual</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Secure, track and monitor student usage of online interventions (Lexia, Dreambox, iReady, Summit K-12) Intended Audience: Teachers Provider / Presenter / Person Responsible: Vendor Date(s) / Timeframe: Weekly August 2023 - May 2024 Collaborating Departments: Math Department Delivery Method: in-person and virtual Funding Sources: On-line intervention - Title I (211) - 211-11-6396-04E-186-30-510-000000-24F10 - \$6,550	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

School Performance Objective 2: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 57.4% to 62% by May 2024.

Increase the percentage of Special Education students on our campus from 50% to 58% by May 2023.

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

Strategy's Expected Result/Impact: Increased number of students who meet or exceed their projected growth.

Staff Responsible for Monitoring: Teachers

Data Analyst

Instructional Coach

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math


- **ESF Levers:**


Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details	Reviews			
Action Step 1: Ensure High Quality Tier 1 instruction and interventions is delivered daily for tier 2 and 3 students Intended Audience: Teacher Provider / Presenter / Person Responsible: Instructional Coach Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Special Education Department Literacy Department Mathematics Department	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure identified students have access to social emotional and physical supports to positively impact learning.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: General Ed Teachers Special Education Teachers</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: Special Education Department Math Science Literacy</p> <p>Delivery Method: in-person</p> <p>Funding Sources: Materials and supplies for Curriculum Nights - Title I (211) - 211-61-6299-04E-186-30-510-000000-24F10 - \$517</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: *Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 25.8% to 50% by May 202.

*Increase the percentage of Special Education population on our campus from 15% to 30% by May 202.

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Improved teaching and learning that results in student growth and achievement

Staff Responsible for Monitoring: Administrators, Data Analyst, Instructional Coach, Teachers

TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Provide Tier 1 instruction, Assess, determine support students need and provide supplemental instruction to fill gaps in learning Intended Audience: Teachers Provider / Presenter / Person Responsible: Teacher Leaders Instructional Coach Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Literacy Delivery Method: In person / Virtual Funding Sources: Supplemental Instruction - SCE (199 PIC 24) - 199-11-6116-001-186-24-313-000000- - \$2,898	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide data driven professional development and PLC's to determine areas of refinement in instructional practices to target student learning needs and improve learner outcomes</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Data Analyst, Instructional Coach Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: ADQ Delivery Method: In-person</p> <p>Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-186-30-510-000000-24F10 - \$80,370</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Enrichment opportunities to accelerate learning of all students</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coach Date(s) / Timeframe: 8/14/23-5/31/24 Collaborating Departments: Gifted and Talented Delivery Method: In person</p> <p>Funding Sources: Supplemental Materials - Gifted & Talented (199 PIC 21) - - \$374</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Provide differentiated instruction and supports for diverse learners</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Sped/inclusion Teacher Date(s) / Timeframe: 8/14/23-5/31/24 Collaborating Departments: Special Education Delivery Method: In person and virtual</p> <p>Funding Sources: Personal Care and Instructional Materials - SPED (199 PIC 23) - - \$2,561</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: Supplemental Instruction and materials Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coach Date(s) / Timeframe: 11/1/23-5/31/24 Delivery Method: In-Person Funding Sources: Tutors - Title I (211) - 211-11-6117-04E-186-30-510-000000-24F10 - \$4,900	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: *Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 24.7% to 40% by May 202.

*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 6.7% to 10% by May 202.

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

Strategy's Expected Result/Impact: Improved teaching and learning that results in student growth and achievement

Staff Responsible for Monitoring: Administrators, Data Analyst, Instructional Coach, Teachers


TEA Priorities:


Recruit, support, retain teachers and principals, Build a foundation of reading and math


- ESF Levers:


Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Provide Tier 1 instruction, Assess, determine support students need and provide supplemental instruction to fill gaps in learning Intended Audience: Teachers Provider / Presenter / Person Responsible: Teacher Leaders, Instructional Coach Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Mathematics Dept. Delivery Method: In-person/Virtual Funding Sources: Supplemental Instruction - SCE (199 PIC 24) - 199-11-6116-001-186-24-313-000000- - \$2,899	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue





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

School Performance Objective 1: *Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 19% to 9% by May 202.

Strategy 1: Improve individual and school wide ADA by implementing daily school outreach to address attendance barriers.

Strategy's Expected Result/Impact: Improved student achievement, performance, and sense of belonging

Staff Responsible for Monitoring: Teachers
Family Engagement Specialists
Counselor

Action Step 1 Details	Reviews			
Action Step 1: Create celebration to to reward and encourage improved school attendance, student behavior, and achievement Intended Audience: Students Parents Provider / Presenter / Person Responsible: Counselor Family Engagement Specialist Teachers Date(s) / Timeframe: Sept 2023-May 2023 Collaborating Departments: Family Engagement Delivery Method: In-person Funding Sources: Student awards and incentives - Title I (211) - 211-11-6499-04E-186-30-510-000000-24F10 - \$1,800	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

School Performance Objective 2: *Decrease the overall number of discipline referrals by school personnel from 8 to 4 by May 202. Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 4 to 2 by May 2023.





Strategy 1: Implement school wide restorative practices

Strategy's Expected Result/Impact: To build a proactive response to discipline incidents

Staff Responsible for Monitoring: Counselors

Title I:
4.1, 4.2
- ESF Levers:
Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
Action Step 1: Providing restorative practices training to teachers Intended Audience: Teachers Provider / Presenter / Person Responsible: Counselor Date(s) / Timeframe: 9/21/23-5/31/24 Collaborating Departments: Restorative Practices Delivery Method: In person Virtual	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

School Performance Objective 3: *Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 2 to 1 by May 202.

Strategy 1: Recognize and incentivize students for behavior, attendance and achievement

Strategy's Expected Result/Impact: Improvement in attendance, behavior and school culture

Staff Responsible for Monitoring: Counselor





Title I:

2.4, 2.5, 2.6

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- **Targeted Support Strategy**

Action Step 1 Details	Reviews			
Action Step 1: Develop a system to routinely recognize and celebrate students Intended Audience: Students Provider / Presenter / Person Responsible: Counselor Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: In-Person Funding Sources: Snacks and incentives - Title I (211) - 211-11-6499-04E-186-30-510-000000-24F10 - \$1,397	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

School Performance Objective 4: *Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 2 to 10 by May 2024.

Strategy 1: Calendar, communicate and plan yearlong family engagement events

Strategy's Expected Result/Impact: Increased parental involvement and positive school culture

Title I:

4.1, 4.2

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- **Targeted Support Strategy**

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure parents are informed and welcomed to school and community events</p> <p>Intended Audience: Teachers Parents</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist</p> <p>Date(s) / Timeframe: August 2023 -May 2024</p> <p>Collaborating Departments: Family Engagement</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: Snacks for parental involvement - Parent Engagement - 211-61-6499-04L-186-30-510-000000-24F10 - \$2,316, Family Activities Items - Title I (211) - 211-61-6399-04L-186-30-510-000000-24F10 - \$1,984.47</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Host parent meetings BOY, MOY, and EOY to share Map data</p> <p>Intended Audience: Parents</p> <p>Provider / Presenter / Person Responsible: Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June


Data Analyst


Date(s) / Timeframe: 9/21/23-5/31/24

Collaborating Departments: ADQ

Delivery Method: In-Person
Virtual

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for 186 D.K. Sellars Elementary School

Total SCE Funds: \$5,797.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

DKS will provide supplemental instruction and resources geared towards at risk students. The supports will be mathematics and literacy based.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nedra Robinson	Data Analyst		1

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	On-line intervention	Technology for instructional use	211-11-6396-04E-186-30-510-000000-24F10	\$6,550.00
1	3	1	3	All In Learning Resource and training	Technology for instructional use	211-11-6396-04E-186-30-510-000000-24F10	\$3,700.00
2	1	1	2	On-line intervention	Technology for instructional use	211-11-6396-04E-186-30-510-000000-24F10	\$6,550.00
2	2	1	2	Materials and supplies for Curriculum Nights	Family Science Night	211-61-6299-04E-186-30-510-000000-24F10	\$517.00
3	1	1	2	Data Analyst	Data Analyst	211-13-6119-04E-186-30-510-000000-24F10	\$80,370.00
3	1	1	5	Tutors	Tutors with degree or certified	211-11-6117-04E-186-30-510-000000-24F10	\$4,900.00
4	1	1	1	Student awards and incentives	Snacks or incentives for students	211-11-6499-04E-186-30-510-000000-24F10	\$1,800.00
4	3	1	1	Snacks and incentives	Snacks or incentives for students	211-11-6499-04E-186-30-510-000000-24F10	\$1,397.00
4	4	1	1	Family Activities Items	Supplies and materials for parental involvement	211-61-6399-04L-186-30-510-000000-24F10	\$1,984.47
Sub-Total							\$107,768.47
Budgeted Fund Source Amount							\$107,768.47
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplemental Instruction	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-186-24-313-000000-	\$2,898.00
3	2	1	1	Supplemental Instruction	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-186-24-313-000000-	\$2,899.00
Sub-Total							\$5,797.00
Budgeted Fund Source Amount							\$5,797.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Snacks for parental involvement	Snacks for Parents to promote participation	211-61-6499-04L-186-30-510-000000-24F10	\$2,316.00
Sub-Total							\$2,316.00
Budgeted Fund Source Amount							\$2,316.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	PD and materials and resources	Reading materials - professional development	199-13-6329-001-186-25-313-000000	\$782.00
Sub-Total							\$782.00
Budgeted Fund Source Amount							\$782.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	3	Supplemental Materials	GENERAL SUPPLIES		\$374.00
Sub-Total							\$374.00
Budgeted Fund Source Amount							\$374.00
+/- Difference							\$0.00

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	4	Personal Care and Instructional Materials	GENERAL SUPPLIES		\$2,561.00
Sub-Total							\$2,561.00
Budgeted Fund Source Amount							\$2,561.00
+/- Difference							\$0.00
Grand Total Budgeted							\$119,598.47
Grand Total Spent							\$119,598.47
+/- Difference							\$0.00