

**Fort Worth Independent School District**  
**223 Cesar Chavez Elementary School**  
**2023-2024 Improvement Plan**



# Mission Statement

At Cesar Chavez Elementary we work as a team to facilitate high quality relevant instruction. We inspire students to be life-long learners, and equip them with critical, creative, and technological skills for excellence and kindness in their future endeavors.

## Vision

Our vision is that students will persevere responsibly and confidently through the challenges of today's world and thereby make great contributions to the community.

## C.O.L.T. Pride Code of Conduct

Come prepared to school every day.

Own your actions.

Learn with others every day.

Take responsibility.

I have COLT Pride!

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# Comprehensive Needs Assessment

Revised/Approved: April 18, 2023

## Demographics

### Demographics Summary

Cesar Chavez Elementary is a Dual Language school in the close knit community know as Diamond Hill in the northernmost neighborhood in FWISD with 2/3 of our students served by the Dual Language program and one third served in the Regular Program. In the past few years an increasing number of students eligible for Dual Language services have arrived with stronger skills in English than in Spanish. Something new this school year is that we have welcomed several families from countries speaking languages other than Spanish such as Afghanistan and Kenya. Our population is 6.2% African American, 88.4% Hispanic, and 4.1% White, 1.1% Asian. 94% of our students qualify as Economically Disadvantaged. 8% of our students are served by a 504 plan, 4.7% of our students are identified as Dyslexic, 2.8% of our students are homeless, 4% are immigrants, 8% are Gifted/ Talented, 16.9% are served by Speech or Special Education, 11% have high mobility, and 85% qualify as At Risk. Our attrition rate is 14% compared to 19% for the state. Most students live within walking distance and are not bus riders. 25% of our teachers hold a Master's degree and 75% of them hold a Bachelor's degree. 6.5% of our teachers are beginners with less than 1 year of experience. 73% of our teachers have six or more years of experience. The average experience of teachers is 10 years. Most teachers with children enroll their children in our school. We have decreased the number of chronically absent students from 26% last year to 18.7% this school year. Our average daily attendance is 94%. Student behavior at our school is positive with minimal discipline referrals.

### Demographics Strengths

Parents in our school community are supportive and responsive when teachers call to address student needs. Most parents attend parent/ teacher conferences, support student clubs, and attend parent events. Our community is predominantly Hispanic with many families speaking Spanish at home for two or more generations. We have many two parent households. Our teachers support each other in their work. Our teachers are highly skilled and knowledgeable. Our Family engagement specialist has made connections with families which has helped influence the drop in chronically absent students from 24% to 11% in one school year.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Some students have limited access to resources and support for learning at home. **Root Cause:** We have not offered enough opportunities at different times to offer parents opportunities to learn about the use of technology at home and we have not provided all students after school support and we have not offered teachers time to discuss other options besides homework or solutions such as Lunch Study Hall.

**Problem Statement 2:** Some students parents are less involved.

**Problem Statement 3 (Prioritized):** We have 11% of our students (42) who are chronically absent with some families starting the route towards becoming chronically absent as early as Pre-K. **Root Cause:** We have not dedicated targeted information for entering families especially in Pre-K about the importance of daily attendance.

# Student Learning

## Student Learning Summary

Cesar Chavez Elementary was rated as a "B" campus by TEA with a total score of 85. Growth is our highest area with a scaled score of 89 meaning that we missed the "A" rating by one point. In the Student Achievement Domain our score was 59, while our Relative Performance score was 65. 51% of our students met projected growth in MAP Reading, while our lowest scoring group had 54% of students meeting projected growth for Reading. In Math, 55% of our students met projected growth in MAP Math, while 50% of the lowest scoring group met the projected growth for Math. In grades K-3, Fluency for Reading scored 61% meeting goals. 100% of students in Pre-K scored on track for Phonological Awareness. Our Lexia data show that about 30% of our students are working below grade level in Reading at the beginning of April, however, 68% of students started the year below grade level. As of April, 39% of our students moved into grade level work or above. This year 27% of students started on level compared to the prior year when 15% started on level. This year, students are ending the school year with about 34% not on grade level compared to 41% last school year in Reading based on Core 5 data. This year 27% of our students are ending the year above grade level compared to 25% last year.

## Student Learning Strengths

Student growth is a strength as shown by our score of 89 on the Student Progress domain for STAAR and the increase in both Reading and Math from 2019 to 2022.

MAP Growth scores show that Reading achievement is higher than Math achievement.

Reading and Math content areas show strong growth with 64% 11/14 homerooms experiencing over 40 % expected growth at the middle of the year.

Student daily work has improved using Eureka Math.

49% of students have moved on or above grade level in 2023 in Core 5 for Reading compared to only 15% at the end of 2022 and this includes homerooms with emergent bilinguals.

Students' verbal communication is improving using cooperative learning strategies.

Students are aware of goals and track data.

Students are building background knowledge using Amplify reading.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Math achievement at the middle of the year was below the 37th percentile : K- 37th, 1st- 30th, 2nd- 20th, 3rd- 22nd, 4th- 5th percentile, 5th gr- 21st percentile. By the end of the year the following grades had reached these percentiles- K- 63rd, 1st-72nd, 2nd- 47th, 3rd- 48th, 4th - 24th, and 5th- 23rd, such that all grades would benefit from continued implementation and refinement of Eureka. **Root Cause:** We have not scheduled collaboration time to define, practice, and model the read, draw, write, strategy as well as other Math strategies universally in detail for all grade levels.

**Problem Statement 2 (Prioritized):** Reading achievement at the middle of the year was below the 58th percentile and as high as the 67th by EOY. Change was as follows: K- 26th to 33rd , 1st- 58th to 67th, 2nd- 6th- 14th, 3rd, 29th-40th, 4th- 11th-19th, 5th- 23rd-38th percentile such that all grades would benefit from continued implementation and refinement of Amplify. **Root Cause:** Teachers have not been provided scheduled time to analyze the alignment and enhancement that is needed for Amplify to meet students needs for the MAP

test, or time to discuss the related needs for 2nd language learners, or sufficient professional learning for newer staff members.

**Problem Statement 3:** Dual Language students in upper grades are checking out less chepter books in Spanish than in English.

**Problem Statement 4:** Growth is higher than achievement in both Reading and Math.

**Problem Statement 5:** Students grow more in Spanish than in English in lower grades.

**Problem Statement 6:** Vocabulary presents a challenge for students in MAP and MAP fluency.

**Problem Statement 7:** There are missed opportunities for intensive intervention in early grades.

**Problem Statement 8:** Tutoring scheduling interferes with other content area learning.

**Problem Statement 9:** Student goals and homework are communicated to students, but parents are sometimes not aware.

# School Processes & Programs

## School Processes & Programs Summary

Instruction is supported by a Data Analyst, an Instructional Coach, two administrators, one teaching assistant, two special education teachers, and two dyslexia teachers. Gifted and Talented services are provided through a "pull out" model every other week. PLCs are scheduled weekly. Math, Reading, Pre-K and PE all have new curriculum that has been upgraded. Teachers are aware of and consistently implementing the MTSS process to support students to receive the interventions students might need. Teachers and students understand and are able to track progress for using online reading and math programs. Parent education programs have started and are well attended. COLT Cash store was started this year and has caused an increase in student participation in academic programs and attendance. There are systems in place for parent communication such as FES warm calls, parent teacher conferences, open houses, family nights, parent classes, a website, newsletters, and social media. Dismissal procedures are safe and effective. Discipline procedures are in place. Curriculum is being followed with fidelity. Teacher collaboration time is provided.

## School Processes & Programs Strengths

Our MTSS process is effective in finding students who need additional support from Dyslexia or Special Education teachers. Our student recognition processes are proving that they track data and receive rewards for achieving progress. Schoolwide discipline is in place with assemblies to teach behavior expectations, rewards for strong behavior and academics. Teachers have time to collaborate weekly. Arrival and dismissal processes are effective and safe. Parent programs are well attended. Parents are informed of school events and student progress. Teachers have effectively implemented all new curriculum online programs, and technology in classrooms.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** There are missed opportunities for vertical discussions between grade levels. **Root Cause:** Scheduled and assigned roles for teacher leaders to lead vertical discussions throughout the school year are missing.

**Problem Statement 2 (Prioritized):** Teachers have little time to plan and prepare material with all the items that are needed for the new curriculums. **Root Cause:** We have not scheduled time to share and discuss time management and organization strategies used by some teachers successfully as well as parent volunteer opportunities supporting classroom preparations.

**Problem Statement 3:** Tutoring schedule for HB4545 interferes with daytime schedule.

**Problem Statement 4:** Student behavior in restrooms is not on par with the expected norms.

**Problem Statement 5:** Pledges recited at 10 am are interfering with instruction.

**Problem Statement 6:** Colt Pride Store runs out of desired items.

**Problem Statement 7 (Prioritized):** Special Education students who are also chronically tardy sometimes arrive after their group support time. **Root Cause:** We have not prioritized scheduling for Special Education students who are also chronically tardy.

# Perceptions

## Perceptions Summary

Parent comments, visitor comments, social media, and student comments indicate that students and teachers believe this is a positive learning environment for students and for teachers. There are minimal parent complaints and minimal student discipline infractions. Positive belief systems are a priority for administrators. Our vision and mission statements are posted throughout the school and the actions of people in the school strive to achieve the vision and mission. There is a perception that each person at school knows their role and performs their role to the best of their ability. Administrators work to ensure employees and students feel a sense of efficacy in their daily work.

## Perceptions Strengths

Most parents are involved compared to parents at other district schools. Attendance is incentivized as is student academic progress. Staff perceives the school to be a positive work place. Student efforts are recognized and celebrated. Field trips are enriching the student experience. Our school library provides enrichment. Tutoring is available to upper grade students. Students have a sense of "Colt Pride". Teachers find solutions when academic progress is challenging. Parent communication is effective and administrators are responsive. Some after school enrichment is available including running club and choir as well as a few other after school activities. Teachers work effectively as grade level teams.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** More parent communication is needed in the case of high needs students. **Root Cause:** We have not emphasized or discussed the importance of specific strategies for strengthening parent/ teacher relationships equitably between upper and lower grades and between Dual Language and Regular Program families.

**Problem Statement 2:** Our school does not have consistent after school activities such as sports.

**Problem Statement 3:** There are limited opportunities to build community.

**Problem Statement 4:** Some students have mental health issues that are unmet.

**Problem Statement 5:** The main point of contact for parents is the best equipped to understand parents, however, the rest of the staff are not as skilled in this area as the FES.

**Problem Statement 6 (Prioritized):** Attendance and tardies interfere with academic progress for some students. **Root Cause:** We have not added pre k to the chronically absent calling system including clear expectations for attendance starting in pre k nor has pre k been included in the Colt Pride store incentive program.



# Priority Problem Statements

**Problem Statement 1:** Attendance and tardies interfere with academic progress for some students.

**Root Cause 1:** We have not added pre k to the chronically absent calling system including clear expectations for attendance starting in pre k nor has pre k been included in the Colt Pride store incentive program.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** Math achievement at the middle of the year was below the 37th percentile : K- 37th, 1st- 30th, 2nd- 20th, 3rd- 22nd, 4th- 5th percentile, 5th gr- 21st percentile. By the end of the year the following grades had reached these percentiles- K- 63rd, 1st-72nd, 2nd- 47th, 3rd- 48th, 4th - 24th, and 5th- 23rd, such that all grades would benefit from continued implementation and refinement of Eureka.

**Root Cause 2:** We have not scheduled collaboration time to define, practice, and model the read, draw, write, strategy as well as other Math strategies universally in detail for all grade levels.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Reading achievement at the middle of the year was below the 58th percentile and as high as the 67th by EOY. Change was as follows: K- 26th to 33rd , 1st- 58th to 67th, 2nd- 6th- 14th, 3rd, 29th-40th, 4th- 11th-19th, 5th- 23rd-38th percentile such that all grades would benefit from continued implementation and refinement of Amplify.

**Root Cause 3:** Teachers have not been provided scheduled time to analyze the alignment and enhancement that is needed for Amplify to meet students needs for the MAP test, or time to discuss the related needs for 2nd language learners, or sufficient professional learning for newer staff members.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Some students have limited access to resources and support for learning at home.

**Root Cause 4:** We have not offered enough opportunities at different times to offer parents opportunities to learn about the use of technology at home and we have not provided all students after school support and we have not offered teachers time to discuss other options besides homework or solutions such as Lunch Study Hall.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** There are missed opportunities for vertical discussions between grade levels.

**Root Cause 5:** Scheduled and assigned roles for teacher leaders to lead vertical discussions throughout the school year are missing.

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

**Problem Statement 6:** Teachers have little time to plan and prepare material with all the items that are needed for the new curriculums.

**Root Cause 6:** We have not scheduled time to share and discuss time management and organization strategies used by some teachers successfully as well as parent volunteer opportunities supporting classroom preparations.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Special Education students who are also chronically tardy sometimes arrive after their group support time.

**Root Cause 7:** We have not prioritized scheduling for Special Education students who are also chronically tardy.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** More parent communication is needed in the case of high needs students.

**Root Cause 8:** We have not emphasized or discussed the importance of specific strategies for strengthening parent/ teacher relationships equitably between upper and lower grades and between Dual Language and Regular Program families.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** We have 11% of our students (42) who are chronically absent with some families starting the route towards becoming chronically absent as early as Pre-K.

**Root Cause 9:** We have not dedicated targeted information for entering families especially in Pre-K about the importance of daily attendance.

**Problem Statement 9 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

- 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

### **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

# District Goals

Revised/Approved: September 19, 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:** \*Maintain the percentage of PK students who score On Track on Circle Phonological Awareness in English from 100% to 100% by May 2024.

\*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 85.3% to 95% by May 2024.

\*Increase the percentage of ED students in Dual Language from 83.9% to 85% by May 2023.

**Strategy 1:** Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/ Estrellita) and data with PreK-5th grade teachers using the gradual release model and assessments aligned with FWISD curriculum.

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

As a result of PLC collaboration, students will benefit equitably from collective teacher efficacy and receive daily high quality instruction.

Progress monitoring:

Evidence will include a PLC Calendar, Walkthroughs showing implementation of internalized and customized lessons, and PLC Agendas

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, and Data Analyst

**Title I:**

2.4





- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

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

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Develop a PLC calendar to include high impact research based strategies to support high quality instruction including:</p> <p>Demonstrations by Master Teachers            TEKS analysis            Creation of Shared Assessments            Analysis of Student Learning using Student Products            Learning Walks and            Professional Learning.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Administrators, Instructional Coach  <b>Date(s) / Timeframe:</b> Create calendar in July/ August            Implement calendar Fall Semester            December adjustments            Implement Spring Semester  <b>Collaborating Departments:</b> Support from Literacy Department at times  <b>Delivery Method:</b> In Person</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Reading achievement at the middle of the year was below the 58th percentile and as high as the 67th by EOY. Change was as follows: K- 26th to 33rd , 1st- 58thto 67th, 2nd- 6th- 14th, 3rd, 29th-40th, 4th- 11th-19th, 5th- 23rd-38th percentile such that all grades would benefit from continued implementation and refinement of Amplify.</p> <p><b>Root Cause:</b> Teachers have not been provided scheduled time to analyze the alignment and enhancement that is needed for Amplify to meet students needs for the MAP test, or time to discuss the related needs for 2nd language learners, or sufficient professional learning for newer staff members.</p>

**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 70.4% to 73% 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 61.5% to 70% by May 2024.

\*Increase the percentage of RP Special Education students from 50% to 55% by May 2024.

**High Priority**

**Evaluation Data Sources:** MAP and Core 5

**Strategy 1:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization.

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

As a result of continued support for internalization with a second year of Amplify implementation, students will grow in the areas of decoding, vocabulary, comprehension, and writing.

Progress Monitoring:

Team Meeting Agendas

PLC Agendas

Lesson Plans

Exit Tickets/ Written Assignments

Walkthroughs

MOY TTESS SLOs

MOY MAP Data

EOY MAP Data

will show evidence of instruction that has made an impact on students to improve decoding, vocabulary understanding, comprehension, and writing.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**Title I:**

2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Learning 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> 1. Administrators will identify grade levels in need of targeted reading growth using MAP data.</p> <p>2. Grade Levels identified for targeted reading growth based on MAP data will engage in the creation of an initial skill profile and a targeted skill profile.</p> <p>3. Master teachers will provide professional learning to share best practices for Amplify planning and instruction including the RACE strategy.</p> <p>4. During PLCs teachers will analyze student work as compared to skill profiles.</p> <p>5. Teachers will design lessons and use materials for interactive and accelerated instruction.</p> <p>6. Assign roles for teacher leaders to lead vertical discussions by content throughout the school year during faculty meetings.</p> <p><b>Intended Audience:</b> PK- 5th grade Literacy Teachers  <b>Provider / Presenter / Person Responsible:</b> Mrs. Reyes and Mrs. Varela  <b>Date(s) / Timeframe:</b> Fall 2023- September  <b>Delivery Method:</b> Faculty Meeting by Department</p> <p><b>Funding Sources:</b> supplies and materials for lessons - Title I (211) - 211-11-6399-04E-223-30-510-000000-24F10 - \$1,033</p>	Formative			Summative
	Nov	Jan	Mar	June






**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Reading achievement at the middle of the year was below the 58th percentile and as high as the 67th by EOY. Change was as follows: K- 26th to 33rd , 1st- 58th to 67th, 2nd- 6th- 14th, 3rd, 29th-40th, 4th- 11th-19th, 5th- 23rd-38th percentile such that all grades would benefit from continued implementation and refinement of Amplify.  <b>Root Cause:</b> Teachers have not been provided scheduled time to analyze the alignment and enhancement that is needed for Amplify to meet students needs for the MAP test, or time to discuss the related needs for 2nd language learners, or sufficient professional learning for newer staff members.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> There are missed opportunities for vertical discussions between grade levels. <b>Root Cause:</b> Scheduled and assigned roles for teacher leaders to lead vertical discussions throughout the school year are missing.</p>



**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 53.5% to 58% 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 50% to 55% by May 2024.

\*Increase the percentage of RP Special Education from 41.5% to 44% by May 2024.

**HB3 District Goal**

**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, and materials.

**Strategy's Expected Result/Impact:** As a result of implementing Fundamental Four strategies in Literacy, students will read, listen, speak, and write to justify their comprehension of increasingly complex text.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**Title I:**

2.4

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**- Results Driven Accountability**

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> 1. Literacy teachers will create a long term Instructional Planning Calendar to ensure that Amplify lessons and pausing points maximize their reach in TEKS alignment to MAP.</p> <p>2. Literacy Lesson Plan expectations will be presented at the beginning of the school year to include ensure that all plans have TEKS alignment within grade level, task matches TEKS, week includes 4 language domains and formative assessments.</p> <p>3. Leadership team will review lesson plans to ensure alignment to expectations and address teams as needed regarding lesson plans.</p> <p>4. Effective classroom practices will be presented at the beginning of the school year to ensure alignment in expectations for each homeroom. These will be checked by administrators during walkthroughs and calibrated with grade level teams during learning walks.</p> <p>4. Students with limited progress will be referred to MTSS and interventions will be documented in Branching Minds for review in SST Meetings.</p> <p><b>Intended Audience:</b> Literacy teachers  <b>Provider / Presenter / Person Responsible:</b> Instructional Coach and Master Teachers  <b>Date(s) / Timeframe:</b> Summer 2023  <b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Extra duty pay for planning - Title I (211) - 211-13-6116-04E-223-30-510-000000-24F10 - \$800</p>	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>			

**School Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Reading achievement at the middle of the year was below the 58th percentile and as high as the 67th by EOY. Change was as follows: K- 26th to 33rd , 1st- 58th to 67th, 2nd- 6th- 14th, 3rd, 29th-40th, 4th- 11th-19th, 5th- 23rd-38th percentile such that all grades would benefit from continued implementation and refinement of Amplify.</p> <p><b>Root Cause:</b> Teachers have not been provided scheduled time to analyze the alignment and enhancement that is needed for Amplify to meet students needs for the MAP test, or time to discuss the related needs for 2nd language learners, or sufficient professional learning for newer staff members.</p>

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

**School Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 90% to 97% by May 2024.  
Increase the percentage of Economically Disadvantaged scoring on track from 90% to 97% by May 2024.

**Strategy 1:** Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

**Strategy's Expected Result/Impact:** As a result of targeted professional learning, teachers will increase effectiveness such that students will grow in their problem solving, reasoning, and fluency for Math.

**Staff Responsible for Monitoring:** Administrators and Instructional Coach

**Title I:**

2.4

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

- **Results Driven Accountability**

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Professional Learning including at least two of the following:  Learning Walks (pending sub availability)  PLCs  Observations of master teachers, and  Demonstrations will be scheduled and conducted to align and refine RDW- (read, draw, write) across all grade levels, detailed algorithm practice, Standards Alignment, and Eureka customization during PLCs.</p> <p><b>Intended Audience:</b> Math teachers  <b>Provider / Presenter / Person Responsible:</b> Lead Math Teachers Casas and Joyner. Segura will also be invited to present.  <b>Date(s) / Timeframe:</b> Planning time will take place in the summer and Fall. Planning will take place after MAP testing, Learning Walks will take place in the Fall.  <b>Collaborating Departments:</b> Math department  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Subs for Learning Walks, observations, or professional learning, and planning days - Title I (211) - 211-11-6112-0PD-223-30-510-000000-24F10 - \$300, Extra Duty Pay for Teachers to Plan for Acceleration for all learners - Title I (211) - 211-13-6116-04E-223-30-510-000000-24F10 - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June






**School Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Math achievement at the middle of the year was below the 37th percentile : K- 37th, 1st- 30th, 2nd- 20th, 3rd- 22nd, 4th- 5th percentile, 5th gr- 21st percentile. By the end of the year the following grades had reached these percentiles- K- 63rd, 1st-72nd, 2nd- 47th, 3rd- 48th, 4th - 24th, and 5th- 23rd, such that all grades would benefit from continued implementation and refinement of Eureka. <b>Root Cause:</b> We have not scheduled collaboration time to define, practice, and model the read, draw, write, strategy as well as other Math strategies universally in detail for all grade levels.</p>

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

**School Performance Objective 2:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth for English from 66.5 to 75% by May 2023.

Increase the percentage of ELLs testing in English on track from 67.5% to 72% by May 2023.

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

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

As a result of PLC work around Analyzing Student Work, Student MAP scores will increase.

Progress Monitoring:

PLC Agendas and Notes

Student Work Samples

Unit Tests

Benchmarks

MOY and EOY SLOs

**Staff Responsible for Monitoring:** Administrators, Data analyst and Instructional Coach

**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 4: High-Quality Instructional Materials and Assessments

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

**Problem Statements:** Student Learning 1 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> 1. During PLCs we will schedule time to analyze student learning products and link effective practices to student outcomes for sharing within a grade level.</p> <p>2. During faculty meetings teachers will share management techniques for manipulatives and organization/time management strategies for lesson planning, and lesson preparation techniques.</p> <p>3. During Learning Walks, teams will calibrate classroom implementation of effective Math practices such as RDW, math talk, manipulative use, real world object use, customization, and data tracking.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Data Analyst will provide assessment data to inform PLC work. Instructional Coach will facilitate and Administrators will schedule, support facilitation, and monitor.</p> <p><b>Date(s) / Timeframe:</b> Weekly in Fall and Spring</p> <p><b>Collaborating Departments:</b> Math Department</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Data Analyst - Title I (211) - 211-13-6119-04E-223-30-510-000000-24F10 - \$86,946</p>	Formative			Summative
	Nov	Jan	Mar	June



**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Math achievement at the middle of the year was below the 37th percentile : K- 37th, 1st- 30th, 2nd- 20th, 3rd- 22nd, 4th- 5th percentile, 5th gr- 21st percentile. By the end of the year the following grades had reached these percentiles- K- 63rd, 1st-72nd, 2nd- 47th, 3rd- 48th, 4th - 24th, and 5th- 23rd, such that all grades would benefit from continued implementation and refinement of Eureka. <b>Root Cause:</b> We have not scheduled collaboration time to define, practice, and model the read, draw, write, strategy as well as other Math strategies universally in detail for all grade levels.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Teachers have little time to plan and prepare material with all the items that are needed for the new curriculums. <b>Root Cause:</b> We have not scheduled time to share and discuss time management and organization strategies used by some teachers successfully as well as parent volunteer opportunities supporting classroom preparations.</p>

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

**School Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR overall Reading from 29% in May 2023 to 45% by May 2024.

Increase the percentage of Special Education Meeting expectations on English Reading from 13% in May 2023 to 21% by May 2024.

**High Priority**

**Evaluation Data Sources:** STAAR and MAP

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students

**Strategy's Expected Result/Impact:** As a result of daily aligned instruction, students will master TEKS at higher levels to achieve the Meets and Masters levels.

**Staff Responsible for Monitoring:** Administrators and Instructional Coach

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

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

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will utilize Lead4Ward playlist strategies and attend professional learning together at faculty meetings to support language development for all learners especially learners strengthening their English.</p> <p>Students at both high and low extremes in need of acceleration will have support in the classroom during intervention time and using online programs.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Literacy Department or outside provider</p> <p><b>Date(s) / Timeframe:</b> Fall PD</p> <p><b>Delivery Method:</b> In Person and online</p> <p><b>Funding Sources:</b> Professional Learning for using the online language acceleration program - Title I (211) - 211-13-6299-04E-223-30-510-000000-24F10 - \$3,075, Technology Program for Language Acceleration - Title I (211) - 211-11-6396-04E-223-30-510-000000-24F10 - \$1,923, Materials for creating instructional support visual tools - SCE (199 PIC 24) - 199-11-6399-001-223-24-313-000000- - \$6,953, Materials for creating engaging lessons and visuals - BEA (199 PIC 25) - 199-11-6399-001-223-25-313-000000 - \$3,638, Materials for creating engaging lessons and visuals - Gifted &amp; Talented (199 PIC 21) - - \$547, Materials for creating engaging lessons and visuals - SPED (199 PIC 23) - - \$5,574</p>	Formative			Summative
	Nov	Jan	Mar	June






**Strategy 2:** Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance and help students attain a standard growth on the basis of the student's IEP.

**Strategy's Expected Result/Impact:** As a result of increased attention to processes that support Special Education students learning opportunities, teacher capacity will increase to also increase academic growth for students receiving Special Education.

**Staff Responsible for Monitoring:** Administrators and Diagnostician

**Title I:**

2.6





- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

- **Targeted Support Strategy**

**Problem Statements:** School Processes & Programs 7



Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure the master schedule allows for inclusion and resource scheduling as a priority and standardize the use of inclusion logs used to document student engagement once enrolled and scheduled for services.</p> <p><b>Intended Audience:</b> Inclusion Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators and Diagnostician</p> <p><b>Date(s) / Timeframe:</b> Fall</p> <p><b>Collaborating Departments:</b> Special Education Department</p> <p><b>Delivery Method:</b> In Person</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Reading achievement at the middle of the year was below the 58th percentile and as high as the 67th by EOY. Change was as follows: K- 26th to 33rd , 1st- 58th to 67th, 2nd- 6th- 14th, 3rd, 29th-40th, 4th- 11th-19th, 5th- 23rd-38th percentile such that all grades would benefit from continued implementation and refinement of Amplify.</p> <p><b>Root Cause:</b> Teachers have not been provided scheduled time to analyze the alignment and enhancement that is needed for Amplify to meet students needs for the MAP test, or time to discuss the related needs for 2nd language learners, or sufficient professional learning for newer staff members.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 7:</b> Special Education students who are also chronically tardy sometimes arrive after their group support time. <b>Root Cause:</b> We have not prioritized scheduling for Special Education students who are also chronically tardy.</p>

**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 29% in May 2023 to 34% by May 2024.

Increase the percentage of Special Education students scoring at MEETS from 25% in May 2024 to 30% by May 2024.

**High Priority**

**Evaluation Data Sources:** STAAR and MAP

**Strategy 1:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

**Strategy's Expected Result/Impact:** As a result of supporting a data informed culture, student achievement in Reading and Math will increase.

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

**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

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

**Problem Statements:** Student Learning 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will review MAP data and the MAP continuum with their grade level (PLC) and vertically (Faculty Meetings) at key points during each semester and share best practices according to the PLC and Faculty Meeting schedule.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Math leaders, Instructional Coach, Administrators  <b>Date(s) / Timeframe:</b> Summer, BOY and MOY  <b>Collaborating Departments:</b> Math  <b>Delivery Method:</b> In Person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> SLO Planning time will be scheduled in August when teachers are planning for the school year ahead so that SLOs can be high quality <b>Intended Audience:</b> Math Teachers <b>Provider / Presenter / Person Responsible:</b> Assistant Principal and Math Leaders <b>Date(s) / Timeframe:</b> August <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

### School Performance Objective 2 Problem Statements:

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Math achievement at the middle of the year was below the 37th percentile : K- 37th, 1st- 30th, 2nd- 20th, 3rd- 22nd, 4th- 5th percentile, 5th gr- 21st percentile. By the end of the year the following grades had reached these percentiles- K- 63rd, 1st-72nd, 2nd- 47th, 3rd- 48th, 4th - 24th, and 5th- 23rd, such that all grades would benefit from continued implementation and refinement of Eureka. <b>Root Cause:</b> We have not scheduled collaboration time to define, practice, and model the read, draw, write, strategy as well as other Math strategies universally in detail for all grade levels.</p> <p><b>Problem Statement 2:</b> Reading achievement at the middle of the year was below the 58th percentile and as high as the 67th by EOY. Change was as follows: K- 26th to 33rd , 1st- 58th to 67th, 2nd- 6th- 14th, 3rd, 29th-40th, 4th- 11th-19th, 5th- 23rd-38th percentile such that all grades would benefit from continued implementation and refinement of Amplify. <b>Root Cause:</b> Teachers have not been provided scheduled time to analyze the alignment and enhancement that is needed for Amplify to meet students needs for the MAP test, or time to discuss the related needs for 2nd language learners, or sufficient professional learning for newer staff members.</p>

**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 10% by May 2024.

**High Priority**

**Evaluation Data Sources:** Attendance

**Strategy 1:** Cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework.

**Strategy's Expected Result/Impact:** As a result of supportive learning environments, attendance will increase while academic achievement and growth will also increase.





**Staff Responsible for Monitoring:** Administrators

**Title I:**

4.1, 4.2

**Problem Statements:** Demographics 1 - School Processes & Programs 7

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> 1. Meetings with Pre K Parents will be held at Meet the Teacher Night.</p> <p>2. PIE/ ZAP time and Lunch/Recess tutoring will be scheduled such that all students have time for Pull Out or Intervention or Enrichment based on their needs and Zeros are Not Permitted.</p> <p><b>Intended Audience:</b> Pre K Parents, At Risk Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Team Leaders, Teachers and Administrators</p> <p><b>Date(s) / Timeframe:</b> Pre K Meetings in August and September PIE/ ZAP scheduling- August</p> <p><b>Collaborating Departments:</b> Family Engagement</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Family Engagement Overtime Pay- \$2000 - Parent Engagement - 211-61-6116-04L-223-30-510-000000-24F10 - \$2,000, Supplies for Parent Meetings- \$304 - Parent Engagement - 211-61-6399-04L-223-30-510-000000-24F10 - \$304, Snacks for Parent Engagement Meetings-300 - Parent Engagement - 211-61-6499-04L-223-30-510-000000-24F10 - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Target Pre K families for initiation into a high support environment for attendance and involvement.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Some students have limited access to resources and support for learning at home. <b>Root Cause:</b> We have not offered enough opportunities at different times to offer parents opportunities to learn about the use of technology at home and we have not provided all students after school support and we have not offered teachers time to discuss other options besides homework or solutions such as Lunch Study Hall.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 7:</b> Special Education students who are also chronically tardy sometimes arrive after their group support time. <b>Root Cause:</b> We have not prioritized scheduling for Special Education students who are also chronically tardy.</p>

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

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from 9 to 8 by May 2024.  
Decrease the number of discipline referrals by school personnel for Regular Program students from 9 of 9 to 7 of 8 by May 2024.

**HB3 District Goal**

**Evaluation Data Sources:** Discipline data

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

**Strategy's Expected Result/Impact:** As a result of aligned use of programs, resources, and MTSS process, engagement will increase and the culture and climate of the school will remain positive while students needs will be met as evidenced by progress in MTSS meetings- granting services if needed, and showing growth to reduce the need for extra services when no longer needed.

**Staff Responsible for Monitoring:** Counselor and Administrators.





**ESF Levers:**

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Implement a culturally relevant school library program including read alouds, book check out, and research for culturally diverse learners. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Librarian <b>Date(s) / Timeframe:</b> Fall and Spring <b>Collaborating Departments:</b> Library Media Services <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Library books - Title I (211) - 211-12-6329-04E-223-30-510-000000-24F10 - \$1,000.88	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 2 Problem Statements:**

## Perceptions

**Problem Statement 1:** More parent communication is needed in the case of high needs students. **Root Cause:** We have not emphasized or discussed the importance of specific strategies for strengthening parent/ teacher relationships equitably between upper and lower grades and between Dual Language and Regular Program families.





**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 RP students from 0.9 to 0 by May 2024.

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

**Title I:**  
4.2

**Problem Statements:** Demographics 1, 3 - Perceptions 6

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Title One Teacher Assistant will support students in need of additional intervention targeting especially those in Kindergarten with no Pre K experience.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Title One Teacher Assistant</p> <p><b>Date(s) / Timeframe:</b> Yearlong interventions</p> <p><b>Collaborating Departments:</b> Literacy</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Teacher Assistant - Title I (211) - 211-11-6129-04E-223-30-510-000000-24F10 - \$25,871</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Some students have limited access to resources and support for learning at home. <b>Root Cause:</b> We have not offered enough opportunities at different times to offer parents opportunities to learn about the use of technology at home and we have not provided all students after school support and we have not offered teachers time to discuss other options besides homework or solutions such as Lunch Study Hall.</p>
<p><b>Problem Statement 3:</b> We have 11% of our students (42) who are chronically absent with some families starting the route towards becoming chronically absent as early as Pre-K. <b>Root Cause:</b> We have not dedicated targeted information for entering families especially in Pre-K about the importance of daily attendance.</p>
<b>Perceptions</b>
<p><b>Problem Statement 6:</b> Attendance and tardies interfere with academic progress for some students. <b>Root Cause:</b> We have not added pre k to the chronically absent calling system including clear expectations for attendance starting in pre k nor has pre k been included in the Colt Pride store incentive program.</p>



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

**School Performance Objective 4:** Increase the number of community partnerships to 10 by May 2024.

**Evaluation Data Sources:** Family Engagement notes and dashboard

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

**Strategy's Expected Result/Impact:** As a result of increased community partnerships, students will experience a more robust school experience.

Progress Monitoring:

Agendas from Leadership Team Meetings

Notes from partner meetings

Sign in sheets from community/ family events with partners

Visitor Log- Partner sign ins

Calendar- Stakeholder visits

**Staff Responsible for Monitoring:** Counselor, FES





**Title I:**

2.5

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** Demographics 1, 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Potential Stakeholder/ Community Partner list will be generated by the counselor and re-visited monthly to schedule visits alongside home visits with the Family Engagement Specialist and an Administrator or other school employee as relevant (Data Analyst, Librarian, Nurse, etc.).</p> <p><b>Intended Audience:</b> Stakeholders outside of the school building working with school staff and students.</p> <p><b>Provider / Presenter / Person Responsible:</b> Counselor and Principal</p> <p><b>Date(s) / Timeframe:</b> Fall Semester of 2023</p> <p><b>Collaborating Departments:</b> Family Engagement</p> <p><b>Delivery Method:</b> In Person Visits</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 4 Problem Statements:**

## Demographics

**Problem Statement 1:** Some students have limited access to resources and support for learning at home. **Root Cause:** We have not offered enough opportunities at different times to offer parents opportunities to learn about the use of technology at home and we have not provided all students after school support and we have not offered teachers time to discuss other options besides homework or solutions such as Lunch Study Hall.

**Problem Statement 3:** We have 11% of our students (42) who are chronically absent with some families starting the route towards becoming chronically absent as early as Pre-K. **Root Cause:** We have not dedicated targeted information for entering families especially in Pre-K about the importance of daily attendance.

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	supplies and materials for lessons	Supplies and materials for instructional use	211-11-6399-04E-223-30-510-000000-24F10	\$1,033.00
1	3	1	1	Extra duty pay for planning	Extra duty for summer planning (off contract days)	211-13-6116-04E-223-30-510-000000-24F10	\$800.00
2	1	1	1	Extra Duty Pay for Teachers to Plan for Acceleration for all learners	Extra duty for summer planning (off contract days)	211-13-6116-04E-223-30-510-000000-24F10	\$100.00
2	1	1	1	Subs for Learning Walks, observations, or professional learning, and planning days	Subs for professional development	211-11-6112-0PD-223-30-510-000000-24F10	\$300.00
2	2	1	1	Data Analyst	Data Analyst	211-13-6119-04E-223-30-510-000000-24F10	\$86,946.00
3	1	1	1	Technology Program for Language Acceleration	Technology for instructional use	211-11-6396-04E-223-30-510-000000-24F10	\$1,923.00
3	1	1	1	Professional Learning for using the online language acceleration program	Contracted professional development	211-13-6299-04E-223-30-510-000000-24F10	\$3,075.00
4	2	1	1	Library books	Reading materials for library use	211-12-6329-04E-223-30-510-000000-24F10	\$1,000.88
4	3	1	1	Teacher Assistant	Teacher Assistant	211-11-6129-04E-223-30-510-000000-24F10	\$25,871.00
<b>Sub-Total</b>							\$121,048.88
<b>Budgeted Fund Source Amount</b>							\$121,048.88
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Materials for creating instructional support visual tools	Supplies and materials for instructional use	199-11-6399-001-223-24-313-000000-	\$6,953.00
<b>Sub-Total</b>							\$6,953.00
<b>Budgeted Fund Source Amount</b>							\$6,953.00
<b>+/- Difference</b>							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Supplies for Parent Meetings- \$304	Supplies and materials for parental involvement	211-61-6399-04L-223-30-510-000000-24F10	\$304.00
4	1	1	1	Snacks for Parent Engagement Meetings-300	Snacks for Parents to promote participation	211-61-6499-04L-223-30-510-000000-24F10	\$300.00
4	1	1	1	Family Engagement Overtime Pay- \$2000	Extra Duty for parental involvement	211-61-6116-04L-223-30-510-000000-24F10	\$2,000.00
<b>Sub-Total</b>							\$2,604.00
<b>Budgeted Fund Source Amount</b>							\$2,604.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Materials for creating engaging lessons and visuals	Supplies and materials - instruction	199-11-6399-001-223-25-313-000000	\$3,638.00
<b>Sub-Total</b>							\$3,638.00
<b>Budgeted Fund Source Amount</b>							\$3,638.00
<b>+/- Difference</b>							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Materials for creating engaging lessons and visuals	GENERAL SUPPLIES		\$547.00
<b>Sub-Total</b>							\$547.00
<b>Budgeted Fund Source Amount</b>							\$547.00
<b>+/- Difference</b>							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00

CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Sub-Total</b>							\$0.00
<b>Budgeted Fund Source Amount</b>							\$0.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Materials for creating engaging lessons and visuals	GENERAL SUPPLIES		\$5,574.00
<b>Sub-Total</b>							\$5,574.00
<b>Budgeted Fund Source Amount</b>							\$5,574.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$140,364.88
<b>Grand Total Spent</b>							\$140,364.88
<b>+/- Difference</b>							\$0.00