Fort Worth Independent School District

119 Daggett Elementary School

2023-2024 Improvement Plan

Accountability Rating: C

Mission Statement

Leading with passion, acting with courage, and changing the world.

Vision

Empower ALL children to become lifelong learners to make a positive impact on the world.

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Comprehensive Needs Assessment

Revised/Approved: April 28, 2023

Demographics

Demographics Summary

E. M. Daggett Elementary was established in 1908 and is located in the Historic Ryan's Place Neighborhood and serves Ryan's Place and Fairmont Neighborhoods.

Daggett Elementary is predominantly a neighborhood school. About 30 percent of our students ride the bus from the surrounding neighborhood. At the same time, most students attend after-school care or parent pick-up.

During this academic school year, our enrollment has decreased to 544 students.

However, we have seen a decrease throughout the last five years:

2018= 668 students

2019= 660 students

2020= 563 students

2021= 535 students

We attribute this decline to three factors: Fort Worth has had a declining birth rate for several years. This means fewer students are attending our schools each year. Second, Fort Worth has had many charter schools move into the city, aggressively recruiting students. Attendance and demographic information are listed below. Third, Daggett student achievement data has steadily declined over the past few years, taking us to a TEA Rating that is projected to be Low Performing. This community is educated and informed and they have lost confidence in the ability of our campus to produce college ready students. TEA score in 2022 - 71 overall is projected to fall below "passing" based on STAAR scores.

	Campus	District	State
Attendance Rate (2020-21)			
	92.7%	92.8%	95.0%
Enrollment by Race/Ethnicity			
African American	8.3%	20.5%	12.8%
Hispanic	81.4%	64.8%	52.8%
White	7.1%	11.1%	26.3%
American Indian	0.0%	0.1%	0.3%
Asian	1.7%	1.6%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	1.5%	1.8%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	85.7%	85.2%	60.7%
Special Education	16.3%	10.7%	11.6%
Emergent Bilingual/EL	48.6%	37.6%	21.7%
Mobility Rate (2020-21)			
	14.1%	16.5%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	16.8	17.7	18.7
Grade 1	13.6	17.7	18.7
Grade 2	16.8	17.5	18.6
Grade 3	17.9	17.7	18.7
Grade 4	16.2	17.8	18.8
Grade 5	23.8	19.0	20.2
Grade 6	-	13.9	19.2
Secondary			
English/Language Arts	-	12.1	16.3
Foreign Languages	-	12.6	18.4
Mathematics	-	12.2	17.5
Science	-	13.3	18.5
Social Studies	-	15.0	19.1

Demographics Strengths

Daggett Elementary is a historically loved school in the community, and serves a beautifully diverse student body with its unique location between the presigious Ryan Place neighborhood and the Hemphill southside area frought with homelessness and poverty. Daggett students coming from the entire area are so eager to learn and highly capable. The 2-way Dual Language program has increased the diversity of the campus. Although small, our campus PTA meets regularly and services students and teachers need. The Academy 4 Program provides mentors, leadership development, and clubs for 4th-grade students. St. Paul's Lutheran Church works with Academy 4 and also sponsors projects for the students

and staff of Daggett Elementary. The historic Ryan's Place and Fairmont Neighborhood associations support the school community throughout the year, with several PTA Board Members also serving as members of the neighborhood associations, which gives us a voice into the school community that can be strengthened.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Over 30% of Daggett Elementary students have attendance below 90%. **Root Cause:** Students do not understand how attendance will impact their success in college, careers, and future endeavors.

Problem Statement 2 (Prioritized): 20 Percent of 2nd graders Met RIT Score Norms. **Root Cause:** Student growth and progress measures between BOY, MOY, and EOY are not routinely implemented, that impact instructional practices.

Student Learning

Student Learning Summary

Daggett Elementary received an overall rating of a C (71) for the 2021-2022 school year. Scores broke down into the following areas:

- Student Achievement 59
- STAAR Performance was 59
- School Progress was 74
- Academic Growth was a 74
- Relative Performance 62
- Closing the Gaps 65.

Although we showed significant improvement from the post-pandemic scores of 2021 our greatest opportunity for improvement was in Closing the Gaps which means we have an opportunity to focus on the percentage of our students that are reaching the Meets and Masters Levels in fourth and fifth grade Reading and Math for the 2022-2023 school year.

Student Learning Strengths

STAAR Data

A strength of student performance based on 2022 STAAR Performance Data was with our 3rd Grade Masters Students in Grade 3 Reading performed in Quartile 1 based on Campus Comparable data. Daggett also performed in Quartile 2 Accelerated Student Progress Reading and Grade 3 Mathematics performance. Overall student achievement did show a decline in performance compared to the 2021 STAAR Test.

MAP Data

In Math, our Student Growth Summary shows students in Grades K-4 met their projected growth.

In Reading, our Student Growth Summary shows students in 3rd and 4th grade met their projected growth.

As a campus, we have PLC Meetings dedicated to reviewing student data and making instructional decisions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Third Grade Lexia Reading data indicate that 9% of students started the 2022-2023 school year in grade level material. **Root Cause:** Systems that ensure the implementation of MTSS, 504, and SPED accommodations have not been implemented with fidelity.

Problem Statement 2 (Prioritized): 22 Percent of 1st-grade Math students Met RIT Score Norms. **Root Cause:** Tier 1 instructional practices have not intentionally incorporated practices to monitor and adjust instruction routinely.

School Processes & Programs

School Processes & Programs Summary

E.M. Daggett's leadership team (composed of the Principal, Assistant Principal, Data Analyst, Instructional Coach, and Counselor), meets and collaborates on recruiting, selecting, and assigning teachers. As a team, we review applications and resumes and create a panel to interview candidates. When it's time for the school year to end, we review teacher placement and decide on staffing for the upcoming year as a team based on teacher strengths observed through T-TESS observations and campus walkthroughs.

Teachers can be in the Instructional Leadership Team, meeting with the Principal and Assistant Principal to discuss and collaborate on instructional ideas and best practices to share with the staff. The team meets once every 6 weeks.

As a school, different teams meet and review the Campus Improvement Plan. We share data with the teachers at the beginning of the year before students return and determine different steps we will take to help improve during the school year. One of the tasks teachers work on is creating the norms and expectations for the PLC cycle. We share the data with the ILT (instructional leadership team) and the SBDM (school based-decision making) Committee. We track performance progress through district and school data such as MAP Growth, MAP Fluency, Benchmarks, school unit assessments, etc. We review and adjust lessons through the PLC cycle and determine professional development needs through classroom walkthrough trends.

The PLC cycle consists of Data Meetings, Planning and Practice, MTSS/Interventions, and Student Work. Each cycle has a different focus that centers around improving instruction to help student achievement and student growth.

E.M. Daggett offers a multitude of programs. The after-school program, high-impact tutoring, run club, choir, soccer, battle of the books, student council, announcement team, and safety patrol. Each program has clear expectations for staff and students. Daggett ensures that all students are given the same opportunities to meet state standards and show growth through Tier 1 instruction and differentiation based on MAP growth and Lexia Core5.

E.M. Daggett is a 1:1 campus where students have a student device assigned to them. Teachers use technology-based assignments and programs to help incorporate technology, such as Google Classroom, MyPath, Lexia Core5, Flocabulary, Canvas, Quizziz, Kahoot, Flipgrid, Padlet, Class Dojo, and Peardeck.

The PLC cycle helps teachers focus on data-driven instruction. Teachers can meet as a grade level and collaborate on data and lesson plans. They can share best practices and adjust lesson plans based on shared ideas and data.

At the beginning of the year, the leadership team meets before teachers return for the school year and create a master schedule. The planning period, lunch, and recess schedules are assigned for the school year. Teachers are given instructional minutes to guide their planning as they create class schedules.

As the school year begins, PLC days (weekly on Tuesdays) and faculty meeting days (bi-weekly on Mondays) are assigned. We also share clear expectations with staff, students, and parents about the start of instructional time and the importance of being on time. Students are offered after-school tutoring and summer school opportunities to help accelerate their learning.

Daggett has a campus-wide behavior management system where teachers know which behaviors are handled in the classroom and which need an office referral. Teachers reach out to parents with first-time incidents and inform them of any behaviors that are happening in the classroom. They utilize the buddy system where they send a student to a partner teacher, have the student reflect on their behavior, and write down ways to improve.

We will focus on adding SEL look fors to our classroom walkthroughs this upcoming school year.

E.M. Daggett's designs and delivers a comprehensive school counseling program that promotes student achievement. It is based on the standards and student competencies the American School Counselor Association developed for academic, personal/social, and career development. Guidance lessons are scheduled for K-5 classes twice a month. Guidance lessons are designed based on monthly topics suggested by FWISD, personal/social and career development, and teacher request. Individual and Group Counseling are administered at student/campus needs and teacher request. Individual Counseling 1:1 typically lasts 6-8 sessions, depending on the student's need. Small Group Counseling – is provided in 6

weekly sessions to about 5 or 6 students at a time relating to a specific topic. E.M. Daggett also annually highlights Education Go Get It Week to discuss post-secondary education opportunities available to students, including college, military, and vocational training. We offer students the opportunity to explore different careers through our annual Career Day and internet-based exploration programs such as XELLO, TCC Go Center, Texas Reality Check.

School Processes & Programs Strengths

In collaboration Instructional Leadership Team, we developed our campus PLC Cycle, including MTSS/Intervention Cycle, Planning and Practice Cycle, Student Work Cycle, and Student Data Cycle. These dedicated times allow teachers to meet with their grade-level peers and collaborate with instructional leaders and other district guests to be thought partners to develop rigorous, meaningful instruction, Internalize Lessons, and Look at Student Work. During PLC, teachers have time to document interventions in the Branching Minds program. We also have Data Meetings to determine instructional groupings for acceleration and intervention opportunities.

Other components of Daggett Elementary include the Academy 4 program, which is in its 11th year with Daggett Elementary, which takes place once a month with our 4th grade students. During that time, students have 1 on 1 mentoring time, clubs such as cooking/guitar/personal finance, and more. Each month students also learn a leadership skill to use throughout the year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 5th grade Math scores on MOY MAP testing indicate that 41% of students met growth projection evaluated against student norms at Daggett Elementary **Root Cause:** Professional development has not been consistently provided with follow-through that impacts on and above grade levels students.

Problem Statement 2 (Prioritized): Third Grade Lexia Reading data indicate that 9% of students started the 2022-2023 school year in grade level material. **Root Cause:** Systems that ensure the implementation of MTSS, 504, and SPED accommodations have not been implemented with fidelity.

Perceptions

Perceptions Summary

Daggett Elementary serves a very diverse population of students with high social/emotional and academic needs. To meet the needs of these students, we provide referrals to the Family Resource Center. Other needs are met through food donations to families with the greatest need. As well as a yearly coat drive sponsored by the PTA and neighborhood associations. Students in need of uniforms are supported by local organizations that provide school uniforms to students that cannot provide for their children.

Perceptions Strengths

Daggett Elementary provides a warm and welcoming environment. Staff, parents, and the community have high academic, behavioral, and social expectations for our students. Each strives to meet the needs of all students and prepare them from the first day of school. In addition, staff and students can feel safe and supported in the school environment. Through various safety drills, the staff is all prepared for an emergency. Parents and community members are welcomed and encouraged to participate in the educational process through PTA and family events. The Ryan's Place and Fairmount Neighborhood Associations support Dagget Elementary by inviting us to participate in Neighborhood meetings and inviting students to participate in events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 15 out of 75 (20%) Daggett Elementary faculty members joined PTA during the 2022-2023 School Year. **Root Cause:** Opportunities to enhance student learning and growth using PTA partnerships have yet to be fully implemented.

Problem Statement 2 (Prioritized): 22 Percent of 1st-grade Math students Met RIT Score Norms. **Root Cause:** Tier 1 instructional practices have not intentionally incorporated practices to monitor and adjust instruction routinely.

Priority Problem Statements

Problem Statement 1: 20 Percent of 2nd graders Met RIT Score Norms.
Root Cause 1: Student growth and progress measures between BOY, MOY, and EOY are not routinely implemented, that impact instructional practices.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Third Grade Lexia Reading data indicate that 9% of students started the 2022-2023 school year in grade level material.
Root Cause 2: Systems that ensure the implementation of MTSS, 504, and SPED accommodations have not been implemented with fidelity.
Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: 22 Percent of 1st-grade Math students Met RIT Score Norms.
Root Cause 3: Tier 1 instructional practices have not intentionally incorporated practices to monitor and adjust instruction routinely.
Problem Statement 3 Areas: Student Learning - Perceptions

District Goals

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 46% by August 2024.

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 43 % to 74 % by May 2023.
*Increase the percentage of EL identified PK students who score On Track on Circle Phonological Awareness in Spanish from 74 % to 83% by May 2023.

Evaluation Data Sources: PK Circle Data EOY

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of TEKS Aligned lesson design using the Lead4ward tools, Creative Curriculum/Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Outcomes will include increasing the number and percentage of students working on grade-level work in Lexia.

Staff Responsible for Monitoring: Campus Data Leader and Principal

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Teachers will implement a classroom data tracking system by the student, including MAP (BOY,MOY, EOY) and Unit Assessments. **Intended Audience:** Students and teachers K-5. **Provider / Presenter / Person Responsible:** Campus Data Leader **Date(s) / Timeframe:** Weekly monitoring beginning September 2023. **Collaborating Departments:** Literacy **Delivery Method:** Face to Face, Faculty Meetings, PLCs. **Funding Sources:** Campus Data Leader - Title I (211) - 211-13-6119-04E-119-30-510-000000-24F10 - $82,831				

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: All PK teachers will implement a daily Newhaus English phonics lesson beginning no later than January 2024 to ensure PK students master phonics / phonemic awareness / decoding skills by EOY **Intended Audience:** PK students **Provider / Presenter / Person Responsible:** PK teachers **Date(s) / Timeframe:** Train teachers September (Anne Harmon) **Collaborating Departments:** NA **Delivery Method:** During Daily Intervention Peiod 7:55-8:25				

 No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 20 Percent of 2nd graders Met RIT Score Norms. **Root Cause**: Student growth and progress measures between BOY, MOY, and EOY are not routinely implemented, that impact instructional practices.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 46% 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 57 % to 62% by May 2023.
*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 40 % to 45 % by May 2023.
*Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from scoring Approaches or higher on STAAR Reading 58% to 64% 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/SAVVAS/Estrellita/Esperanza/Lunita/Escalera/Lexia/Neuhaus) and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: PLC meetings will result in actionable instructional items that can be observed in the classroom.

Staff Responsible for Monitoring: Principal, AP, Instructional Coach

Title I:
2.4, 2.5, 2.6
- **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 2: Strategic Staffing

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: By August 31, develop and publicize PLC schedules with identified topics for the first semester, including the campus administrator to attend each PLC. **Intended Audience:** Classroom Teachers, Title I Teachers **Provider / Presenter / Person Responsible:** CDL, Instructional Coach, AP, Principal **Date(s) / Timeframe:** weekly **Collaborating Departments:** literacy/bilingual **Delivery Method:** Face to face **Funding Sources:** Title 1 Teacher 1/2 Time - Title I (211) - 211-11-6119-04E-119-30-510-000000-24F10 - $32,103				

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Based on the Data from Weekly data meetings, provide targeted interventions and supports to emergent biligual students to support reading comprehension in both languages and TEKS Mastery. **Intended Audience:** EL student population **Provider / Presenter / Person Responsible:** bilingual teachers, biligual tutors **Date(s) / Timeframe:** during the instructional block and the intervention period, after school as well **Collaborating Departments:** NA **Delivery Method:** small group interventions **Funding Sources:** General supplies and materials - BEA (199 PIC 25) - 199-11-6399-001-119-25-313-000000 - $3,978				

 No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Third Grade Lexia Reading data indicate that 9% of students started the 2022-2023 school year in grade level material. **Root Cause**: Systems that ensure the implementation of MTSS, 504, and SPED accommodations have not been implemented with fidelity.

School Processes & Programs
Problem Statement 2: Third Grade Lexia Reading data indicate that 9% of students started the 2022-2023 school year in grade level material. **Root Cause**: Systems that ensure the implementation of MTSS, 504, and SPED accommodations have not been implemented with fidelity.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 46% 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 52 % to 57% by May 2023.
*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 44% to 49% by May 2023.
*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 52 % to 57 % by May 2023.

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework). Amplify instruction for all students by developing opportunities for teachers to internalize lessons.

Strategy's Expected Result/Impact: Increase the quality of Tier 1 instruction provided by the teacher.

Staff Responsible for Monitoring: Principal and AP

Title I:
2.4, 2.5, 2.6
- **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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 2 - Perceptions 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Ensure that extended day learning opportunities are provided to target students we aim to perform at the Meets and Masters levels. **Intended Audience:** Classroom Teachers **Provider / Presenter / Person Responsible:** Tutors for Title 1 **Date(s) / Timeframe:** September 2023 **Collaborating Departments:** Literacy/Bilingual **Delivery Method:** face to face **Funding Sources:** Tutors - SCE (199 PIC 24) - 199-13-6117-001-119-24-313-000000- - $7,820				

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Provide students with direct online and pull out interventions using TEKS Aligned and STAAR formatted instructional materials during intervention period. **Intended Audience:** All students on all academic levels **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** 7:50 - 8:30 daily PAWS intervention time and during small group differentiated instruction time **Collaborating Departments:** NA **Delivery Method:** Small groups and individual **Funding Sources:** IXL, Mentoring Minds, or Progress Learning online & paper TEKS aligned - Title I (211) - 211-11-6399-04E-119-30-510-000000-24F10 - $10,000				

 No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: 22 Percent of 1st-grade Math students Met RIT Score Norms. **Root Cause**: Tier 1 instructional practices have not intentionally incorporated practices to monitor and adjust instruction routinely.

Perceptions
Problem Statement 2: 22 Percent of 1st-grade Math students Met RIT Score Norms. **Root Cause**: Tier 1 instructional practices have not intentionally incorporated practices to monitor and adjust instruction routinely.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 46% by August 2024.

School Performance Objective 4: Increase the percentage of students in 3rd grade who score Approaches or higher on STAAR from 62% to 75% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR Be nchmarks, Weekly Data Meetings, STAAR

Strategy 1: Support Special Education Students by providing additional time with push in supports and targeted interventions to ensure mastery of TEKS.

Strategy's Expected Result/Impact: SPED students meet at least 70% (up from 55%) Approaches on STAAR

Staff Responsible for Monitoring: principal

Title I:
2.4, 2.6
- **TEA Priorities:**
Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Create, purchase, and utilize high quality instructional interventions and supports that can be provided to special education students as a means to accellerate their learning to close gaps on mastery of grade level TEKS. **Intended Audience:** Special education students across K-5th grade **Provider / Presenter / Person Responsible:** Sped and Gen Ed teachers Principal, tutors **Date(s) / Timeframe:** Daily during instructional blocks, as push in small groups, and as pull out tutorials and after school tutorials **Collaborating Departments:** MTSS and SPED specialists **Delivery Method:** primarily during small groups / inclusion times / and after school **Funding Sources:** Materials and Supplies for TEKS alignment and STAAR alignment - SPED (199 PIC 23) - - $6,613				

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Adjust Master Schedule to ensure maximum time for inclusion supports as well as tutoring push in / pull out supports for Special Education students **Intended Audience:** Gen Ed teachers with Sped identified students Sped. Students in inclusion settings **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** September schedule update **Collaborating Departments:** Campus sped team **Delivery Method:** collaborative planning for tighter and accountable special education master schedule				

 No Progress Accomplished Continue/Modify Discontinue

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 68% to 80% by May 2023.
Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 61% to 77% by May 2023.

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 Kinder students who score On Track on TX-KEA Math from 69% to 74% by May 2023. Increase percent of students meeting the national average RIT Score on Math in grades 3-5 by increasing the EOY Average RIT by 5% by Math EOY

Evaluation Data Sources: MAP Average RIT compared to National Average RIT by EOY

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 3: Increase the percentage of 5th grade students reaching "Approaches" on STAAR from 33% approaches to 70% approaches by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR and AWARE Campus developed assessments

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of Eureka and additioal supplemental materials using the FWISD Instructional Framework scope and sequence to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Teachers deliver quality Tier 1 instruction with 90% of students demonstrating mastery of classwork

Staff Responsible for Monitoring: Teachers and Leaders

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - Perceptions 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Provide subs for Vertical Planning days to prepare small group instruction and math interventions **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leaders provide funding, schedule, and subs **Date(s) / Timeframe:** Math one fall and one spring **Collaborating Departments:** Math **Delivery Method:** During the day planning **Funding Sources:** Substitutes - Title I (211) - 211-11-6112-04E-119-30-510-000000-24F10 - $2,315.36				

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Provide targeted interventions for students in 3-5th grade Math using push in and pull out tutors. **Intended Audience:** Students not meeting standard on STAAR and students who demonstrate potential to move up a level on STAAR **Provider / Presenter / Person Responsible:** Tutors hired **Date(s) / Timeframe:** Starting in September through April **Collaborating Departments:** NA **Delivery Method:** Small group				

 No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: 22 Percent of 1st-grade Math students Met RIT Score Norms. **Root Cause**: Tier 1 instructional practices have not intentionally incorporated practices to monitor and adjust instruction routinely.

Perceptions
Problem Statement 2: 22 Percent of 1st-grade Math students Met RIT Score Norms. **Root Cause**: Tier 1 instructional practices have not intentionally incorporated practices to monitor and adjust instruction routinely.

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 39% to 44% by May 2023.
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 35% to 40% by May 2023.

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 28% to 33% by May 2023.
Increase the percentage of students in grades 3-5 scoring MASTERS level on STAAR from 11% to 16% and EL students in grades 3-5 scoring MASTERS from 8% to 13% by May 2023.

High Priority

Evaluation Data Sources: STAAR Benchmark Data, weekly data meeting exit ticket data, STAAR data

Strategy 1: Create and Implement master schedule for GT pull out learning and collaborate with GT Teachers to ensure TEKS aligned focused instruction is provided consistently for identied GT students and Talent Pool students.

Strategy's Expected Result/Impact: Students receive instructional challenge with greater cognitive demand and collaborative problem solving

Staff Responsible for Monitoring: Principal, GT coordinator

Title I:
2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
- **ESF Levers:**
Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - Perceptions 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Provide a faculty meeting time for GT to present to staff their plan for services and identification timelines for parents and teachers **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** GT teachers **Date(s) / Timeframe:** September **Collaborating Departments:** GT Advanced Academics **Delivery Method:** Training PD				

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Create and implement a master schedule for GT pull out that does not interfere with Tier 1 math and reading instruction **Intended Audience:** GT students **Provider / Presenter / Person Responsible:** Principal and GT teachers **Date(s) / Timeframe:** bi-weekly **Collaborating Departments:** GT Advanced Academics **Delivery Method:** pull out				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Plan and provide targeted supports for on and above level learners to push them to ensure they hit masters level on STAAR.

Strategy's Expected Result/Impact: Increase the percentage of students scoring at the Masters Level on STAAR

Staff Responsible for Monitoring: ILT, Teachers. Data Analyst

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - Perceptions 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Create TEKS Alinged materials for targeted supports based on the data identified needs of the students, ensuring highly tested TEKS are taught weekly to mastery. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** principal, ILT **Date(s) / Timeframe:** Weekly **Collaborating Departments:** NA **Delivery Method:** Agenda designed by ILT to be followed with deliverables being comprehensive Boot Camp / Spiral Review plans by end of day. Funding source already allocated **Funding Sources:** Supplies and Materials including STAAR formatted materials and paper - Gifted & Talented (199 PIC 21) - - $461				

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Calendar Vertical Data Analysis and Planning Days following Benchmark tests to create targeted supports for all levels of student groups, including those in the meets and masters score ranges to ensure progress before next benchmark and STAAR **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** One Fall day in November and one spring day for each content (Math), **Collaborating Departments:** NA **Delivery Method:** Agenda for the day witlh Deliverables kicked off by Principal and led by ILT				

 No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 22 Percent of 1st-grade Math students Met RIT Score Norms. **Root Cause**: Tier 1 instructional practices have not intentionally incorporated practices to monitor and adjust instruction routinely.

Perceptions
Problem Statement 2: 22 Percent of 1st-grade Math students Met RIT Score Norms. **Root Cause**: Tier 1 instructional practices have not intentionally incorporated practices to monitor and adjust instruction routinely.

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 34% to 29% by May 2023.

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 36 to 18 by May 2023.
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 5 to 0 by May 2023.

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 24 to 12 by May 2023.

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 5 to 10 by May 2023.

Strategy 1: 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 5 to 10 by May 2023.

Title I:
2.6, 4.1
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: In collaboration with PTA and staff schedule PTA/Parent events throughout the year with an academic focus. **Intended Audience:** Parents, Teachers, and Community **Date(s) / Timeframe:** Dates as Scheduled through the master calendar. **Delivery Method:** Face to face **Funding Sources:** Parent Engagement Resources - Parent Engagement - 211-61-6399-04L-119-30-510-000000-24F10 - $2,675				

 No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Third Grade Lexia Reading data indicate that 9% of students started the 2022-2023 school year in grade level material. **Root Cause**: Systems that ensure the implementation of MTSS, 504, and SPED accommodations have not been implemented with fidelity.
School Processes & Programs
Problem Statement 2: Third Grade Lexia Reading data indicate that 9% of students started the 2022-2023 school year in grade level material. **Root Cause**: Systems that ensure the implementation of MTSS, 504, and SPED accommodations have not been implemented with fidelity.

Campus Funding Summary

Title I (211)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Campus Data Leader	Data Analyst	211-13-6119-04E-119-30-510-000000-24F10	$82,831.00
1	2	1	1	Title 1 Teacher 1/2 Time	Title I Teacher	211-11-6119-04E-119-30-510-000000-24F10	$32,103.00
1	3	1	2	IXL, Mentoring Minds, or Progress Learning online & paper TEKS aligned	Supplies and materials for instructional use	211-11-6399-04E-119-30-510-000000-24F10	$10,000.00
2	3	1	1	Substitutes	Subs for supplemental instruction	211-11-6112-04E-119-30-510-000000-24F10	$2,315.36
						Sub-Total	$127,249.36
						Budgeted Fund Source Amount	$127,249.36
						+/- Difference	$0.00

SCE (199 PIC 24)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	3	1	1	Tutors	Tutors with degree or certified	199-13-6117-001-119-24-313-000000-	$7,820.00
						Sub-Total	$7,820.00
						Budgeted Fund Source Amount	$7,820.00
						+/- Difference	$0.00

Parent Engagement							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	4	1	1	Parent Engagement Resources	Supplies and materials for parental involvement	211-61-6399-04L-119-30-510-000000-24F10	$2,675.00
						Sub-Total	$2,675.00
						Budgeted Fund Source Amount	$2,675.00
						+/- 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	General supplies and materials	Supplies and materials - instruction	199-11-6399-001-119-25-313-000000	$3,978.00
						Sub-Total	$3,978.00
						Budgeted Fund Source Amount	$3,978.00
						+/- Difference	$0.00

Gifted & Talented (199 PIC 21)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
3	2	2	1	Supplies and Materials including STAAR formatted materials and paper	GENERAL SUPPLIES		$461.00
						Sub-Total	$461.00
						Budgeted Fund Source Amount	$461.00
						+/- Difference	$0.00

SPED (199 PIC 23)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	4	1	1	Materials and Supplies for TEKS alignment and STAAR alignment	GENERAL SUPPLIES		$6,613.00
						Sub-Total	$6,613.00
						Budgeted Fund Source Amount	$6,613.00
						+/- Difference	$0.00
						Grand Total Budgeted	$148,796.36
						Grand Total Spent	$148,796.36
						+/- Difference	$0.00

Addendums

Parent Sign-In Sheet

Meet the Teacher Night / Conocer al Maestro

Topics: Dress Code, Attendance, Title 1, FES, PTA

Campus: E.M. Daggett Elementary Date: 08/10/2023_ Time: 5-7 pm

Parent First Name **Primer Nombre**	Parent Last Name **Apellido**	Child's Name **Nombre del estudiante**
Maggie	Acosta	Layla Morales
Jen	O'Connell	Norah | Brynn O'Connell
Maira	Luque	O. Felipe Gomez.
Maria ~~Flores~~	Flores	Jesus Camacho
Alexis	Duran	Lucas Duran
Taylor D	Duran	Jare, Jackson, Elizabeth
Bianca	Nixon	Raylan Nixon
Pedro	Garcia	Zoe Garcia
Kevin	Finks	Jayden Fink
Alexis + David	Sangsuang	Madee Sangsuang
Glenda & Danni'e	Dominguez	Danni'e Dominguez Jr
Stephanie & Margarito	Juarez	Camila Juarez
Cynthia ~~Vargas~~	Vargas	Jayden Finn
OLGA	Cavretero	malani Gomez | xavier cavretero
Michaelan/Zach	Beaver	Bishop Beaver
Maria Ramos		Jose Ramirez
Angel	De Lira	Isabella De Lira
Brianna	prado	Anahi Prado Fabian Prado
Schyler	Lewis	Owen Lewis
Deysi	Munoz	Maria elsa trejo

Parent First Name **Primer Nombre**	Parent Last Name **Apellido**	Child's Name **Nombre del estudiante**
Sandra Mena	Camila Mena	
Ofelia	Ortiz	Dylan Ortiz
Isabel	Arreola	Miranda Arreola
Julia	Espinoza	Hayden - Betsy
ingrid, Aydon, Julio	Martinez	ingrid, Aydon, Julio
Andrea Moreno	Moreno	Luis + Jaime Altuzar
Vanessa	Arredondo	Xavier Ibarra
Alexander Hurtado		Alex Hurtado
Brooke ~~Morey~~	Morey	Sorayan & Brooklynn Smith
Sandra / James	Martinez	Gracie Martinez
Ruby	Saldivar	Cy Zamarripa
Yadira	Aguilar	Kimberly Gonzalez
Cecilia Cc	Castro	Malia R. Guizar
Andrea Escalindo	Escalindo	Isaac Escalindo
Jazmin	Borrola	Alexa Gomez
Jenny	Guzman	Jocelyn Velazquez
Maricela	Carvajal	Haylee Carvajal
LUZ Olivos ~~Juan Juarez~~	Olivas	Juan Juarez
LUZ	Olivas	Guadalupe
K.M	Jones	Kaylee Durham
Sheronda	Sterling	Aiden Arnold
Jessica	Pozos	Jayden Ortiz

Parent First Name **Primer Nombre**	Parent Last Name **Apellido**	Child's Name **Nombre del estudiante**
Jesus	Jimenez	Matteo A. Soto
Karla	Paredes	
Christy	Milligan	Nevaeh Pasillas
Vicky	Avelar	Noah, Ezra, Yulie Marquez
Angela	Craff	Bryson Dobbins
Valerie	Moreno	Natalie Moreno
Maria Gonzalez	Perez	Nathan Perez
~~Ammi Cordova~~ Clarissa	Esquivel	Ammi Cordova
Clarissa	Esquivel	Ian Cordova
Sheila / Jarion ~~Ervin~~	Ervin	Izzabelle / Tiana Ervin
Ann	Grove	Patricia Bolton
Andrea	Carpenter	Emmalisa Glenn
Amelia	Marroquin	~~[illegible]~~ Gadiel Bardomian
Kayla	Lopez	Zaikai Lopez
Destiny	Harrington	Violet Harrington
Yoena	Canton	Alex Aguero
Daniela	Lopez	Dylan & Alan Ruvalcaba
Cecilia	Sancen-Martinez	Elena A. Martinez
Norma	Arévalo	Anisstina André
Ashelie	Weigart	Zadie Weigart
Danieka	Settles	Uneik Sanders
Trinh	Bui	Amelia Le
Angela + TAYLOR	Taylor Mills / Angela Timmons	Sebastian Mills
Azul	Barrios	Natalie Viruel

Parent First Name **Primer Nombre**	Parent Last Name **Apellido**	Child's Name **Nombre del estudiante**
ALMA Cruz-Leopoldo Espinoza		Kevin + Leo Espinoza
Viviana Carvajal	Carvajal	Mateo Carvajal
~~Lillian Bowie~~		
Demetria	Washington	Lilillian Bowie
Raquel Mendoza		Kimberly Silva Giselle Silva
Jeremy Arroyo	Arroyo Rivera	Nayeli Rivera Jaco Elyana Rivera Jaco
Crystal	Zabala	Joel Gael Carmona
Carolina	Rivera	Amy Ariel Rivera
Kary	Johnson	Jack Johnson
Santos	Nava	Santos Zaid Nava
RAYMUNDO	TREVIÑO	GABRIELA V. TREVIÑO
Cynthia	Robles	Matthew Ochoa
Ezequiel	[illegible]	
Shanekwia Jones	Jones	MAliyA Jackson
Veronica	Marentes	Anthony Madrigal
~~Victor~~ Guadalupe	~~Catarino~~ Martinez	Victor Gael Catarino
Natalia	Cruz	Marelyn Kesly Waldina
Keilin	Cruz	Jostin Alvarado
Juana	Calzada	Kamila y Jason Calzada
Silano	Alvarado	CRISTOVAL
Melanie	Rivera	Melina Sely
Daniel	Flores	Nathaniel Flores
Edin	Mejia	Katerin Samanta

Parent First Name **Primer Nombre**	Parent Last Name **Apellido**	Child's Name **Nombre del estudiante**
Veronica	Sanchez	Ramirez children
Teresa	Resendez	Selena Resendez
Alicia	Nuñez	Alejandro Garcia.
Marcela	Ramirez	Matteo Muñoz
Tori	moses	Kabb moses
Gaby Davila	ontiveros	Heber
Gaby Davila	Dávila	Andrik
Eleazar Robles	Robles	Jesus Robles
Eleazar	Robles	Marilyn Robles
Sebastiana H	Hernandez	Ruben Perez
Jordan ~~Strong~~	Strong	Durrand Roberts
Regina	Ybarbo	Karolina Ybarbo
Henry	Mccloud	Mason Mccloud
Tuñesa	Rodarte	Jaime Navejar
Gloria	Williams	Santi Zapata
Gloria	Williams	Eliza Hueso Posada
Ana	Saucedo	Benjamin Herreva
Zoey M. II	HERNANDEZ	ZOEY
thomas-MATEO	HERNANDEZ	thomas
Nelmi	Cervera	Benjamin & Bentley
Mamá	Alvarez	Sophie Juan
Consuelo	Obregon	Kenya Montano
Briana	Williams	Marian Liana Berry

Parent Sign-In Sheet

Meet the Teacher Night / Conocer al Maestro

Topics: Dress Code, Attendance, Title 1, FES, PTA

Campus: E.M. Daggett Elementary Date: 08/10/2023_ Time: 5-7 pm

Parent First Name **Primer Nombre**	Parent Last Name **Apellido**	Child's Name **Nombre del estudiante**
Ambra	Rivera	Jeylin Lugo
Felipe	Maldonado	Julia R. Maldonado
Mirian / Juan	castillo	Maria Joselyn castillo
Javier	Perez	Valeria Perez
Jonathan Morales		Layla Morales
Maria Basan	Basan	Samia Basan
Albert	Buentello	Elizabeth Buentello
Heather	Buentello	Olivia Buentello
Christina Saldaña	vela	Zayden Vela
Karla Madrigal	Madrigal	Lindsay Bardomiano
RAMONA ~~CHARG~~	CHARGOIS	Justin Jr, Serenity
Justin	JONES	Justin Jr, Serenity Jones
Dulce	Garcia	Alexander Villalpando
Jeanette ~~Martine~~	Martinez	Hailey Martinez
Jeanette	Martinez	Sophia martinez
Jeanette	Martinez	Xzavion martinez
Natalie	Gonzales	Abigayle Gonzales
Cielo	Espino	Vlanca martinez
Bartolo	Alonzo	Aron y Adan
Bartolo	Alonzo	Eulalia Alonzo
Nicole	Castillo	Nolan Castillo

Parent First Name **Primer Nombre**	Parent Last Name **Apellido**	Child's Name **Nombre del estudiante**
Victoria	Gomez	Kash y lucas Gomez
Kiara	Lal	Justin Guy
Yessica	Cooper	Zoé garcia
Ana Garcia	Garcia	Satsha fuentes
Yessenia	Herrera	Oscar Dominguez
Mary	Villeda	Ana Gonzalez
Claudia	Ferrera	Sophia Nolasco
Sandra	Avila	Santiel Mejia
Sandra	Avila	Alexander Mejia
Flor Cirino	Cirino	Adriana Herrera Nayelis Escobar
Nancy Valtierra	Valtierra	Mia, Carlos, Leonel
Yesenia Benitez	Benitez	Robyn Benitez
Faraja	Ndayishimiye	Irankunda Fidel
Moses	Ndayihimye	Irankunda Fidel
Samuel	Ndayihimye	Irankunda Fidel
Yadira Escobedo		Rodrigo Delgado
Karina Jimenez		Yareli Jimenez
Sayda	Avalos	Aiden Barraza
Rocio	Martinez	Magenta Luera
G.W.	Childs	George & Phoenix Childs
Martha	Cruz	Angel, Saldivar
Jackie	Dimas	Camila Garcia

Parent First Name **Primer Nombre**	Parent Last Name **Apellido**	Child's Name **Nombre del estudiante**
Sammy Herrera		Ariel Resendez
Sammy Herrera		Yisele Resendez
Sammy	Herrera	Ameila Resendez
Jammie	McClain	Zatanna castillo
Jose	Bastos	Zatanna castillo
Jorge Manolejo	Manolejo	Sofia Manolejo
Alexandria	Reyes	Michael Menchaca
	Kaylan Bradley	Mya Bradley
Javavi Salazar		Sophia mejia
Raquel G/Adrian	Garcia/Martinez	Luis Martinez
~~Dylan~~ Jose	Cervantes ~~Ramirez~~	Dylan Cervantes
Jazmin ~~Rodriguez~~	Rodriguez.	Brian Aguilar.
Gloria Paredes		Isaiah Paredes
Miranda Canava	Canava	Remia Lopez
Cissela	Trejo	Keimy Castellanos
Connie		Fidel Espinoza
Simon	Perez	Matteo Perez
Emily	Cruz	Cruz Nathian
Blanca	Carvajal	Matthew Ramirez
Elver	Cortes	Axel Cortes
Rosalva	Contreras	Carlos Contreras
Heriberta Martinez		Alisson Gonzalez Mardo Gonzalez
Melissa	Santana	Francisco Santana

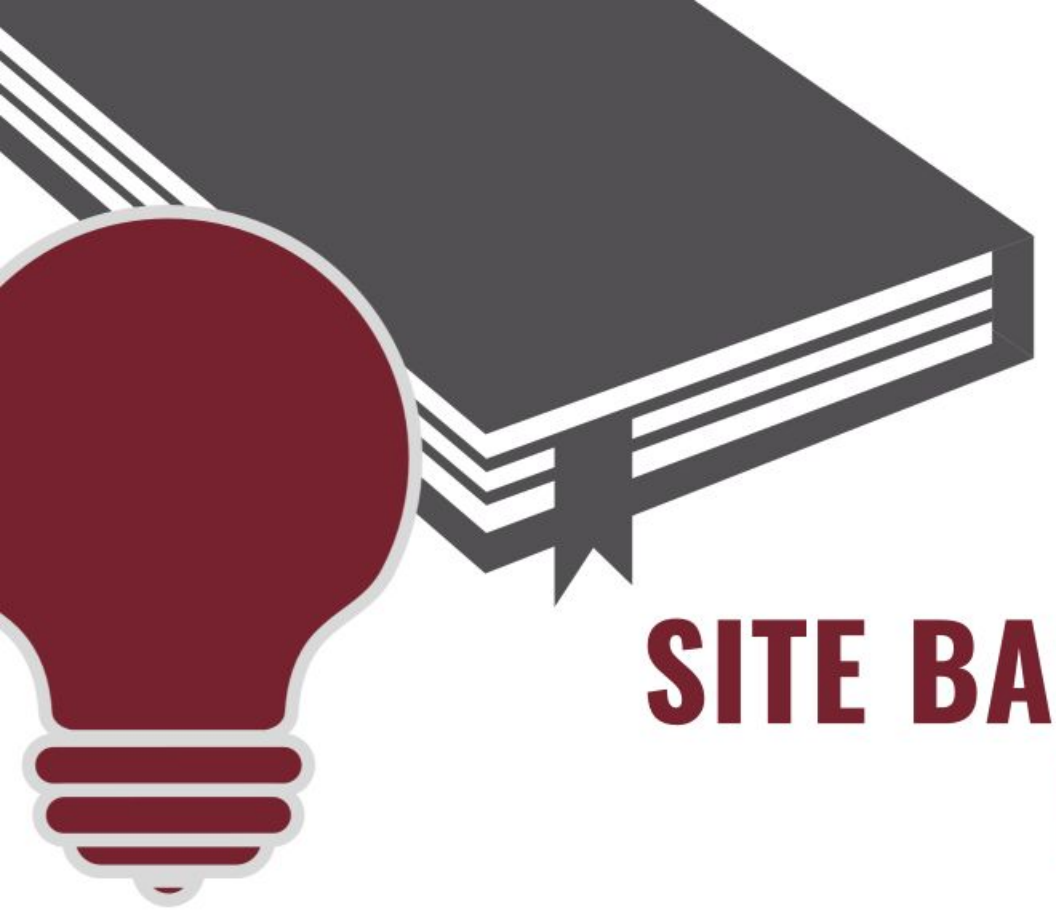
Parent First Name **Primer Nombre**	Parent Last Name **Apellido**	Child's Name **Nombre del estudiante**
Mireya	Santana	Alexander Najar
Stephanie	Watson	Sydney Watson
Silvia ~~Sabillon~~	Sabillón	Jade S. Sabillon
Silvia	Sabillón	Danna S. Sabillon
cristina	Antune	Alexa bgnegas
Elizabeth	Pearce	Laila Campos
Marisol	Morales	JOSELYN Morales
Kimberly	Murray	Madeline Murray
Berneé	Garcia	Santos y Greco Garcia
Celina	Sr. Pozos	[illegible]
Daniela	Villacarta	
Natali	Guerrero	Natali viviana
Larra	Vega	Anaty Martinez
marisa	ordaz	Dulce Alvarado
Martha	Avina	Daleyza Anguiano
Damian Vasquez	Vasquez	MiranDA VAsquez
Catarina Marquerez Torrez	Marquerz	Rosalina Gomez Marquez
Maria Deysi	Ramos	Genesis Navarrete
Sandra	Davilla	Drew Davilla
Elvia	Burrola	Evelyn Hernandez
Germán	Perez	Naomi Perez
Monica	Alvarado	Michael & Anabel villa
Juana	Gonzalez	Ana S, Santiago Gonzalez

Parent First Name **Primer Nombre**	Parent Last Name **Apellido**	Child's Name **Nombre del estudiante**
Lorena	Rios	Rodrigo Hernandez
Keyling	Lúquez	Darine Luquez
aracely	Cardenas	Yonari tejada
Sarahi	Montelongo	Daniel Avina
Guadalupe R.	Ramirez	Alan mateo flores
Cesar	Ramirez	Jose Raul Ramirez.
Maria E Gonzalez	Gonzalez	Sofia Sigala
Tiffany ~~Robinson~~	Robinson	Johnny Salas
Donna	Bawcom	~~Heysil Reyes~~
~~Emanuel~~	~~Reyes~~	~~Heysil Reyes~~
~~Ruben Barek~~	~~Saldaña~~	
Emanuel	REXES	Heysil Reyes
Liliana ~~Carrillo~~	Carrillo	Ruben Saldaña
Liliana	Carrillo	Antonia m Saldaña.
Gloria ~~Cantu~~	Cantu	Diana Redin
Gloria ~~Cantu~~	Cantu	Omar Andrade
Leticia	Medrano	Eliza Medrano
~~Astrid~~ Dicla	Rodas	Astrid Rodas
~~Fatimat~~/ Fatima	Hernandez	Alay Sanchelsea, Jasol
Maria	Almanza	Matteo Trejo
Maria del Carmen	Villeda	Coral Santos
STEWART	CHANDAVY & SAMUEL	SAMUEL T. STEWART
Blanca Sanchez	Sanchez	Freddy Sanchez

Parent First Name **Primer Nombre**	Parent Last Name **Apellido**	Child's Name **Nombre del estudiante**
Bridge	Washington	~~Dewun~~ Dewun Washington
David & Tora	LaFeuer	Elena LaFeuer
Leena & Abdur-Rahman	Taleb	Kareem Taleb
Luis Jaramillo Trista	Reyes	Clarissa Jaramillo
Hans & Dani	Wiedel	(Ana)stasia Wiedel
Nicole & Sean	Crotty	Aiden Crotty
Jake & Jennifer	Hughes	Henry Hughes
Tom & Amanda	Lepage	Lorelei Lepage
Joe ~~Bason~~	Bason	Samia Bason.
Blanca	Carbajal	Rachel Flores
Gabriela	Recinos	Aviana Recinos
Laura	Carvajal	Leonardo Carvajal
Danny	Angulo	Finley Angulo
Amanda	Angulo	" "
Telma	Velasquez	Fernando
Lesly Rdz.	Rodriguez	Damian.
Adorin	Sheffield	Dewun
~~Ez~~ Alexa Flores	Flores	Ezra Chavez
Cindy	Cantillo	Evelyn Cantillo
Safire	Jimenez	Viking Jimenez Jordan
Galilea	Mendez	Ariahnni Garcia
Sydney	Rose	Genevieve Dunivant
Saira	Tejeda	Saniya Tejeda

Parent First Name **Primer Nombre**	Parent Last Name **Apellido**	Child's Name **Nombre del estudiante**
Ashley	Jefferson	James Howze
[redacted]	[redacted]	
Lorena	Rios	Brisa Hernandez
Deneen	Douglas	Jamal Anderson
Jamal	Anderson	Sydney Anderson
Rocio	Chess	Jeremiah Hughes Buckner
Alexis A.S. Buckner	Buckner	Jeremiah Hughes Buckner
Jose	Cervantes	Dylan Cervantes Ramirez
Elizabeth Sigala	Hidrogo	Rigoberto Hidrogo
Ivia Rodriguez	Rodriguez	[redacted]
Christina Pulido	Pulido Pearce	Ava Pulido
Christina Pearce	Pearce	Naomi Pulido
Christina Pearce	Pearce	Sofia Pulido
Eva [redacted]		
Cesar Lodiz	Lodiz	
Jennifer	Cargas	Antonio Cargas
Noe Pineda	Pineda	Ivana Michel P. Salgado

Parent First Name **Primer Nombre**	Parent Last Name **Apellido**	Child's Name **Nombre del estudiante**
Monica	Padilla	Erick Silva
Monica	Padilla	Jordan Silva
Daniel	Guerrero	Xavier Guerrero
LAURA Hernandez	Hernandez	Raymond Hernandez
Albert Hernandez	Hernandez	Raymond Hernandez
Diana	Garcia	Melina R. Nava
Alondra	Hernandez	Samantha Bernardo
Suzanne Childs		George + Phoenix Childs
Marisol	Salgado	Vicente C. Hudson



E.M. DAGGETT
ELEMENTARY SCHOOL

SITE BASED DECISION MAKING TEAM

School Year / Ano Escolar 2023-2024

Site-Based Decision Making (SBDM)Committee

- SBDM committee
  - Minimum of 14 members
  - Minimum of 6 meetings per year (upload meeting to Plan4Learning shortly after each meeting)
  - Principal serves as co-chair
  - Established no later than Sept 1
    - Names uploaded to Plan4Learning no later than Sept 14
- Established bylaws
- Hold 1 public meeting after receiving TEA campus rating

DAGGETT

3 BIG ROCKS

2023-2024 BIG ROCKS

VISION - 100% ON OR ABOVE GRADE LEVEL

Culture of Joy

Daggett faculty intentionally choose to use words of LIFE, gratitude, honor, hope, courage, belief in the genius and value of every child. We will NARRATE the POSITIVE to create positive realities and invite positive identities for our students and families. We create our WORLD with our WORDS! A campus culture of joy provides clear expectations, structures and routines that organize the learning environment to maximize learning time.

Instructional Excellence

At Daggett. Instructional Excellence is our commitment to our community. Teachers collaboratively design engaging, rigorous lessons that are carefully aligned with the TEKS. Teachers continually assess student mastery and address data-identified needs to ensure 100% of our students are performing on or above grade level in reading and math. Daily lessons require students to read, write, inquire, and collaborate.

Assess & Address

Daggett Elementary teachers are committed to knowing their students, and part of that important relationship requires that teachers know students' level of mastery during each lesson. Teachers use varied, spiraling formative assessments to drive instructional planning for every student. We are committeed to providing appropriately individualized instruction that moves student achievement rapidly forward for all learners.

PARENT INVOLVEMENT

- New Family Engagement Specialist Maggie Acosta
  - ALL PRO DADS has been added monthly with an AMAZING participation
  - Event for moms planned for holidays and for end of year (Mothers Day)
  - PTA membership has increased significantly with a large percentage of staff too
  - Activity Calendar planned for the year and published to parents already and monthly
  - Meet the Teacher Night and Open House /
- Community Partnerships
  - St. Paul Church is deepening their partnership by adding Clubs for students

3-5 grade

Math
STAAR Results

Fort Worth INDEPENDENT SCHOOL DISTRICT

2022-2023 (Prelim Using 2022 STAAR)

DAGGETT ES

Overall Score & Rating:	2.8	3 of 5 Stars	★★★☆☆

Performance Framework Metric	Result	Score (out of 5)	Weight
Educational Excellence: 80% of Overall Score			
Student Achievement (Domain 1) Scaled Score	59	1.0	10%
STAAR Growth (Domain 2A) Scaled Score	74	3.0	5%
STAAR Relative Performance (Domain 2B) Scaled Score	62	2.0	10%
% Meeting Projected MAP Growth - Reading	42%	2.0	10%
% of Opportunity Group Meeting Projected MAP Growth - Reading	43%	2.0	10%
% Meeting Projected MAP Growth - Math	55%	5.0	10%
% of Opportunity Group Meeting Projected MAP Growth - Math	51%	4.0	10%
% Meeting K-3 Reading Fluency Goals on MAP	44%	1.0	5%
% of English Learners Progressing One Level on TELPAS	35%	2.0	5%
% Pre-K On Track - Phonological Awareness	91%	4.0	5%
School Experience: 20% of Overall Score			
% Chronically Absent	22%	3.0	5%
% Teacher Attendance	95%	4.0	5%
Suspension Disproportionality - African American Students	12	4.0	5%
Suspension Disproportionality - Special Education Students	19	2.0	5%
Student, Parent, and Teacher Survey	To be added	-	-

22-23 DAGGETT STAAR DATA

Pyramid	Campus Name	GradeLevel	TestSubject	TestLanguage	# of Students at Approaches or Higher	Percent Approaches or Higher	# of Students at Meets or Higher	Percent Meets or Higher	# of Students at Masters	Percent Masters	Total # of Testers	2023 Prelim. SPF LINK
Paschal	Daggett ES	03	MA	Eng & Spa	40	53	24	32	10	13	76	
Paschal	Daggett ES	03	MA	English	40	53	24	32	10	13	75	
Paschal	Daggett ES	03	MA	Spanish	0	0	0	0	0	0	1	
Paschal	Daggett ES	03	RE	Eng & Spa	47	62	22	29	5	7	76	
Paschal	Daggett ES	03	RE	English	40	62	21	32	4	6	65	
Paschal	Daggett ES	03	RE	Spanish	7	64	1	9	1	9	11	
Paschal	Daggett ES	04	MA	Eng & Spa	42	48	29	33	9	10	88	
Paschal	Daggett ES	04	MA	English	42	49	29	34	9	10	86	
Paschal	Daggett ES	04	MA	Spanish	0	0	0	0	0	0	2	
Paschal	Daggett ES	04	RE	Eng & Spa	52	59	29	33	11	13	88	

22-23 DAGGETT STAAR DATA

Paschal	Daggett ES	05	MA	Spanish	1	33	0	0	0	0	3
Paschal	Daggett ES	05	RE	Eng & Spa	47	65	26	36	3	4	72
Paschal	Daggett ES	05	RE	English	45	66	26	38	3	4	68
Paschal	Daggett ES	05	RE	Spanish	2	50	0	0	0	0	4
Paschal	Daggett ES	05	SC	Eng & Spa	32	44	13	18	6	8	72
Paschal	Daggett ES	05	SC	English	30	44	13	19	6	9	68
Paschal	Daggett ES	05	SC	Spanish	2	50	0	0	0	0	4

3rd Grade Math
Daggett's Average Score
16/37

73	16/37

FWISD Average Score
16/37

4862		16/37

Raw Score	Scale Score	Performance Level	Percentile
0	860	Did Not Meet	0
1	955		0
2	1047		0
3	1103		0
4	1144		0
5	1176		1
6	1204		2
7	1229		3
8	1251		6
9	1272		9
10	1291		14
11	1309		18
12	1327		23
13	1344		28
14	1360	Approaches	32
15	1376		36
16	1392		41
17	1407		45
18	1423		49
19	1439		53
20	1454		56
21	1471	Meets	60
22	1487		64
23	1504		68
24	1521		71
25	1539		75
26	1558		78
27	1579		81
28	1600	Masters	85
29	1624		87
30	1649		90
31	1678		93
32	1710		95
33	1748		97
34	1796		98
35	1860		99
36	1963		100
37	2070		100

4th Grade Math
Daggett's Average Score
18/40

84	18/40

FWISD Average Score
18/40

4855		18/40

Raw Score	Scale Score	Performance Level	Percentile
0	910	Did Not Meet	0
1	1009		0
2	1108		0
3	1168		0
4	1213		0
5	1248		1
6	1279		2
7	1305		3
8	1328		6
9	1349		9
10	1368		12
11	1385		16
12	1402		20
13	1418		23
14	1433		27
15	1448		30
16	1462	Approaches	34
17	1476		37
18	1489		40
19	1503		44
20	1516		47
21	1530		50
22	1544		53
23	1557	Meets	57
24	1572		60
25	1586		63
26	1601		66
27	1617		69
28	1634		72
29	1651		75
30	1670		78
31	1690	Masters	81
32	1711		84
33	1735		87
34	1762		89
35	1792		92
36	1828		94
37	1872		96
38	1932		98
39	2029		99

5th Grade Math
Daggett's Average Score
19/42

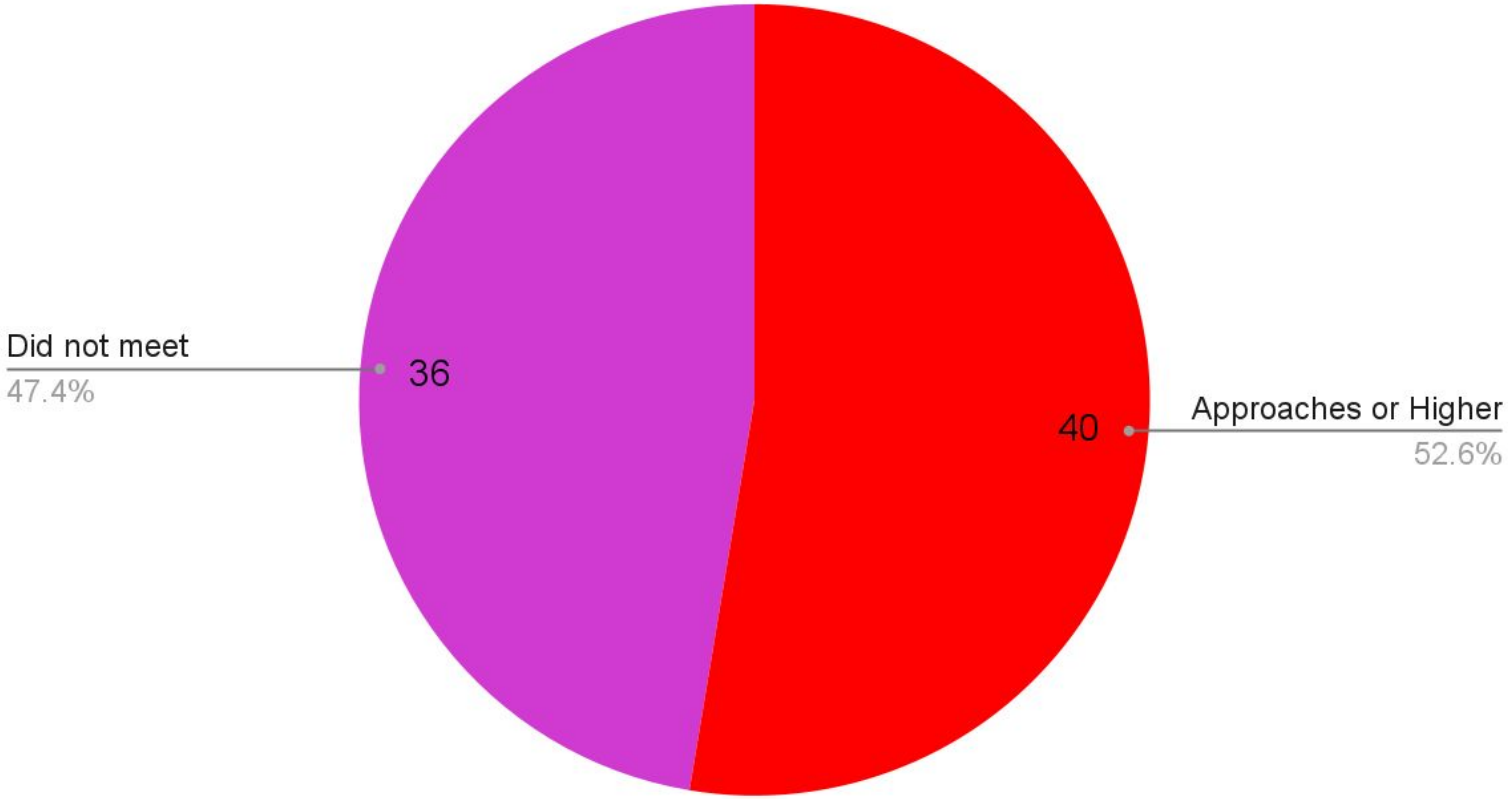
67	19/42

FWISD Average Score
20/42

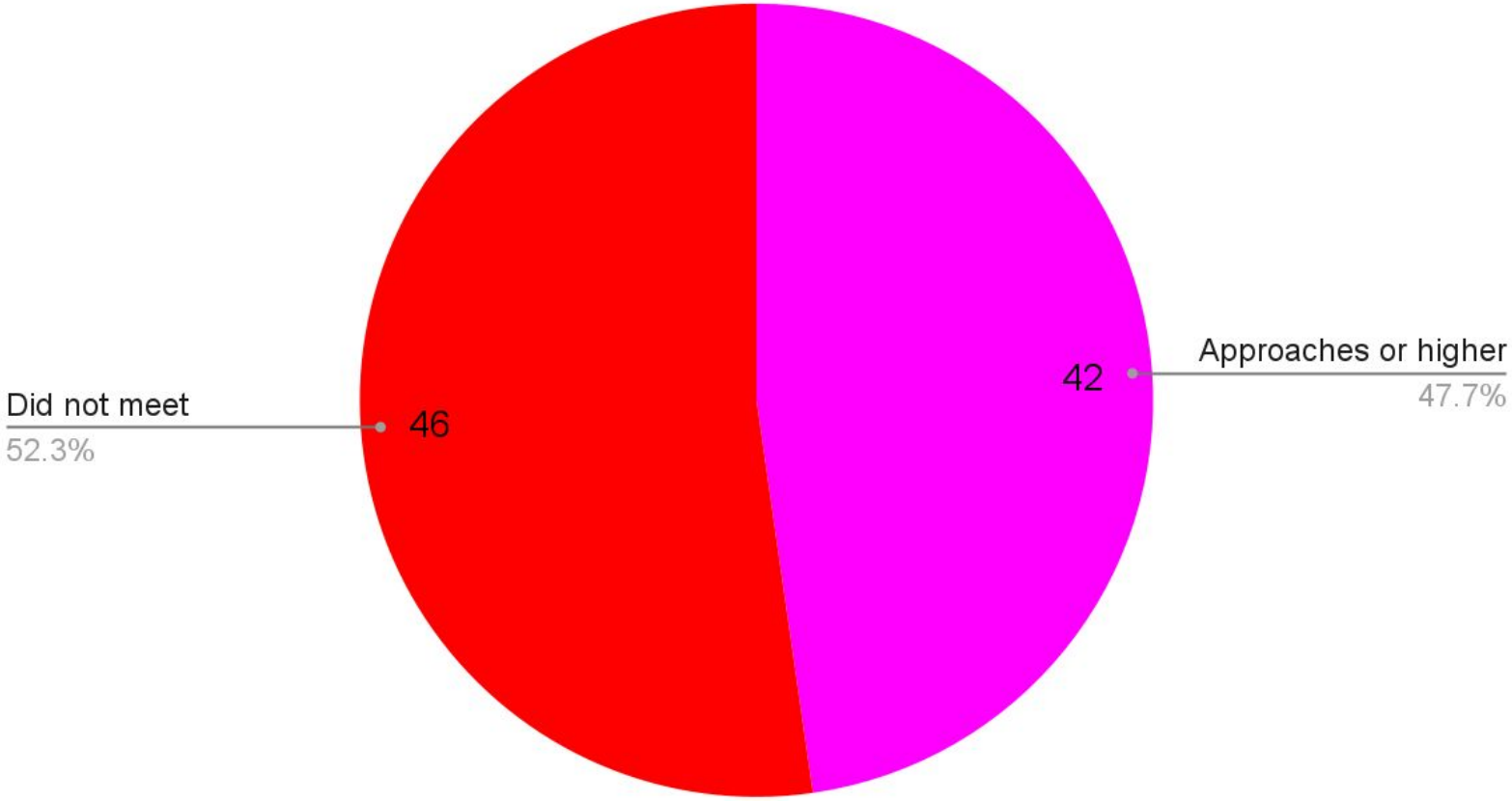
4982		20/42

Raw Score	Scale Score	Performance Level	Percentile
0	1000	Did Not Meet	0
1	1094		0
2	1189		0
3	1247		0
4	1289		0
5	1323		0
6	1351		1
7	1376		2
8	1398		3
9	1418		5
10	1437		8
11	1454		11
12	1470		14
13	1486		17
14	1500		21
15	1515	Approaches	24
16	1528		27
17	1542		31
18	1555		34
19	1568		37
20	1581		40
21	1594		44
22	1607		47
23	1620		50
24	1634	Meets	54
25	1647		57
26	1661		60
27	1675		64
28	1690		67
29	1706		70
30	1722		73
31	1739		76
32	1757		79
33	1776	Masters	82
34	1797		85
35	1819		88
36	1845		90
37	1873		92
38	1907		95
39	1950		96
40	2008		98
41	2103		99

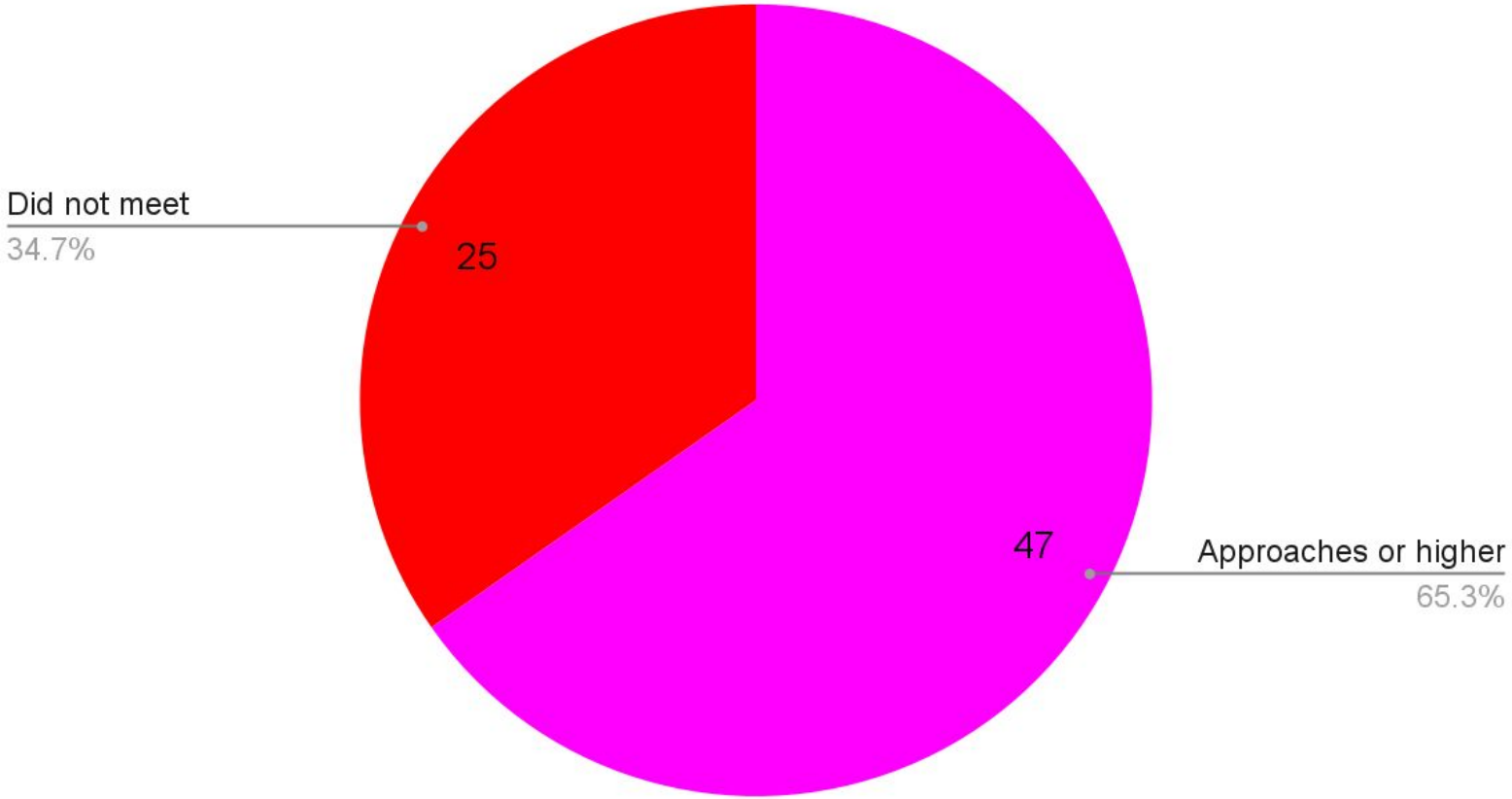
3rd Math STAAR



4th Math STAAR



5th Math



3-5 grade

RLA
STAAR Results

STAAR®
State of Texas Assessments of Academic Readiness

Early Results Guidance

Grade 3 Reading Language Arts

Spring 2023

Daggett's Average Score 22/52

63	22/52

FWISD Average Score 23/52

4441		23/52

0	720	Did Not Meet	0
1	829		0
2	935		0
3	1000		0
4	1047		0
5	1085		0
6	1117		1
7	1145		1
8	1170		2
9	1193		4
10	1213		6
11	1233		8
12	1251		10
13	1269		13
14	1285		15
15	1301		18
16	1316		21
17	1331		23
18	1345	Approaches	25
19	1359		28
20	1372		30
21	1385		33
22	1397		36
23	1409		38
24	1421		41
25	1433		44
26	1444		47
27	1456		49
28	1467	Meets	52
29	1478		55
30	1490		58
31	1502		61
32	1514		65
33	1526		68
34	1539		71
35	1553		74
36	1567		77
37	1581		80
38	1596	Masters	83
39	1612		85
40	1628		88
41	1644		90
42	1662		92
43	1680		94
44	1700		96
45	1722		97
46	1748		98
47	1777		99
48	1813		99
49	1859		100
50	1924		100

STAAR®
State of Texas Assessments of Academic Readiness

Early Results Guidance

Grade 4 Reading Language Arts

Spring 2023

Daggett's Average Score 22/52

63		22/52 ⓘ

FWISD Average Score 23/52

4441		23/52 ⓘ

Raw Score	Scale Score	Performance Level	Percentile
0	820	Did Not Meet	0
1	934		0
2	1038		0
3	1102		0
4	1148		0
5	1186		0
6	1217		1
7	1245		1
8	1269		2
9	1292		4
10	1312		6
11	1332		9
12	1350		12
13	1367		15
14	1383		19
15	1399		22
16	1414	Approaches	25
17	1429		28
18	1443		31
19	1457		34
20	1470		37
21	1483		39
22	1495		42
23	1507		45
24	1519		47
25	1530		50
26	1541		53
27	1552	Meets	55
28	1562		58
29	1573		60
30	1583		63
31	1593		66
32	1604		68
33	1615		71
34	1626		73
35	1638		76
36	1650		78
37	1663		81
38	1676		83
39	1691		85
40	1706		88
41	1723		90
42	1740		92
43	1759		93
44	1780		95

STAAR
State of Texas Assessments of Academic Readiness

Early Results Guidance

Grade 5 Reading Language Arts

Spring 2023

Daggett's Average Score 22/52

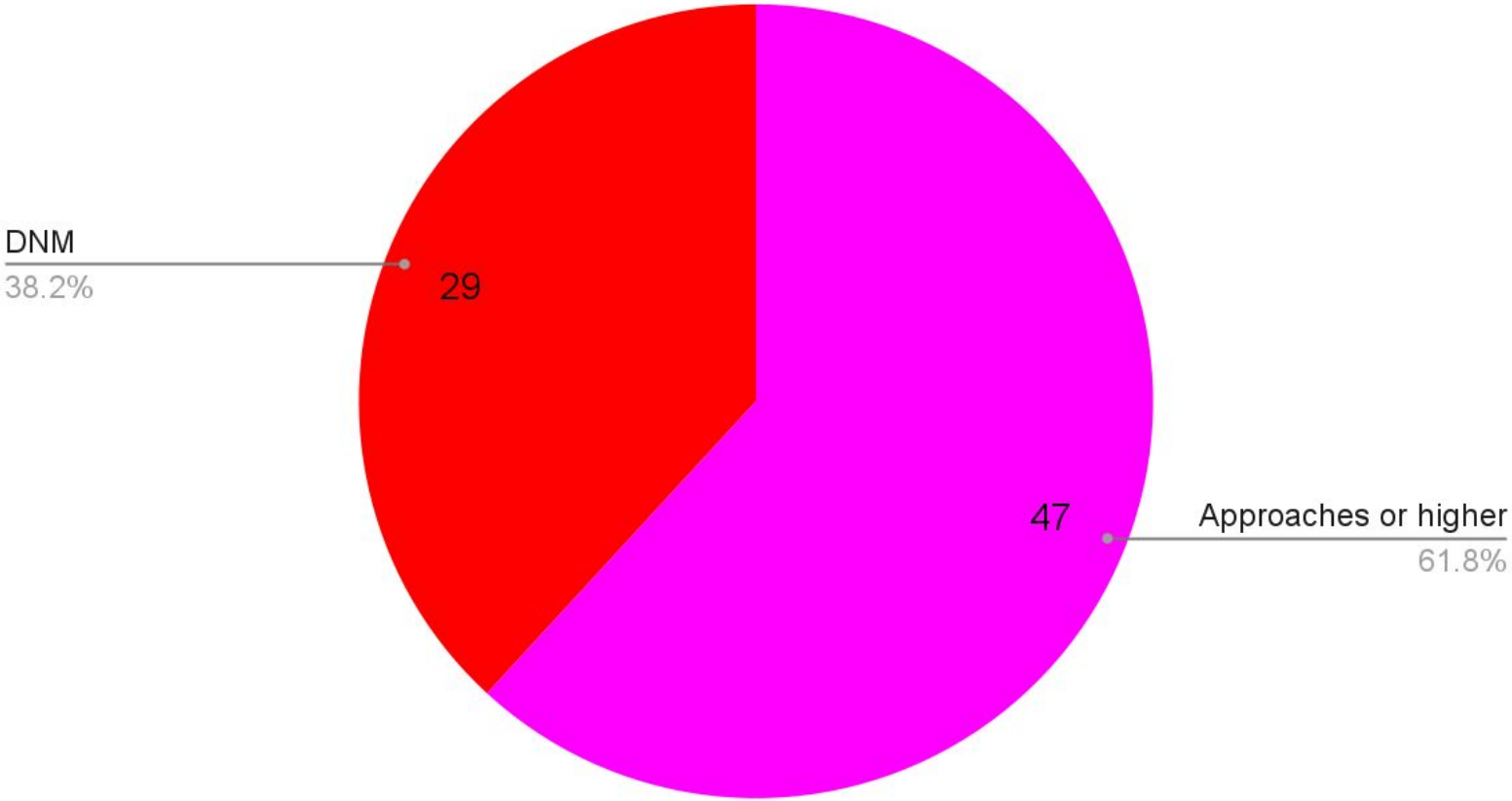
66	24/52

FWISD Average Score 27/52

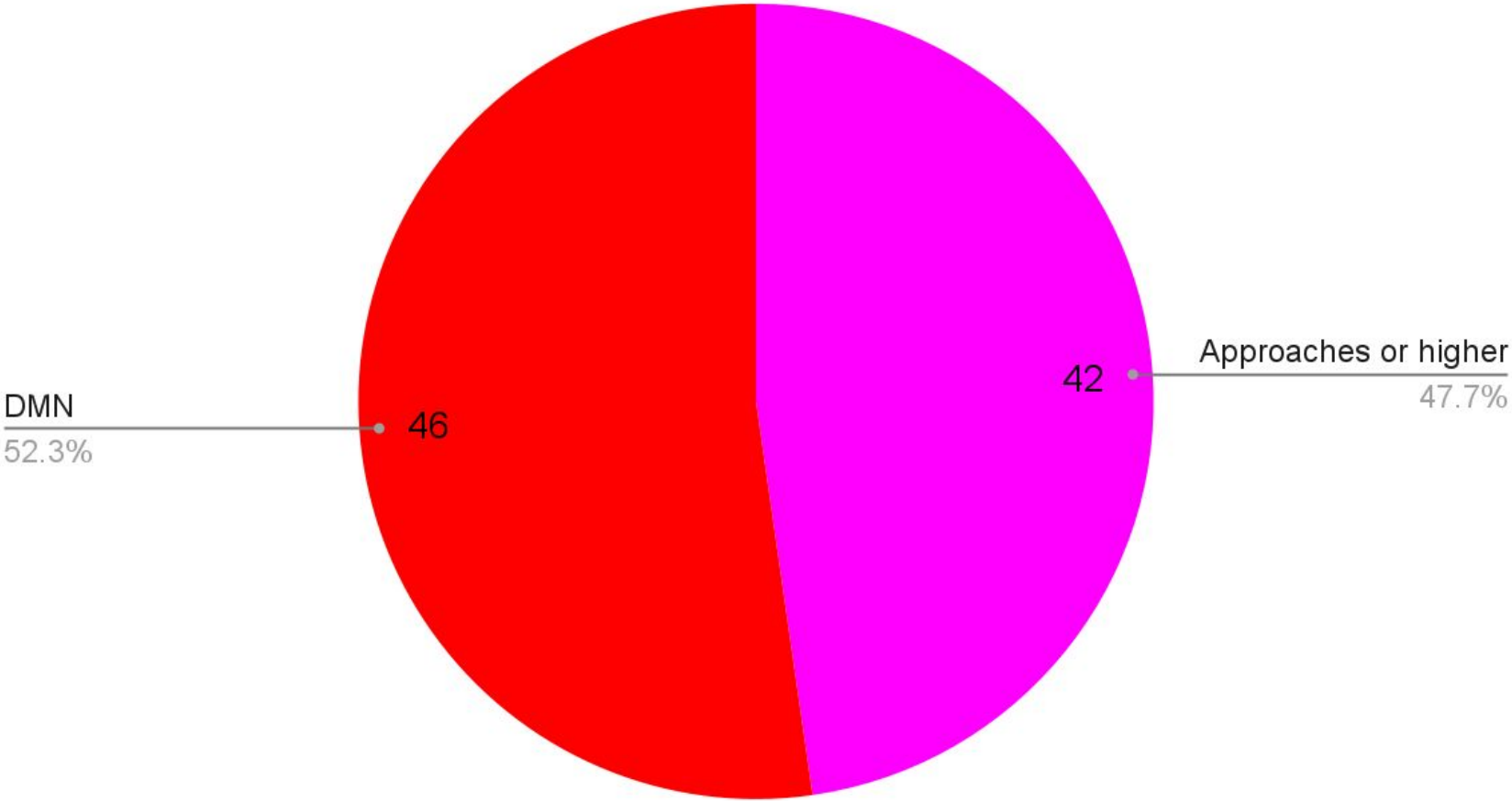
4806		27/52

Score	Score	Performance Level	Percentile
0	830	Did Not Meet	0
1	925		0
2	1030		0
3	1093		0
4	1140		0
5	1177		0
6	1209		0
7	1236		0
8	1261		1
9	1284		2
10	1304		3
11	1324		4
12	1342		5
13	1359		7
14	1376		8
15	1391		10
16	1406		12
17	1421		13
18	1435		15
19	1449		17
20	1462		19
21	1475	Approaches	21
22	1487		23
23	1499		25
24	1511		28
25	1523		30
26	1534		33
27	1546		35
28	1557		38
29	1569		41
30	1580		44
31	1592	Meets	47
32	1604		50
33	1617		53
34	1629		57
35	1643		61
36	1656		64
37	1670		68
38	1685		72
39	1700	Masters	75
40	1716		79
41	1732		82
42	1750		86
43	1769		89
44	1790		92
45	1812		94
46	1838		96
47	1867		98
48	1903		99
49	1948		100
50	2010		100

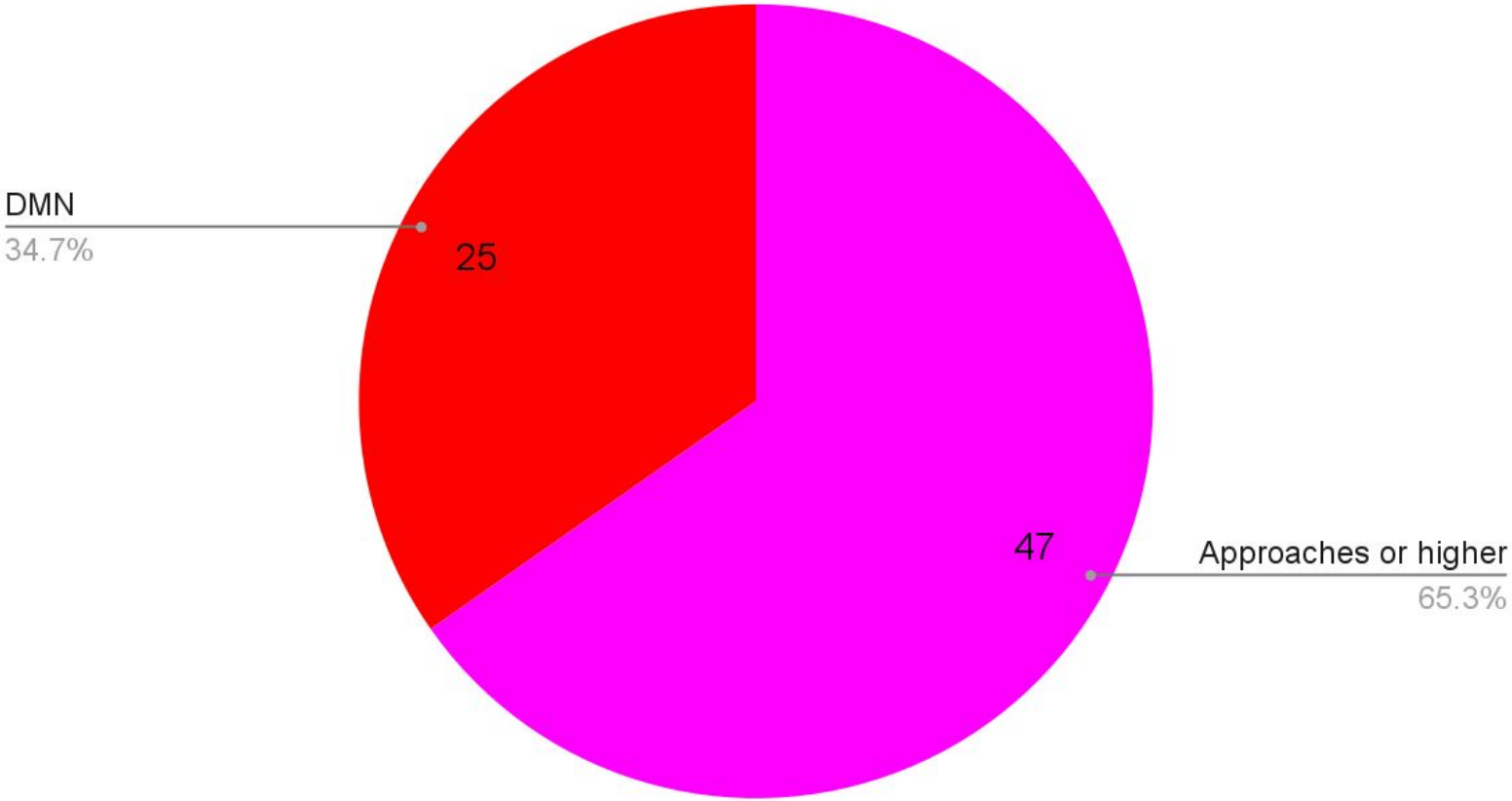
3rd RLA



4th RLA



5th RLA



5th grade

Science
STAAR Results

STAAR®
State of Texas Assessments of Academic Readiness

Early Results Guidance

Grade 5 Science

Spring 2023

Daggett's Average Score
17/39

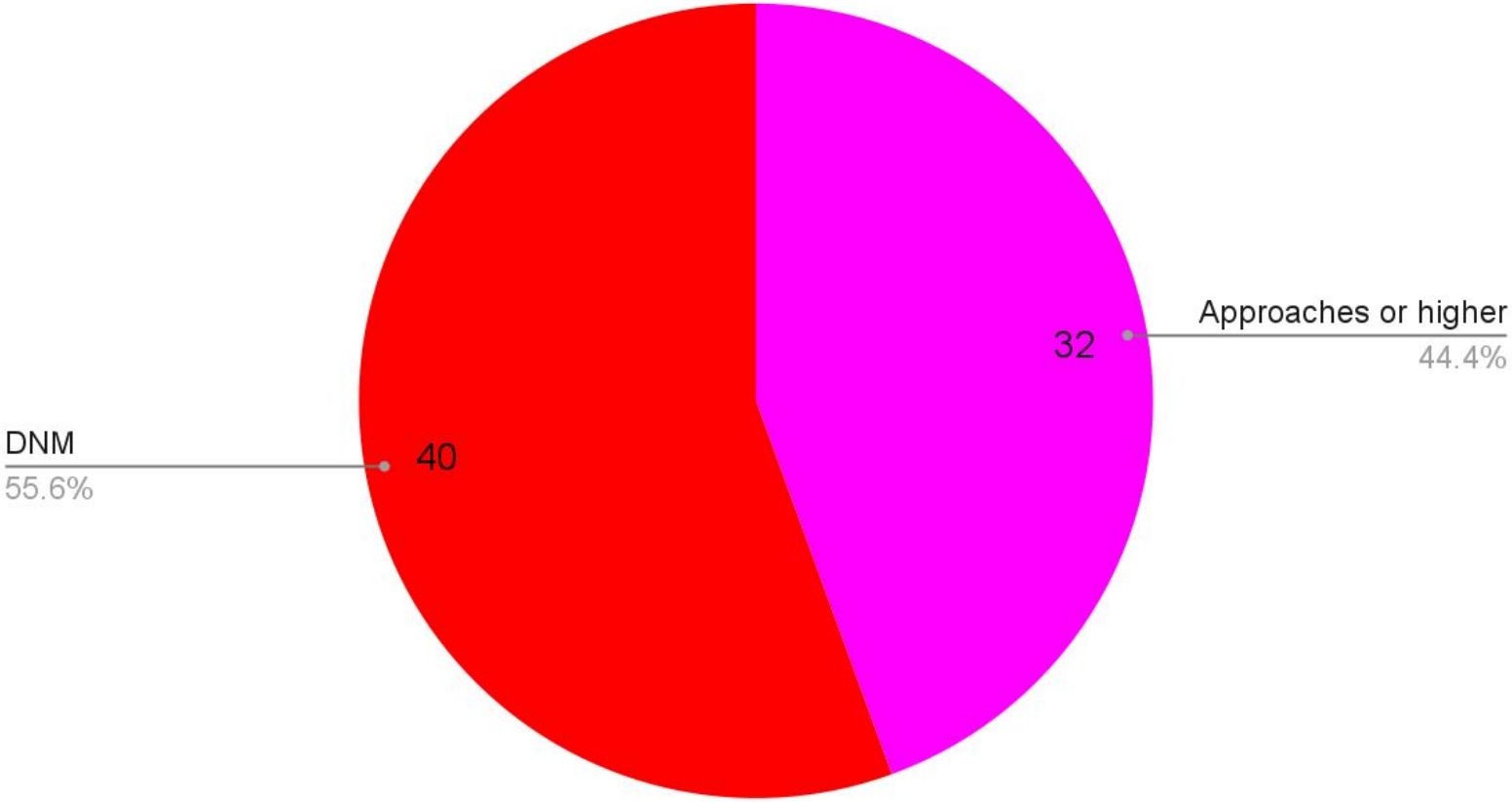
66	17/39

FWISD Average Score
18/39

4896		18/39

Raw Score	Scale Score	Performance Level	Percentile
0	1140	Did Not Meet	0
1	1532		0
2	1924		0
3	2158		0
4	2330		0
5	2470		0
6	2590		1
7	2699		2
8	2798		3
9	2890		6
10	2977		8
11	3060		11
12	3138		15
13	3212		19
14	3284		23
15	3353		27
16	3420		32
17	3486		36
18	3550	Approaches	40
19	3613		44
20	3677		49
21	3740		53
22	3803		57
23	3867		61
24	3933		66
25	4000	Meets	70
26	4069		74
27	4141		78
28	4216		81
29	4296		85
30	4380	Masters	88
31	4471		91
32	4570		94
33	4680		96
34	4804		97
35	4951		99
36	5131		99
37	5376		100

5th Science



21-22 Demographics

	# of Students	Eco Dis	EB	Sped
E.M. Daggett	533	85.7%	48.6%	16.3%
Alice Contreras	531	91.1%	56.9%	8.3%
DeZavala	274	80.7%	35.4%	12%
George C. Clarke	386	90.2%	37.8%	8.8%

Network 3 Campus Comparison

STAAR Performance by Grade Level% of Approaches or higher

Campus	Math	RLA	Science
Daggett	3rd-53% 4th-48% 5th-65%	3rd-62% 4th-59% 5th-65%	44%
DeZavala	3rd-79% 4th-83% 5th-95%	3rd-65% 4th-91% 5th-89%	78%
Alice Contreras	3rd-58% 4th-57% 5th-86%	3rd-74% 4th-77% 5th-84%	68%
George C. Clarke	3rd-62% 4th-58% 5th-60%	3rd-66% 4th-72% 5th-75%	53%

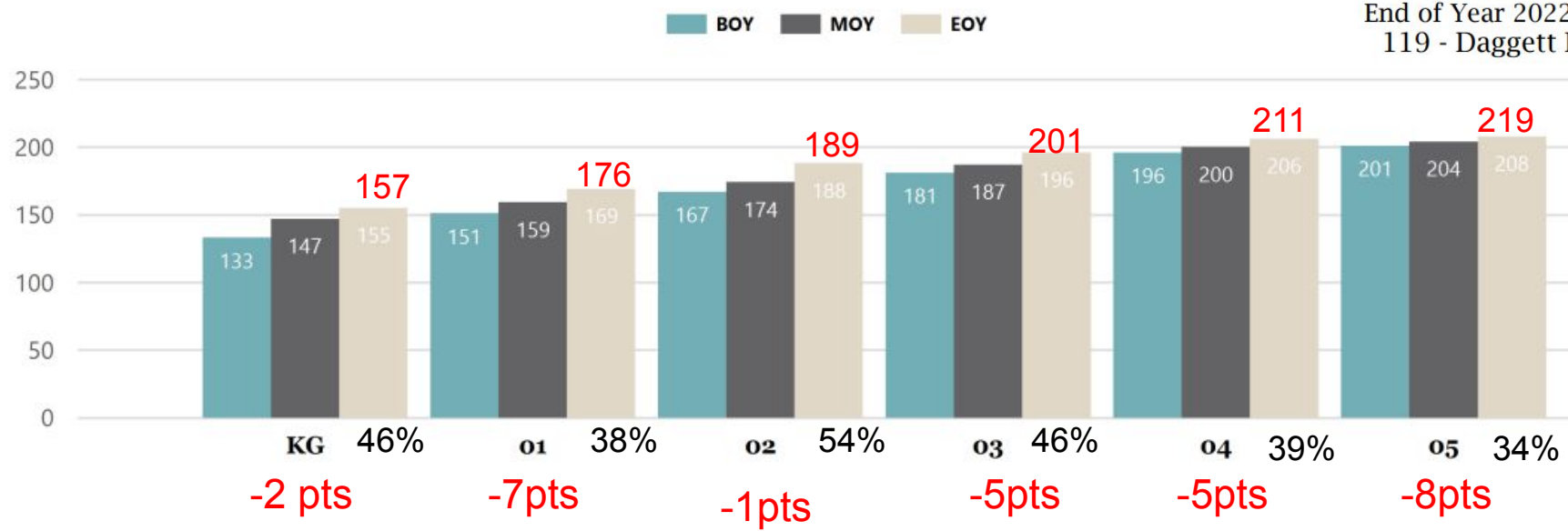
Paschal Pyramid Elementary Campus Comparison Table
School Performance Framework

					School Performance Framework					St	
					2021-2022		2022-2023 Preliminary/Projected			2021-2022	
Network	Pyramid	Lvl	Loc	Campus	Score	Grade	Score	Grade	Score Change	Score	Grade
3	Paschal	ES	115	GEORGE C. CLARKE ES	3.4	3 of 5 Stars	2.8	3 of 5 Stars	-0.6	84	B
3	Paschal	ES	116	LILY B. CLAYTON ES	4.2	4 of 5 Stars	4.6	5 of 5 Stars	0.4	86	B
3	Paschal	ES		DAGGETT ES	2.9	3 of 5 Stars	2.8	3 of 5 Stars	-0.1	71	C
3	Paschal	ES	121	DE ZAVALA ES	4.3	4 of 5 Stars	4.3	4 of 5 Stars	0	92	A
3	Paschal	ES	171	TANGLEWOOD ES	4.9	5 of 5 Stars	4.9	5 of 5 Stars	0	97	A
3	Paschal	ES	177	WESTCLIFF ES	3.7	4 of 5 Stars	4.2	4 of 5 Stars	0.5	89	B
3	Paschal	ES	220	ALICE CONTRERAS ES	4.1	4 of 5 Stars	4.6	5 of 5 Stars	0.5	92	A
3	Paschal	ES	229	OVERTON PARK ES	4.9	5 of 5 Stars	4.8	5 of 5 Stars	-0.1	98	A

MAP Growth

Average RIT Score by Grade Level

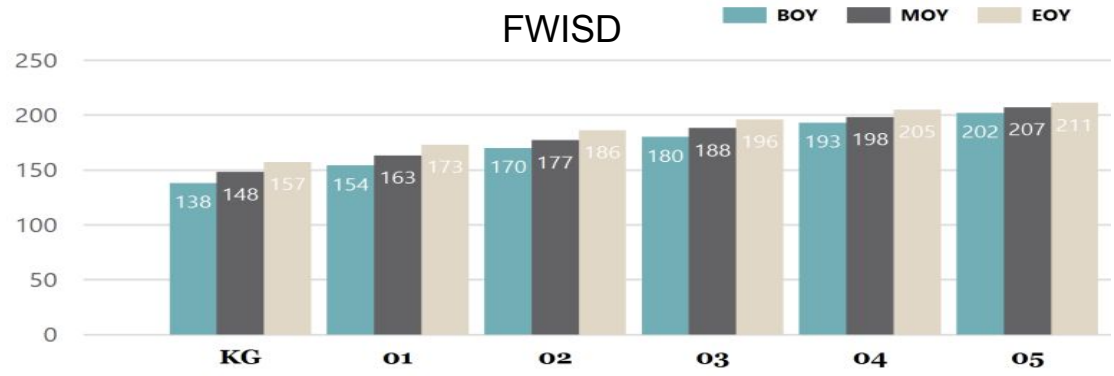
MAP Growth - Math
End of Year 2022-23
119 - Daggett ES



EOY National Norm Mean RIT Scores	
KG	157
01	176
02	189
03	201
04	211
05	219

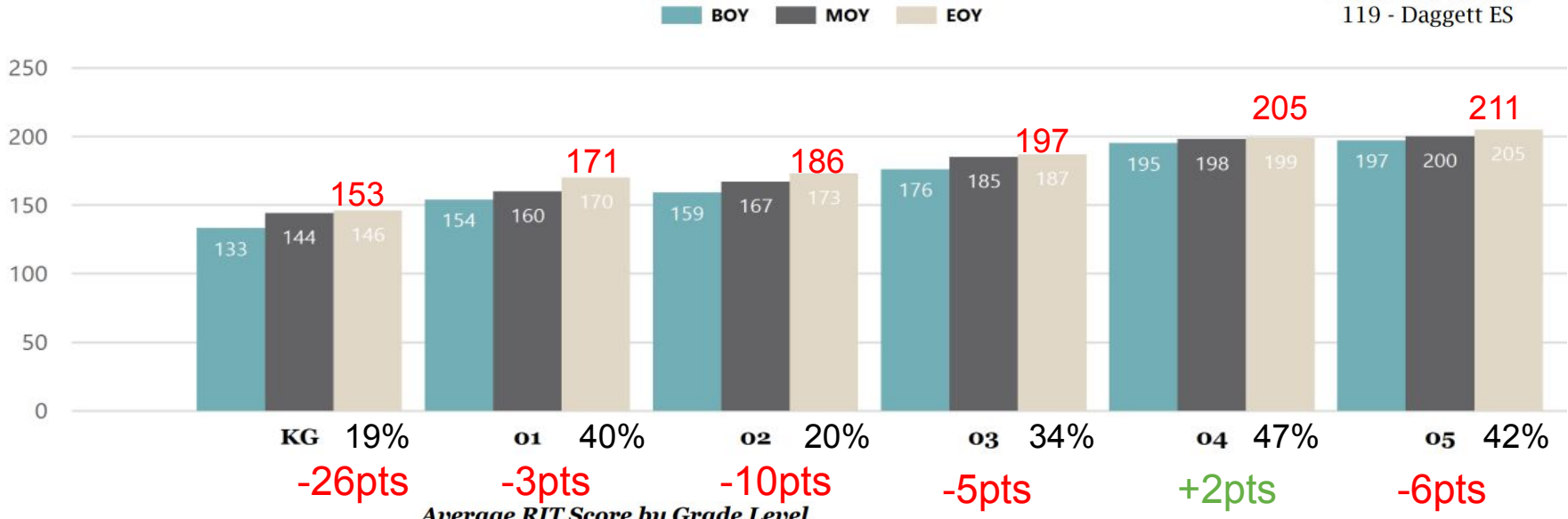
Average RIT Score by Grade Level

FWISD



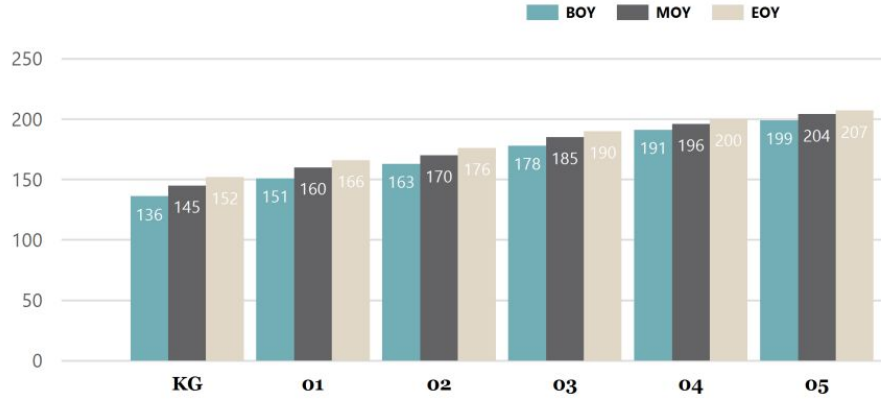
Average RIT Score by Grade Level

MAP Growth - Reading English
End of Year 2022-23
119 - Daggett ES



EOY National Norm Mean RIT Scores	
KG	153
01	171
02	186
03	197
04	205
05	211

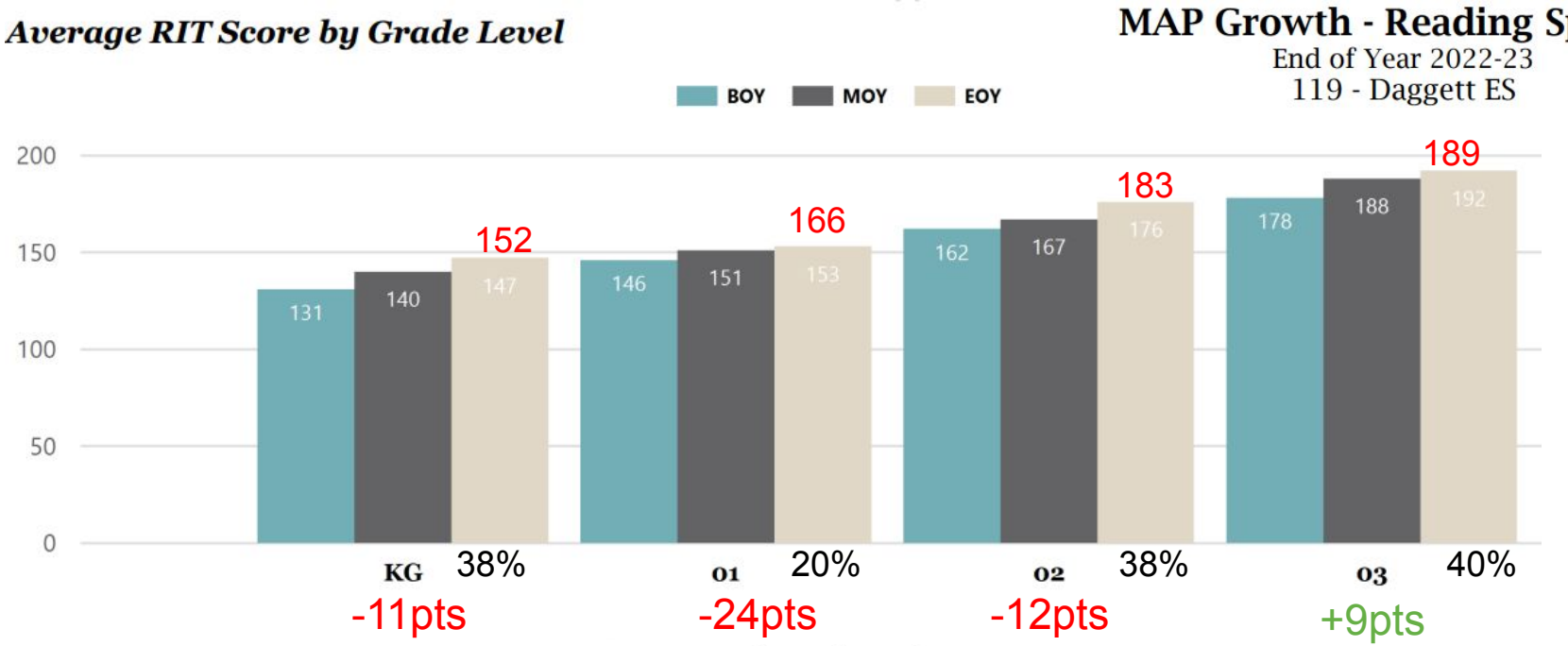
Average RIT Score by Grade Level

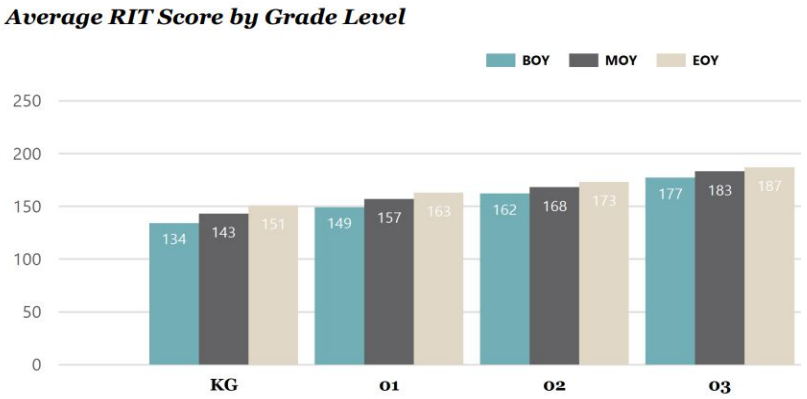


MAP Growth - Reading Spanish

End of Year 2022-23

119 - Daggett ES





EOY National Norm Mean RIT Scores	
KG	152
01	166
02	183
03	189

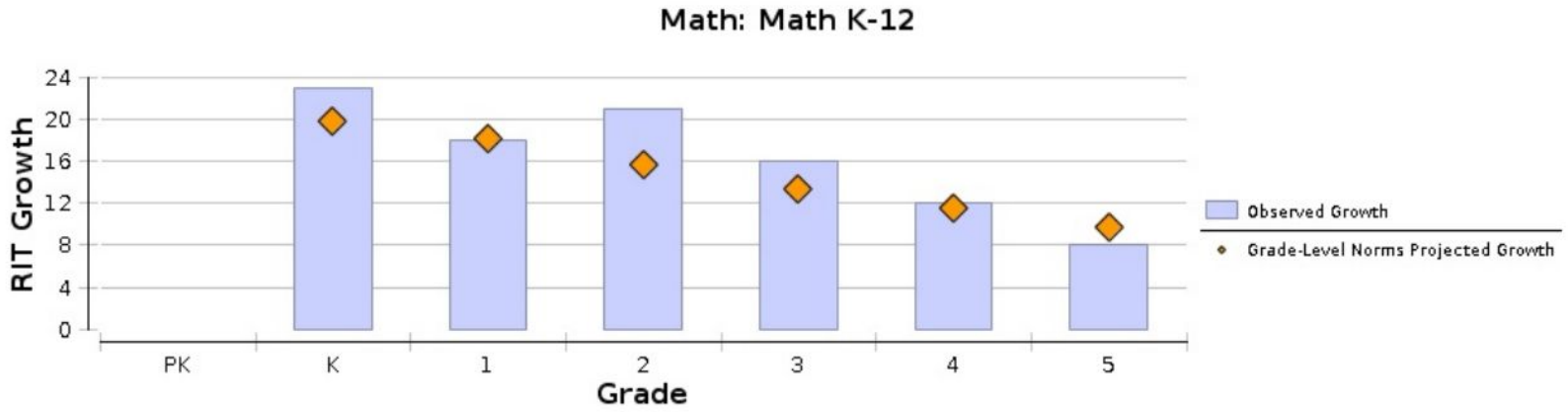
Student Growth Summary Report

Small Group Display: NO

119 - E. M. Daggett ES

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	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
PK	0	**			**			**					**			
K	64	133.0	8.5	18	156.1	12.0	42	23	1.2	19.9	1.36	91	64	41	64	74
1	63	151.1	15.2	10	169.3	16.4	13	18	1.0	18.1	0.04	52	63	32	51	48
2	63	167.3	16.1	13	188.1	16.4	42	21	1.4	15.7	2.10	98	63	42	67	67
3	71	180.5	15.2	12	196.6	17.4	25	16	0.9	13.4	1.19	88	71	44	62	61
4	81	194.6	17.0	27	206.4	17.6	29	12	0.7	11.6	0.11	54	81	42	52	48
5	68	201.1	19.0	16	208.8	18.8	12	8	0.9	9.6	-0.77	22	68	22	32	32

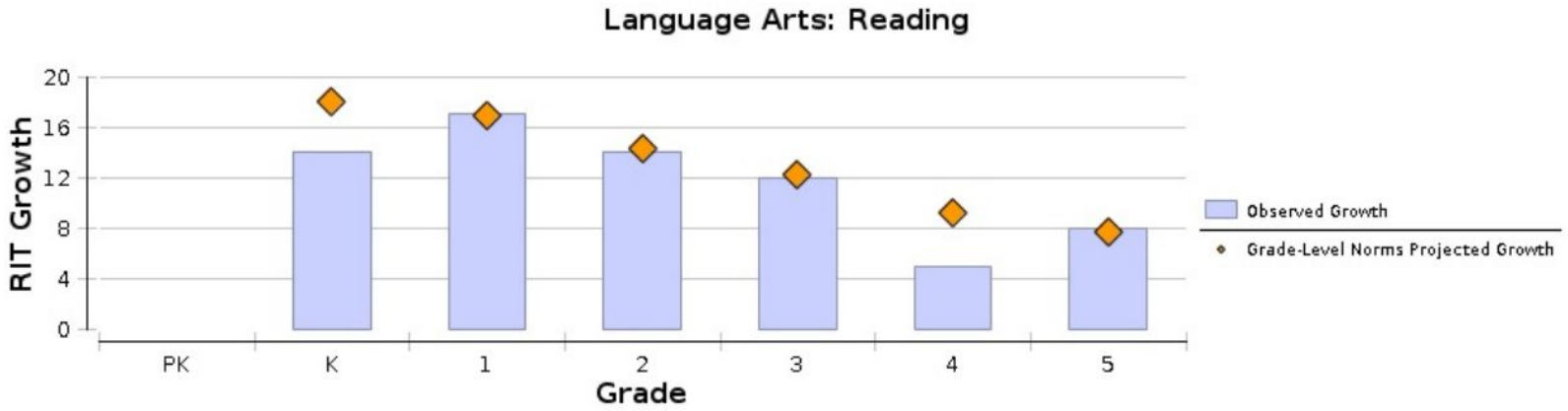


Student Growth Summary Report

119 - E. M. Daggett ES

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	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
PK	0	**			**			**					**			
K	24	132.5	8.4	29	146.5	12.0	11	14	1.9	18.1	-1.57	6	24	9	38	42
1	29	153.8	14.8	45	170.5	13.8	44	17	1.7	16.9	-0.06	48	29	15	52	49
2	61	158.9	17.4	3	173.1	16.9	4	14	1.1	14.3	-0.04	48	61	22	36	41
3	72	175.6	18.0	9	187.7	18.0	9	12	1.1	12.2	-0.04	49	72	32	44	43
4	80	193.5	20.2	38	198.6	20.2	19	5	1.0	9.3	-1.88	3	80	22	28	27
5	68	197.2	18.5	18	205.5	18.6	22	8	1.1	7.7	0.30	62	68	31	46	45



DAGGETT ELEMENTARY SCHOOL

3rd GRADE ELA STAAR GOAL SHEET

Student Name:

Teacher Name:

Number of Correct Answers	Scale Score	Passing Standards	Benhmark 2023	Benchmark 2024	2024 STAAR Goal	2024 STAAR Score
0	765	DID NOT MEET				
1	907					
2	992					
3	1045					
4	1084					
5	1116					
6	1143					
7	1167					
8	1189					
9	1209					
10	1227					
11	1245					
12	1262					
13	1278					
14	1294					
15	1309					
16	1324					
17	1345	APPROACHES				
18	1354					
19	1369					
20	1385					
21	1400					
22	1416					
23	1432					
24	1450					
25	1468	MEETS				
26	1487					
27	1508					
28	1531					
29	1555	MASTERS				
30	1588					
31	1626					
32	1677					
33	1761					
34	1901					

4th Grade Reading Student Goal Setting Sheet

DAGGETT ELEMENTARY SCHOOL
READING NWEA MAP GOAL SHEET

Student Name:		Grade:		Teacher Name:		
				225		
Spring 2023 Score:				220		
				215		
Fall Goal:		Fall Score:		210		
				205		
Winter Goal:		Winter Score:		200		
				195		
Spring Goal:		Spring Score:		190		
				185		
ACTION PLAN				180		
				175		
				170		
				165		
				160		
				155		
				150		
				145		
					FALL SCORE	WINTER SCORE	SPRING SCORE

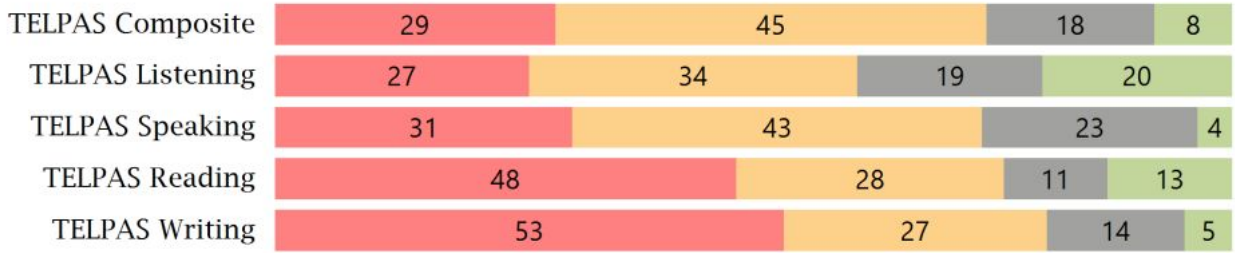
TELPAS

2022-2023

Fort Worth INDEPENDENT SCHOOL DISTRICT

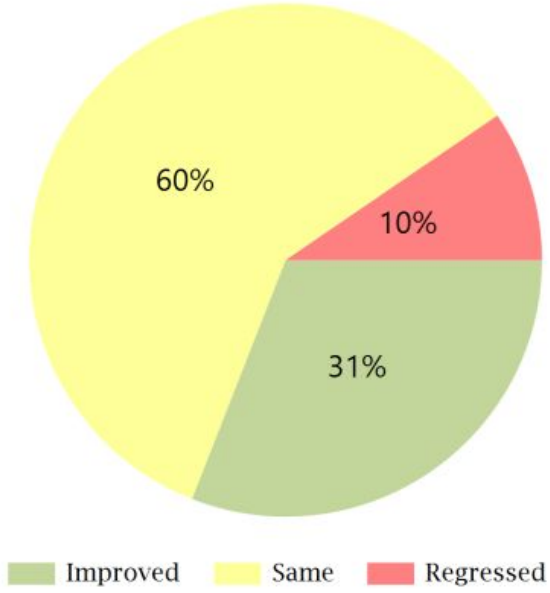
2022-2023 TELPAS
119 - Daggett ES

Proficiency by Domain



	Beginning		Intermediate		Advanced		Advanced High	
	#	%	#	%	#	%	#	%
TELPAS Composite	**65**	**29%**	**100**	**45%**	**39**	**18%**	**18**	**8%**
TELPAS Listening	59	27%	76	34%	43	19%	44	20%
TELPAS Speaking	69	31%	95	43%	50	23%	8	4%
TELPAS Reading	107	48%	62	28%	24	11%	29	13%
TELPAS Writing	118	53%	61	27%	32	14%	11	5%

Composite Rating Change



Grade	Change in Composite Rating from 2022	#	% of Grade Level
01	Improved	10	33%
	Same	19	63%
	Regressed	1	3%
02	Improved	11	33%
	Same	20	61%
	Regressed	2	6%
03	Improved	10	37%
	Same	17	63%
04	Improved	10	23%
	Same	22	50%
	Regressed	12	27%
05	Improved	11	32%
	Same	22	65%
	Regressed	1	3%
All	Improved	52	31%
	Same	100	60%
	Regressed	16	10%

What trends do we see?

What areas do we see our students struggle?

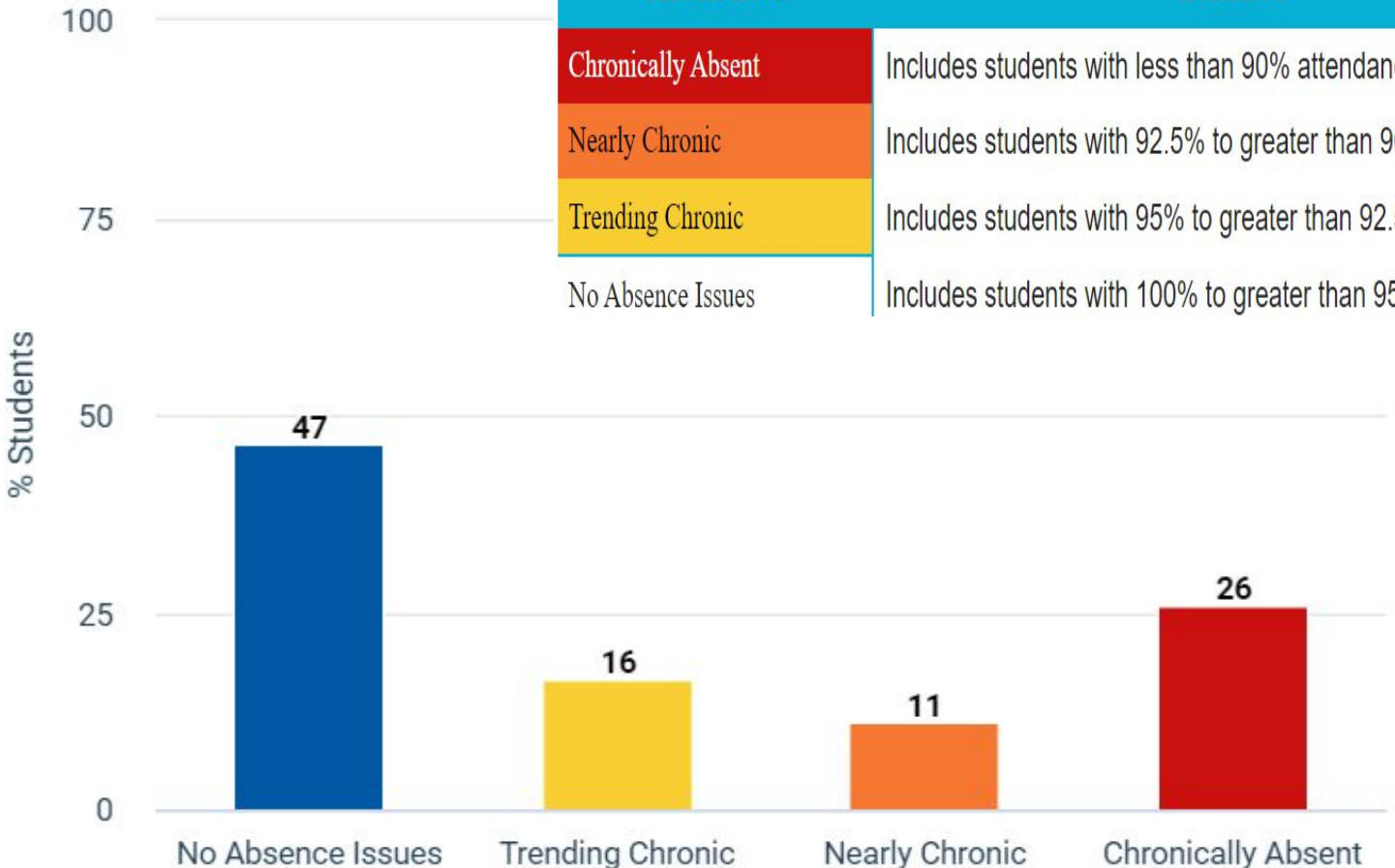
Think-Pair-Share

Daggett Attendance

2022-2023

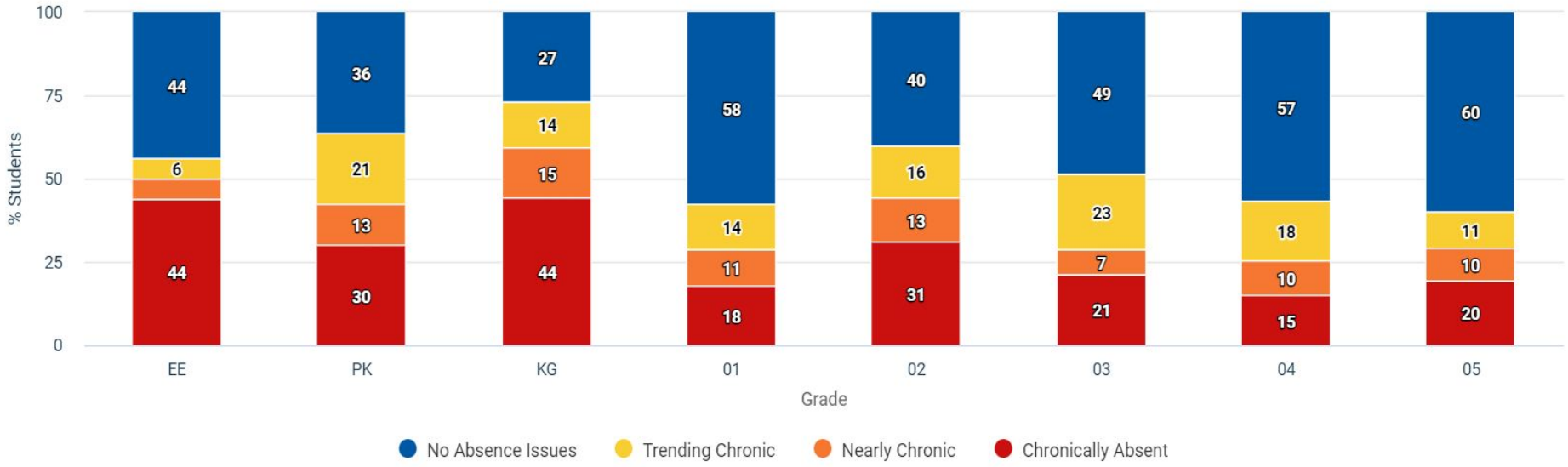
The students and their level of chronic absence for 2022-2023.

Chronic Level	Definition
Chronically Absent	Includes students with less than 90% attendance
Nearly Chronic	Includes students with 92.5% to greater than 90% attendance
Trending Chronic	Includes students with 95% to greater than 92.5% attendance
No Absence Issues	Includes students with 100% to greater than 95%



Which grades have the most chronically absent students?

The grades with the most chronically absent students for 2022-2023.



TITLE I Transfer Approval

- 10,000 out of part time hourly INTO 6399 to purchase Progress Learning
  - 3000 out of part time hourly into Subs for PD / vertical plan

SBDM Input, Upgrades, and Aspirational Dreams

E.M. DAGGETT

ELEMENTARY SCHOOL

MEET THE TEACHER
CONOCER AL MAESTRO

School Year / Ano Escolar 2023-2024

MEET THE PRINCIPAL - SARA BROWN

Dear Daggett Parents,
I am so honored and excited to introduce myself to you as the principal of Daggett Elementary! What an amazing legacy Daggett Elementary exemplifies, and I cannot wait to be part of that heritage of excellence with you! We are going to GROW together as a school family as we partner with you in the incredibly important and priceless work of leading our children to an amazing future of success and character! This will be my 22nd year in FWISD and my 32nd year in education. I began teaching 5th grade in 1992 and became a principal in 1999 at a Christian school. I moved back into public education as an assistant principal in 2002 at Ridglea Hills Elementary for three years before becoming principal at Westcliff Elementary where I remained for 16 years. For the last two years, I served as principal of Leonard Middle School where we saw many lives transformed. Returning to elementary is even more meaningful because these are the impressionable years when we can so powerfully build character, honor, and leadership in our students' lives!

CONOCER A LA DIRECTORA - SARA BROWN

¡ME SIENTO MUY HONRADA Y EMOCIONADA DE PRESENTARME COMO LA DIRECTORA DE DAGGETT ELEMENTARY! ¡QUÉ INCREÍBLE LEGADO EJEMPLIFICA DAGGETT ELEMENTARY, Y NO PUEDO ESPERAR PARA SER PARTE DE ESE LEGADO DE EXCELENCIA CON USTEDES! ¡VAMOS A CRECER JUNTOS COMO UNA FAMILIA ESCOLAR MIENTRAS NOS ASOCIAMOS CON USTED EN EL TRABAJO INCREÍBLEMENTE IMPORTANTE E INVALUABLE DE LLEVAR A NUESTROS NIÑOS A UN FUTURO ASOMBROSO DE ÉXITO Y CARÁCTER! ESTE SERÁ MI AÑO 22 EN FWISD Y MI AÑO 32 EN EDUCACIÓN. COMENCÉ A ENSEÑAR QUINTO GRADO EN 1992 Y LUEGO ME CONVERTÍ EN DIRECTOR EN 1999 EN UNA ESCUELA CRISTIANA. REGRESÉ A LA EDUCACIÓN PÚBLICA COMO SUBDIRECTORA EN 2002 EN LA ESCUELA PRIMARIA RIDGLEA HILLS DURANTE TRES AÑOS ANTES DE CONVERTIRME EN DIRECTORA DE LA ESCUELA PRIMARIA WESTCLIFF, DONDE PERMANECÍ DURANTE 16 AÑOS. DURANTE LOS ÚLTIMOS DOS AÑOS, ME DESEMPEÑÉ COMO DIRECTORA DE LA ESCUELA INTERMEDIA LEONARD, DONDE VIMOS MUCHAS VIDAS TRANSFORMADAS. ¡REGRESAR A LA ESCUELA PRIMARIA ES AÚN MÁS SIGNIFICATIVO PORQUE ESTOS SON LOS AÑOS IMPRESIONABLES EN LOS QUE PODEMOS DESARROLLAR CON TANTA FUERZA EL CARÁCTER, EL HONOR Y EL LIDERAZGO EN LA VIDA DE NUESTROS ESTUDIANTES!

G.R.O.W.T.H.

WHAT IT MEANS FOR OUR STUDENTS AND FOR YOU

LO QUE SIGNIFICA PARA NUESTROS ESTUDIANTES Y PARA USTEDES

Grateful / Agradecidos

Resilient / Resilientes

Optimistic / Optimistas

Willing to Learn / Dispuestos a Aprender

Trustworthy / Confiables

Honest / Honestos

ARRIVAL / DISMISSAL / EARLY DISMISSAL

DOORS OPEN AT 7:20 / CLASS BEGINS AT 7:50 - ALL DOORS WILL BE LOCKED AT 7:50

- Parents may walk their students to class on the first day
- Arrival and Dismissal for Pre-K
  - Drop-off and Pick-up are at the west side of the building by the faculty parking lot
- Arrival and Dismissal for Kinder thru 5th grades - Alston St.
  - Parents will go through the carpool lane and stay in their car
  - If you want to walk up to your student's teacher to pick them up, please park on a different street. Do not park on Alston St.
  - Parents will need to display a student car tag with their child's name, teacher, & grade level on the dash of your car
- Early Dismissal Cutoff Times
  - Pre-K: 1:45
  - K-5th: 2:45

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- Early Dismissal Cutoff Times
  - Pre-K: 1:45
  - K-5th: 2:45

DRESS CODE / UNIFORMS

ALL STUDENTS ARE EXPECTED TO BE IN DRESS CODE EVERY DAY.

THE FOLLOWING ARE GUIDELINES FOR ALL STUDENTS:

CLOTHING SHALL BE THE CORRECT SIZE FOR STUDENTS, WITH NO SAGGING PANTS.

TOPS (SHIRTS OR BLOUSES) SHALL BE TUCKED INTO CLOTHING.

T-SHIRTS WORN AS UNDERGARMENTS MUST BE SOLID WHITE.

T-SHIRTS SHALL NOT BE WORN AS OUTER CLOTHING.

DENIM BLUE JEANS MUST BE FREE OF EMBELLISHMENTS.

SHORTS, SKIRTS AND SKORTS SHALL BE NO SHORTER THAN THREE INCHES ABOVE THE KNEE.

TOPS

COLOR: NAVY OR WHITE

STYLE: COLLARED (POLO OR OXFORD) SHIRTS OR BLOUSES, MOCK TURTLENECKS OR TURTLENECKS; ALL MUST HAVE SLEEVES AND SHOULD BE TUCKED IN. T-SHIRTS SHALL NOT BE WORN AS OUTER CLOTHING.

BOTTOMS

COLOR: NAVY, KHAKI, BLACK OR BLUE DENIM

STYLE: PANTS, SHORTS, SKIRTS, SKORTS, CAPRIS OR JUMPERS ARE ACCEPTABLE; ALL MUST BE HEMMED OR CUFFED AND CAN BE NO SHORTER THAN THREE INCHES ABOVE THE KNEE. JEANS MUST BE FREE OF EMBELLISHMENTS. SAGGING PANTS ARE NOT PERMISSIBLE.

DRESS CODE VIOLATION

- **1ST VIOLATION - PARENTS/GUARDIAN WILL GET A MESSAGE REMINDING THEM OF THE DRESS CODE**

- **2ND VIOLATION - WE WILL SEND THE STUDENT TO THE OFFICE TO CALL THEIR PARENT/GUARDIAN FOR A CHANGE OF CLOTHES**

- **3RD VIOLATION - WE WILL SET UP A CONFERENCE TO DISCUSS THE ISSUE AND REMIND PARENTS OF THE DRESS CODE**

ESTANDARES DE VESTIDO DE FWISD

SE ESPERA QUE LOS ESTUDIANTES SE VISTAN DE ACUERDO CON LOS ESTANDARES DE VESTIDO TODOS LOS DIAS.

GUIA PARA TODOS LOS ESTUDIANTES:

LA ROPA SERÁ DEL TAMAÑO ADECUADO PARA LOS ESTUDIANTES, SIN PANTALONES DEMASIADO ANCHOS.

LAS BLUSAS O CAMISAS SE DEBEN USAR METIDAS EN LOS PANTALONES O FALDAS.

LAS CAMISETAS USADAS COMO ROPA INTERIOR DEBEN SER TOTALMENTE BLANCAS.

NO SE PUEDE USAR CAMISETAS COMO ROPA EXTERIOR.

LOS PANTALONES VAQUEROS AZULES DE ALGODÓN NO DEBEN TENER ADORNOS.

LAS FALDAS Y PANTALONES DEBEN TENER DOBLADILLO O BASTILLA.

LOS PANTALONES CORTOS, FALDAS Y FALDAS PANTALONES, NO DEBEN SER MÁS CORTOS DE TRES PULGADAS SOBRE LA RODILLA.

ESTANDARES DE VESTIDO DE FWISD

ROPA SUPERIOR

• COLOR: AZUL MARINO O BLANCO

• ESTILO: CAMISAS O BLUSAS CON CUELLO (POLO U OXFORD), IMITACIÓN CUELLO TORTUGA O CUELLO TORTUGA; TODO DEBE TENER MANGAS Y USARSE DENTRO DE PANTALONES Y FALDAS. NO SE DEBE USAR CAMISETAS COMO ROPA EXTERIOR.

• ROPA EXTERIOR: SUDADERAS O SUÉTERES AZUL MARINO O BLANCOS SE ACEPTAN COMOROPA EXTERIOR SI SE USAN SOBRE ROPA ESTÁNDAR; ABRIGOS Y CHAQUETAS SE USARÁN DE ACUERDO CON LAS CONDICIONES DEL CLIMA Y NO SE DEBEN USAR DENTRO DE CLASES.

ROPA INFERIOR

• COLOR: AZUL MARINO, CAQUI, NEGRO, O MEZCLILLA AZUL.

• ESTILO: PANTALONES, PANTALONES CORTOS, FALDA PANTALONES, CAPRIS O JUMPERS SON ACEPTABLES; TODOS DEBEN TENER DOBLADILLADO O BASTA Y NO DEBEN SER MÁS CORTOS DE TRES PULGADAS SOBRE LA RODILLA. LOS PANTALONES VAQUEROS AZULES DE ALGODÓN NO DEBEN TENER ADORNOS. NO SE PERMITE PANTALONES DEMASIADO ANCHOS.

CODICO DE VESTIR VIOLACION

- **PRIMERA VIOLACION - PADRES/GUARDIAN RECIBIRAN UN RECORDATORIO DEL CODICO DE VESTIR**

- **SEGUNDA VIOLACION - EL ESTUDIANTE LLAMARA PADRE/GUARDIAN DESDE LA OFICINA PARA UN CAMBIO DE ROPA**

- **TERCERA VIOLACION - TENDREMOS CONFERENCIA CON LOS PADRES/GUARDIAN PARA RECORDARLES DE EL CODICO DE VESTIR**

TITLE 1 - WHAT IT MEANS

DATA ANALYST

Presentations are communication tools that can be used as demonstrations, lectures, speeches, reports, and more.

HALF TIME READING TEACHER

Presentations are communication tools that can be used as demonstrations, lectures, speeches, reports, and more.

TUTORING

Presentations are communication tools that can be used as demonstrations, lectures, speeches, reports, and more.

ADDITIONAL STUFF

Presentations are communication tools that can be used as demonstrations, lectures, speeches, reports, and more.

TITLE 1 - QUE SIGNIFICA?

DATA ANALYST

Presentations are communication tools that can be used as demonstrations, lectures, speeches, reports, and more.

HALF TIME READING TEACHER

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ADDITIONAL STUFF

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VOLUNTEERS / CHAPERONES

WE NEED YOU! LOS NECESITAMOS!

QR CODE TO APPLY

INFORMATION PAGE FOR PARENTS

INFORMACION PARA PADRES

https://www.fwisd.org/backtoschool

Online Registration

Student Handbook

Calendars / School Hours

School Finder

Bus Routes and Transportation

Campus Menus

Uniforms & Dress Code

Immunizations

Need Help?

BACK TO PUBLIC SCHOOL BASH

AUGUST 12TH |10 A.M. TO 1 P.M. | FIRE STATION COMMUNITY CENTER

BOUNCE HOUSES FOR KIDS!

EVERYONE IS INVITED!

SCHOOL UNIFORM SWAP

FREE FOOD FOR 500 ATTENDEES

We are coming together to celebrate our neighborhood public schools! Adults will connect with each other to support all our area public schools, while kids play and make new friends! Please consider supporting this event and our great neighborhood schools!

FIESTA DE REGRESO A LA ESCUELA PÚBLICA

12 DE AGOSTO | 10 A 13 H. | FIRE STATION COMMUNITY CENTER

¡BRINCOLINES PARA LOS NIÑOS!

¡TODOS ESTÁN INVITADOS!

INTERCAMBIO DE UNIFORME ESCOLAR

COMIDA GRATIS PARA 500 ASISTENTES

¡Nos reunimos para celebrar las escuelas públicas de nuestro vecindario! ¡Los adultos se conectarán entre sí para apoyar a todas las escuelas públicas de nuestra área, mientras los niños juegan y hacen nuevos amigos! ¡Por favor considere apoyar este evento y nuestras excelentes escuelas de vecindario!

ATTENDANCE REQUIREMENTS

REGULAR SCHOOL ATTENDANCE IS ESSENTIAL. ABSENCES FROM CLASS MAY RESULT IN SERIOUS DISRUPTION OF A STUDENT'S EDUCATION. THE STUDENT AND PARENT SHOULD AVOID UNNECESSARY ABSENCES.

REQUISITOS DE ASISTENCIA

LA ASISTENCIA A LA ESCUELA ES ESENCIAL. LA AUSENCIA DE CLASE PUEDE RESULTAR EN EL TRASTORNO DE LA EDUCACION DE UN ESTUDIANTE. ES IMPORTANTE EVITAR AUSENCIAS QUE NO SON NECESARIAS.

FAMILY ENGAGEMENT / PARTICIPACION FAMILIAR

- ATTENDANCE
- PTA MEMBERSHIP
- ALL PRO DADS CHAPTER
- COFFEE TALK

PTA - PARENT-TEACHER ASSOCIATION
ASOCIACION DE PADRES Y MAESTROS

PTA'S MISSION : TO MAKE EVERY CHILD'S POTENTIAL A REALITY BY ENGAGING AND EMPOWERING FAMILIES AND COMMUNITIES TO ADVOCATE FOR ALL CHILDREN.
LA MISION DEL PTA: HACER REALIDAD EL POTENCIAL DE CADA NIÑO AL INVOLUCRAR Y EMPODERAR A LAS FAMILIAS Y COMUNIDADES PARA QUE ABOGUEN POR TODOS LOS NIÑOS.

WHY JOIN PTA? POR QUÉ UNIRSE A LA PTA?

- INVOLVEMENT IN YOUR CHILD'S EDUCATION / PARTICIPACIÓN EN LA EDUCACIÓN DE SU HIJO/A
- FOSTER PARENT-TEACHER PARTNERSHIPS / APOYAR UNA ASOCIACIÓN ENTRE PADRE Y MAESTRO/A
- HELP BUILD A STRONG SCHOOL COMMUNITY / AYUDAR A CONSTRUIR UNA COMUNIDAD ESCOLAR FUERTE
- SUPPORT TEACHERS / APOYAR A NUESTROS MAESTROS