

# **Fort Worth Independent School District**

## **137 Hubbard Heights Elementary School**

### **2023-2024 Improvement Plan**

**Accountability Rating: C**



# Mission Statement

Our MISSION is to encourage every student at Hubbard Heights to perform with excellence, pursue personal potential, and practice collaborative learning.

## Vision

Our VISION is to cultivate a learning community where students are inspired to thrive in all aspects of life.

## Value Statement

Growth. Empowerment. Teamwork.

(G.E.T.)

Motto: G.E.T. Growing!

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# Comprehensive Needs Assessment

Revised/Approved: April 20, 2023

## Demographics

### Demographics Summary

Hubbard Heights Elementary is located in the South Hills pyramid in FWISD. The TEA Rating has improved from a D to C Rating. It is a 100-year-old PK-5 neighborhood school. Our current enrollment is 515 with the following student demographics:

Hispanic- 97%

African American- 0.01%

White- 2%

We also have the following student groups:

Economically Disadvantaged- 95%

English Language Learners- 66%

Special Education- 14%

Mobility Rate- 10% (TEA 2020-2021 Data)

Attendance- 96.6%

GT- 0.5%

There are 66 faculty and staff members. 61% of the staff are Hispanic, .07% are Black/African American, 30% are White, and 10% are Other.

Hubbard Heights Elementary enrollment fluctuates. Our largest enrollment increased occurred when Rosemont Elementary School became Rosemont Middle School and students were assigned to our attendance zone. Our student body enrollment has been above 500 after returning from the pandemic.

2018-2019 597

2019-2020 593

2020-2021	490
2021-2022	540
2022-2023	515

We are a prominently Spanish-speaking community that serve students from four different countries outside of the United States. Hubbard Heights serves a deeply rooted community and is a true neighborhood school. Generations of families attended (PK-5th) Hubbard Heights and they want their children and grandchildren to have the same experience.

We are a Title 1 campus that receives generous support from our families, adopters, and PTO. Our faculty and staff work collaboratively to ensure our students are educated in a safe and supportive environment.

There are few discipline concerns that impede instruction. In the current school year, 2022-2023, there have been 24 discipline referrals.

### **Demographics Strengths**

Hubbard Heights Elementary School has many strengths. Some of the most notable strengths include:

Hubbard Heights Elementary School has various programs at our school that meet the varying needs of our students. We provide services in Dual Language One-way, ESL, gifted and talented, special education, dyslexia, and fine arts. All of these programs align with our belief that all students can learn when their differentiating needs and interests are considered.

Our Site Based Decision Making Committee consists of various stakeholders such as parents, staff members, district members, community and business members. We meet as a committee a minimum of six times per year to create, monitor, and adjust our Campus Improvement Plan.

We also have a strong partnership with various organizations such as:

- The Fort Worth After School Program where students participate in various activities such as: homework support, art class, running club, cheer club
- Gambrell Street Baptist church with the Good News Club and Chess Club
- Costco Readers

In addition, we were the pilot campus in our area to start the Parent Café. We also have opened up our Food Pantry with the North Texas Tarrant Area Food Bank. This has been a valuable resource for our community to receive goods and to connect with the campus. This year, we were also able to get our All Pro Dads started up and running successfully through the year.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** In 2023, 55% of 2nd - 5th Grade EB students are projected to score in the Did Not Meet range in STAAR based on MOY MAP data in Reading.

**Root Cause:** There is a lack of specific EB Reading strategies identified to be utilized throughout the campus to help support focused, intentional, and purposeful planning, to address the needs of our EB students.

**Problem Statement 2:** Being a neighborhood school, after school sports has not been provided for family and community connection. **Root Cause:** Staff availability and established connection with organizations that offer sports needs to be made.

# Student Learning

## Student Learning Summary

In 2021-2022 Hubbard Heights was rated a C.

Our focus, targeted areas included

The average RIT score for EBs in English Reading from BOY to MOY in 2<sup>nd</sup>-5<sup>th</sup> increased 6.5 points.

From Fall 2022 – Winter 2023, all KG-5<sup>th</sup> grade students grew a minimum of 4 points in English Reading.

The average RIT score in Spanish Reading from BOY to MOY in KG increased 7 points.

The average RIT score in Spanish Reading from BOY to MOY in 1<sup>st</sup> Grade increased 4 points.

The average RIT score in Spanish Reading from BOY to MOY in 2<sup>nd</sup> Grade increased 9 points.

The average RIT score in Spanish Reading from BOY to MOY in 3<sup>rd</sup> Grade increased 4 points.

The average RIT score for EBs in Spanish Reading from BOY to MOY in KG-3<sup>rd</sup> increased 6 points.

From Fall 2022-Winter 2023 all KG-3<sup>rd</sup> grade students grew a minimum of 4 points in Spanish Reading.

SPED MOY Reading – 75% of students 2<sup>nd</sup>-5<sup>th</sup> did not meet standard.

TAG MOY MAP Reading – 100% of 2<sup>nd</sup>-5<sup>th</sup> grade students were at Approaches or above.

TAG MOY MAP Reading – 88% of 5<sup>th</sup> graders are at Meets/Masters.

TAG MOY MAP Math – 100% of 2<sup>nd</sup>-5<sup>th</sup> grade students were at Approaches or above.

TAG MOY MAP Math – 67% of 2<sup>nd</sup>-5<sup>th</sup> grade students were at Meets or Masters.

Title 1 MOY MAP Math – 22% of 2<sup>nd</sup>-5<sup>th</sup> grade students were at the Meets or Masters category.

Reading Fluency – 53% of 2<sup>nd</sup> and 3<sup>rd</sup> grade students did not meet standard.

As a campus, we increased Lexia usage from 29% to 69% on Grade Level.

## Student Learning Strengths

MAP data indicates that:

MOY Reading 5<sup>th</sup> graders exceeded expected growth.

MOY Math KG-4<sup>th</sup> grades grew a minimum of 7 RIT points.

\*28% of our tested students are in the top 40<sup>th</sup> percentile in math.

\*34% of our 3<sup>rd</sup> graders are in the top 40<sup>th</sup> percentile in math.

\*21% of our tested students are in the top 40<sup>th</sup> percentile in English reading.

\*30% of 5<sup>th</sup> graders are in the top 40<sup>th</sup> percentile in English reading.

\*15% of 1<sup>st</sup> graders are in the top 20<sup>th</sup> percentile in English reading.

\*31% of our tested students are in the top 40<sup>th</sup> percentile in Spanish reading.

\*43% of our 1<sup>st</sup> graders are in the top 40<sup>th</sup> percentile in Spanish reading.

\*20% of Kindergarteners are in the top 20<sup>th</sup> percentile in Spanish reading.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 1st and 2nd Grade performance in MAP has a large percentage in the 1st percentile. **Root Cause:** Systemized administrative feedback and focus are needed for these grade levels to assure support and direction is given for teachers.

**Problem Statement 2:** In 2023, 49% of 2nd-5th EB students are projected to score in the Did Not Meet range in STAAR Mathematics based on MOY MAP data in Math. **Root Cause:** Teachers have not received professional development specifically targeting best practices for differentiated math instruction consistently to support our EB students.



# School Processes & Programs

## School Processes & Programs Summary

Hubbard Heights offers a variety of instructional programs through our special education and gifted and talented services, 504, dyslexia, one-way dual language, counseling services, small group interventions and MHMR Navigator.

Through our PLCs, teachers are aligned to the curriculum, state standards and best practices throughout the content areas utilizing district frameworks and the support of instructional coaches. Analyzing data and instructional planning help guide our discussions and lead us into acquiring resources needed for students and teachers to grow in achievement and close gaps.

Our student enrichment programs include; student council, choir, UIL competitions, Spelling and Math Bee, Battle of the Books, Chess Club, and the Good News Club.

Hubbard Heights offers one-to-one technology for grades PK-5th. This allows our teachers the ability to assign differentiated assignments and scaffold instruction. It also allows our students to become proficient in their computer literacy and building their content knowledge through computer programs and resources.

Strong safety and operational procedures in place that allow for students and families to feel safe and protect instructional time. Our campus monitor has increased security best practices in regards to keeping our doors checked as well as establishing monitoring routes and strategic posting. Best practices in health procedures to support wellness at the school and at home (Telehealth, Vision van, dental volunteers, etc.) are also practiced at the campus.

Student Support Team meets regularly to discuss student needs such as attendance, interventions, speech and academic testing, behavioral supports.

## School Processes & Programs Strengths

Hubbard Heights has many strengths some of the many notable strengths in the area of school processes and programs include:

- Targeted PLCs focused on data and standards alignment
- Technology- smartboards in every classroom, 1-to-1 technology, interactive apps and assessments
- Low teacher attrition which leads to experience, knowledge and consistency
- Professional development that is focused on blended and virtual learning best practices

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

**Problem Statement 1 (Prioritized):** MTSS documentation and referrals are down and many students are not being connected with services. **Root Cause:** Accountability systems with administration has not been fully established.

**Problem Statement 2:** Hubbard Heights has a lack of direct parental involvement with only 4 core members active on PTO, with low consistent parent commitments. **Root Cause:** Lack of understanding and effective communication of programs and commitment levels to parents.

# Perceptions

## Perceptions Summary

Hubbard Heights is a multigenerational campus where families have attended for over the years. It has strong family and community ties. Parent commitment to the school and support of teachers and staff is strong with the families that are connected. Continued efforts to connect are an ongoing goal.

- We employ high quality and talented staff with minimal turnover year to year where many are former students of the school.
- Shared pride throughout the building and staff, as well as students and families.
- Programs/Clubs offered at our campus help build a deeper student/family connection and promote attendance and academic achievement.
- Safety and wellness systems

## Perceptions Strengths

Hubbard Heights has many strengths, some of the many notable ones in the area of Perceptions are:

- Student support through their relationships with friends, family, and adults at school.
- Inviting work environment
- Strong Family Engagement Specialist that provides support and coordinates volunteer opportunities.
- Strong attendance at family events throughout the year: Fall Carnival, Wellness Night, South Hills Pyramid Event, Winter and Spring Dance, Science Night at the Museum, Open House and Meet the Teacher
- Strong parent communication systems through Blackboard, Dojo, social media, flyers and email

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parent volunteership has not grown due to the lack of understanding on how to connect and be informed of opportunities. **Root Cause:** The campus communication systems has not been thorough in providing clear information about the different opportunities.

**Problem Statement 2:** Families have not had the chance to volunteer and participate in sports events after school hours. **Root Cause:** Students have not been given the opportunity for competitive sports after school hours.

# Priority Problem Statements

**Problem Statement 1:** In 2023, 55% of 2nd - 5th Grade EB students are projected to score in the Did Not Meet range in STAAR based on MOY MAP data in Reading.

**Root Cause 1:** There is a lack of specific EB Reading strategies identified to be utilized throughout the campus to help support focused, intentional, and purposeful planning, to address the needs of our EB students.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** MTSS documentation and referrals are down and many students are not being connected with services.

**Root Cause 2:** Accountability systems with administration has not been fully established.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** 1st and 2nd Grade performance in MAP has a large percentage in the 1st percentile.

**Root Cause 3:** Systemized administrative feedback and focus are needed for these grade levels to assure support and direction is given for teachers.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Parent volunteership has not grown due to the lack of understanding on how to connect and be informed of opportunities.

**Root Cause 4:** The campus communication systems has not been thorough in providing clear information about the different opportunities.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- 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
- Federal Report Card and accountability data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data

## **Student Data: Student Groups**

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

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Student surveys and/or other feedback
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# District Goals

Revised/Approved: June 6, 2023

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 22% to 32% by August 2024.

**School Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 76% to 81% by May 2024.

Increase the percentage of EB students or the student group that is most marginalized by instruction on our campus from 76% to 81% by May 2024.

Increase the percentage score of PK students who score On Track on Circle Phonological Awareness in English from 57% to 62% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** CLI Data or appropriate District assessments

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

**Strategy's Expected Result/Impact:** Teachers will be more equipped to guide student learning and performance.

**Staff Responsible for Monitoring:** Admin, Instructional Coaches, Data Analyst

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Part-time Tutor(s) will collaborate with Literacy Teachers to address unfinished learning as identified through MAP, teacher observation, and other approved supplemental literacy programs. <b>Intended Audience:</b> 1st-3rd Students <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> AUG 14, 2023 <b>Collaborating Departments:</b> Literacy Department, Bilingual Department <b>Delivery Method:</b> Face-to-Face  <b>Funding Sources:</b> - Title I (211) - 211-11-6117-04E-137-30-510-000000-24F10 - \$18,000, Part-time Tutor (BIL) - BEA (199 PIC 25) - 199-11-6399-001-137-25-313-000000 - \$4,335	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> PK Teachers will adopt and maintain a visual data tracking board. <b>Intended Audience:</b> PK Teachers <b>Provider / Presenter / Person Responsible:</b> PK Teachers <b>Date(s) / Timeframe:</b> 23-24 school year <b>Collaborating Departments:</b> PK <b>Delivery Method:</b> In-person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> In 2023, 55% of 2nd - 5th Grade EB students are projected to score in the Did Not Meet range in STAAR based on MOY MAP data in Reading. <b>Root Cause:</b> There is a lack of specific EB Reading strategies identified to be utilized throughout the campus to help support focused, intentional, and purposeful planning, to address the needs of our EB students.



**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 22% to 32% 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 40% to 45% 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 43% to 48% by May 2024.

Increase the percentage of EB students or the student group that is most marginalized by instruction on our campus from 43% to 48% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** MAP Fluency Report of English testing  
MAP Fluency Reports of Spanish testing

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

**Strategy's Expected Result/Impact:** Teachers will be more knowledgeable with the content they will deliver and students will benefit from a more enriched instructional experience.

**Staff Responsible for Monitoring:** Admin, Instructional Coaches, Data Analyst

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Librarian to purchase books for students. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Admin <b>Date(s) / Timeframe:</b> 23-24 school year <b>Collaborating Departments:</b> Literacy and Math <b>Delivery Method:</b> In-person  <b>Funding Sources:</b> - Title I (211) - 211-12-6329-04E-137-30-510-000000-24F10 - \$6,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### School Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> In 2023, 55% of 2nd - 5th Grade EB students are projected to score in the Did Not Meet range in STAAR based on MOY MAP data in Reading. <b>Root Cause:</b> There is a lack of specific EB Reading strategies identified to be utilized throughout the campus to help support focused, intentional, and purposeful planning, to address the needs of our EB students.

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 22% to 32% 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 40% to 45% 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 29% to 34% by May 2024.

Increase the percentage of EB/ED and/or Hispanic students for STAAR achievement on our campus from 27% to 32%/10% to 15%/6% to 11% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** MAP Growth data

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

**Strategy's Expected Result/Impact:** Teachers will be more knowledgeable with the content they will deliver and students will benefit from a more enriched instructional experience.

**Staff Responsible for Monitoring:** Admin, Instructional Coaches, Data Analyst

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> 5th Grade students who have not projected growth will be connected with Saturday Learning Quests and/or after-school tutoring. <b>Intended Audience:</b> 5th Grade Students <b>Provider / Presenter / Person Responsible:</b> Admin, Teachers <b>Date(s) / Timeframe:</b> 23-24 school year <b>Collaborating Departments:</b> 5th Grade Team <b>Delivery Method:</b> In-person  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6116-001-137-24-313-000000- - \$8,313	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> In 2023, 55% of 2nd - 5th Grade EB students are projected to score in the Did Not Meet range in STAAR based on MOY MAP data in Reading. <b>Root Cause:</b> There is a lack of specific EB Reading strategies identified to be utilized throughout the campus to help support focused, intentional, and purposeful planning, to address the needs of our EB students.

**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 81% to 86% by May 2024.  
Increase the percentage of EB students or the student group that is most marginalized by instruction on our campus from 75% to 80% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Circle Math

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

**Strategy's Expected Result/Impact:** Students will get opportunities to build foundational learning through interactions in interest areas.

**Staff Responsible for Monitoring:** Admin, Instructional Coaches, Data Analyst

**Title I:**

2.5





**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Collaborate with the Early Learning Department in developing the new PK Team through PLCs and classroom observations. <b>Intended Audience:</b> PK Teachers <b>Provider / Presenter / Person Responsible:</b> District Personnel <b>Date(s) / Timeframe:</b> 23-24 school year <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> In-person	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**School Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 1:** 1st and 2nd Grade performance in MAP has a large percentage in the 1st percentile. **Root Cause:** Systemized administrative feedback and focus are needed for these grade levels to assure support and direction is given for teachers.

**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 23% to 28% by May 2024.  
Increase the percentage of EB students or the student group that is most marginalized by instruction on our campus from 21% to 26% by May 2024.

**High Priority**

**Evaluation Data Sources:** MAP Growth Data

**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:** Teachers will better utilize the DreamBox program to improve overall Math skills.

**Staff Responsible for Monitoring:** Admin, Instructional Coaches, Data Analyst

**Title I:**

2.4, 2.6

**- TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Teachers will get advanced training on DreamBox to customize interventions for all students with continuing support through the year. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> DreamBox Consultant, Instructional Coach <b>Date(s) / Timeframe:</b> 23-24 School Year <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> In-person (on-going)		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Teachers will ensure students grow in the areas of conceptual understanding and problem solving through Eureka. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Teachers, Instructional Coaches, Administrator <b>Date(s) / Timeframe:</b> 23-24 school year <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> In-person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 1st and 2nd Grade performance in MAP has a large percentage in the 1st percentile. <b>Root Cause:</b> Systemized administrative feedback and focus are needed for these grade levels to assure support and direction is given for teachers.



**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 13% to 18% by May 2024.

Increase the percentage of EB students or the student group that is most marginalized by instruction on our campus from 10% to 15% by May 2024.

**High Priority**

**Evaluation Data Sources:** MAP Interim Data, STAAR Results

**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:** Teachers and students will be more aware of their growth data and be able to monitor it through the year.

**Staff Responsible for Monitoring:** Admin, Instructional Coaches, Data Analyst

**Title I:**

2.4

- **TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

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

**Problem Statements:** Demographics 1 - Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Data Analyst will collaborate with teachers during a PLC to review student data together and adjust, practice, and plan for instruction. <b>Intended Audience:</b> Instructional Staff <b>Provider / Presenter / Person Responsible:</b> Admin <b>Date(s) / Timeframe:</b> 23-24 school year <b>Collaborating Departments:</b> ADQ and Campus <b>Delivery Method:</b> In-person  <b>Funding Sources:</b> Data Analyst - Title I (211) - 211-13-6119-04E-137-30-510-000000-24F10 - \$90,000		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide push-in support through a teacher assistant <b>Intended Audience:</b> 4-5th Grade Students <b>Provider / Presenter / Person Responsible:</b> Admin <b>Date(s) / Timeframe:</b> 23-24 school year <b>Collaborating Departments:</b> 4th and 5th grade teams  <b>Funding Sources:</b> Teacher Assistant - Title I (211) - 211-11-6129-04E-137-30-510-000000-24F10 - \$26,983	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Provide supports for the different SPED levels.  <b>Funding Sources:</b> - SPED (199 PIC 23) - - \$3,639	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> In 2023, 55% of 2nd - 5th Grade EB students are projected to score in the Did Not Meet range in STAAR based on MOY MAP data in Reading. <b>Root Cause:</b> There is a lack of specific EB Reading strategies identified to be utilized throughout the campus to help support focused, intentional, and purposeful planning, to address the needs of our EB students.
Student Learning
<b>Problem Statement 1:</b> 1st and 2nd Grade performance in MAP has a large percentage in the 1st percentile. <b>Root Cause:</b> Systemized administrative feedback and focus are needed for these grade levels to assure support and direction is given for teachers.

**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 15% to 20% by May 2024.

Increase the percentage of EB students in Approaches from 24% to 29% by May 2024.

**High Priority**

**Evaluation Data Sources:** MAP Data, STAAR Results

**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:** Data will be visual and easily tracked and understood.

**Staff Responsible for Monitoring:** Admin, Instructional Coaches, Data Analyst

**Title I:**

2.4, 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 1 - Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> GT students will be progress monitored for growth from MAP reports. <b>Intended Audience:</b> GT Students <b>Provider / Presenter / Person Responsible:</b> Admin <b>Date(s) / Timeframe:</b> 23-24 school year <b>Collaborating Departments:</b> 4th and 5th Grade Teams <b>Delivery Method:</b> Push -in support  <b>Funding Sources:</b> - Gifted & Talented (199 PIC 21) - - \$288		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**School Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> In 2023, 55% of 2nd - 5th Grade EB students are projected to score in the Did Not Meet range in STAAR based on MOY MAP data in Reading. <b>Root Cause:</b> There is a lack of specific EB Reading strategies identified to be utilized throughout the campus to help support focused, intentional, and purposeful planning, to address the needs of our EB students.
<b>Student Learning</b>
<b>Problem Statement 1:</b> 1st and 2nd Grade performance in MAP has a large percentage in the 1st percentile. <b>Root Cause:</b> Systemized administrative feedback and focus are needed for these grade levels to assure support and direction is given for teachers.

**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 from 18% to 10% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Focus Reports

**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:** Students will have less attendance problems.

**Staff Responsible for Monitoring:** Attendance Committee

**Title I:**

2.4, 2.6, 4.2

**- TEA Priorities:**





Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Establish an attendance incentive system for both students, parents, and staff. <b>Intended Audience:</b> Students, parents, and staff <b>Provider / Presenter / Person Responsible:</b> Admin, Instructional Coaches, Data Analyst <b>Date(s) / Timeframe:</b> 23-24 school year <b>Collaborating Departments:</b> Campus Attendance Committee, Data Clerk, Family Engagement Specialist <b>Delivery Method:</b> In-person  <b>Funding Sources:</b> General Supplies - Title I (211) - 211-11-6399-04E-137-30-510-000000-24F10 - \$3,212.88		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Implement an MTSS Case Management System with the support of the PLC Team. <b>Intended Audience:</b> Teachers, Students, Families <b>Provider / Presenter / Person Responsible:</b> Admin, Instructional Coach <b>Date(s) / Timeframe:</b> 23-24 school year <b>Collaborating Departments:</b> Instructional Coaches, Data Analyst, Admin, Counselor <b>Delivery Method:</b> In-person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> MTSS documentation and referrals are down and many students are not being connected with services. <b>Root Cause:</b> Accountability systems with administration has not been fully established.

**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 48 to 30 by May 2024.  
Decrease the number of discipline referrals by school personnel for ELL from 36 to 20 by May 2024

**High Priority**

**Evaluation Data Sources:** MAP Data, STAAR Results

**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:** Family connection and involvement will go up and affect support for student attendance and academic performance.

**Staff Responsible for Monitoring:** Admin, Family Engagement Specialist

**Title I:**

2.6, 4.1, 4.2





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Plan family and student engagement activities outside the regular school hours. <b>Intended Audience:</b> Families and students <b>Provider / Presenter / Person Responsible:</b> Campus Stakeholders <b>Date(s) / Timeframe:</b> ongoing <b>Collaborating Departments:</b> Family and Community Resources; Math and Science Dept; Literacy Dept <b>Delivery Method:</b> In person  <b>Funding Sources:</b> Family Math and Science Night at the Museum - Title I (211) - 211-61-6299-04E-137-30-510-000000-24F10 - \$800, Family Literacy Night - Parent Engagement - 211-61-6329-04L-137-30-510-000000-24F10 - \$1,000, Snacks - Title I (211) - 211-61-6499-04L-137-30-510-000000-24F10 - \$2,450, Technology for FES - Parent Engagement - 211-61-6396-04L-137-30-510-000000-24F10 - \$2,090				

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Maximize the utilization of Branching Minds and Restorative Practices to identify and address behavioral issues. <b>Intended Audience:</b> Campus Stakeholders <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> 23-24 school year <b>Collaborating Departments:</b> District Specialist, Campus Leaders <b>Delivery Method:</b> Daily practice	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				



# State Compensatory

## Budget for 137 Hubbard Heights Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 4**

**Brief Description of SCE Services and/or Programs**

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## Personnel for 137 Hubbard Heights Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Elizabeth West	Data Analyst	1
Lorena Garcia	Part-Time Tutor	1
TBD	Part-Time Tutor	1
Zaira Rosales Perez	Teacher Assistant	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth West	Data Analyst		
Lorena Garcia	Part Time Tutor		
Zaira Rosales Perez	Teacher Assistant		

# Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Edgar Gonatice	Principal
Classroom Teacher 1	Michelle Scott	Teacher
Classroom Teacher 2	Christy Johnson	Teacher
DERC Representative 1	Michele Alexander	Dyslexia
Classroom Teacher 3	Doris Sanchez	Teacher
Parent 1	Maryela Contreras	Parent
Business Representative 1	Raul Vasquez	Business Representative
Parent 2	Daisy Garcia	Parent
Business Representative 2	Jesse Rangel	Business Representative
Community Representative 1	Lorena Garcia	Part Time Tutor
Parent 3	Jennifer Vasquez	Parent
Non-classroom Professional	Kristi York	Campus Instructional Coach
Parent	Tania Hurtado	Parent
Classroom Teacher 4	Hill Redden	Teacher
DERC Representative 2	TBD TBD	TBD
Community Representative 2	TBD TBD	TBD
Business Representative	Jessica Vasquez	Business Representative

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Tutors with degree or certified	211-11-6117-04E-137-30-510-000000-24F10	\$18,000.00
1	2	1	1		Reading materials for library use	211-12-6329-04E-137-30-510-000000-24F10	\$6,000.00
3	1	1	1	Data Analyst	Data Analyst	211-13-6119-04E-137-30-510-000000-24F10	\$90,000.00
3	1	1	2	Teacher Assistant	Teacher Assistant	211-11-6129-04E-137-30-510-000000-24F10	\$26,983.00
4	1	1	1	General Supplies	Supplies and materials for instructional use	211-11-6399-04E-137-30-510-000000-24F10	\$3,212.88
4	2	1	1	Family Math and Science Night at the Museum	Family Science Night	211-61-6299-04E-137-30-510-000000-24F10	\$800.00
4	2	1	1	Snacks	Snacks for parents to promote participation	211-61-6499-04L-137-30-510-000000-24F10	\$2,450.00
Sub-Total							\$147,445.88
Budgeted Fund Source Amount							\$147,445.88
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-137-24-313-000000-	\$8,313.00
Sub-Total							\$8,313.00
Budgeted Fund Source Amount							\$8,313.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1	Family Literacy Night	Other Reading Materials for parental involvement	211-61-6329-04L-137-30-510-000000-24F10	\$1,000.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1	Technology for FES	Technology <\$5,000 for parental involvement	211-61-6396-04L-137-30-510-000000-24F10	\$2,090.00
Sub-Total							\$3,090.00
Budgeted Fund Source Amount							\$3,090.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Part-time Tutor (BIL)	Supplies and materials - instruction	199-11-6399-001-137-25-313-000000	\$4,335.00
Sub-Total							\$4,335.00
Budgeted Fund Source Amount							\$4,335.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1		GENERAL SUPPLIES		\$288.00
Sub-Total							\$288.00
Budgeted Fund Source Amount							\$288.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	3		GENERAL SUPPLIES		\$3,639.00
Sub-Total							\$3,639.00
Budgeted Fund Source Amount							\$3,639.00
+/- Difference							\$0.00
Grand Total Budgeted							\$167,110.88

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Grand Total Spent							\$167,110.88
+/- Difference							\$0.00

# Addendums

## Title I, Part A Annual Meeting: Minutes Form

School District: Fort Worth ISD Campus: Hubbard Heights ES

Date: 09-28-2023 Time: 5:10 pm Location: Auditorium

Person Recording Minutes: Noemi Santiuanes

### Minutes:

- introduction to SBDM and Agenda
- background of SBDM
- ~~committee~~ Title 1 Status explanation
- Title 1 Plan explanation
- The campus improvement plan
- Parental Involvement
- review of current CIP with budget items
- Campus projects/ideas
- School Parent Compact
- Rights to inquire about teachers' status
- Title 1 Evaluation
- Questions/Suggestions

### Parent Suggestions/Responses:

- consider purchasing medals for student achievement

### Name of Interpreter (if present):

Noemi Santiuanes

Signature of Presenter:



Date: 09-28-2023



# Hubbard Heights Elementary School

## Acuerdo entre los padres y la escuela

El personal de la Primaria Hubbard Heights, junto con los padres y la comunidad, crearán un ambiente que fortalece la confianza de nuestros estudiantes y promueve el éxito académico. Por lo tanto, pedimos que cada padre se comprometa a trabajar con la escuela y el maestro para mejorar el progreso académico de su hijo.

### Acuerdo de padre

Como padre de un estudiante de Hubbard Heights,

Voy a:

1. Supervisar la realización del trabajo en clase y la tarea.
2. Comuníquese regularmente con los maestros sobre el progreso de su hijo (a).
3. Reflexione con su hijo sobre sus actividades diarias.
4. Asegúrese de que todos los niños estén presentes y a tiempo (7:50 a.m.) todos los días.

### Acuerdo del estudiante

Como estudiante de la escuela primaria Hubbard Heights,

Haré mi mejor esfuerzo personal para:

1. Dar lo mejor de mí en todas mis clases.
2. Siga las expectativas de la escuela y el salón de clases.
3. Respete a otras personas y nuestra comunidad.
4. Completar y devolver mi tarea.
5. Comunicarme con mis maestros si necesito ayuda.

Student Signature Michael Redin Date 9/28/2023

Parent Signature [Signature] Date 9/28/2023

# Hubbard Heights Elementary School

## Acuerdo entre los padres y la escuela

El personal de la Primaria Hubbard Heights, junto con los padres y la comunidad, crearán un ambiente que fortalece la confianza de nuestros estudiantes y promueve el éxito académico. Por lo tanto, pedimos que cada padre se comprometa a trabajar con la escuela y el maestro para mejorar el progreso académico de su hijo.

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Haré mi mejor esfuerzo personal para:

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3. Respete a otras personas y nuestra comunidad.
4. Completar y devolver mi tarea.
5. Comunicarme con mis maestros si necesito ayuda.

Student Signature Angelique Guzmán Martínez Date 09/28/2023

Parent Signature EBM Dorado Date 09/28/2023



Welcome to the  
Annual Meeting of Title I Parents

# AGENDA



## **Title I, Part A Annual Meeting: Fall Agenda**

---

1. Title I, Part A program participation
  2. Title I, Part A use of funds
  3. Parents' right to be involved
  4. Written policy and compact
  5. Curriculum and assessment
  6. Title I, Part A program evaluation
-



# Why are we here?



- The *No Child Left Behind Act of 2001* requires that each Title I School hold an Annual Meeting of Title I parents for the purpose of...
  - Informing you of your school's participation in Title I
  - Explaining the requirements of Title I
  - Explaining your rights as parents to be involved

## What you will learn...



- What does it mean to be a Title I school?
- What is the 1% Set-Aside for parental involvement?
- What is a CIP?
- What is the School-Parent Compact?
- How do I request the qualifications of my child's teacher(s)?

# What you will learn...

*(Continued)*



- How will I be notified if my child is taught by a teacher who is not Highly Qualified?
- How is the Annual Evaluation of the Parental Involvement Plan conducted?
- How can I be involved in all of these things I'm learning about?

# What does it mean to be a Title I School?



- Being a Title I school means receiving federal funding (Title I dollars) to supplement the school's existing programs. These dollars are used for...
  - Identifying students experiencing academic difficulties and providing timely assistance to help these student's meet the State's challenging content standards.
  - Purchasing supplemental staff/programs/materials/supplies
  - Conducting parental Involvement meetings/trainings/activities
  - Recruiting/Hiring/Retaining Highly Qualified Teachers



# What is the 1% set-aside and how are parents involved?



- Any LEA with a Title I Allocation exceeding \$500,000 is required by law to set aside 1% of its Title I allocation for parental involvement.
- Of that 1%, 5% may be reserved at the LEA for system-wide initiatives related to parental involvement. The remaining 95% must be allocated to all Title I schools in the LEA. Therefore each Title I school receives its portion of the 95% to implement school-level parental involvement.
- You, as Title I parents, have the right to be involved in how this money is spent.

# What is the LEA Title I Plan?



- The LEA Title I Plan addresses how the LEA will use Title I funds throughout the school system . Topics include:
  - Student academic assessments
  - Additional assistance provided struggling students
  - Coordination and integration of federal funds and programs
  - School programs including migrant, pre-school, school choice, and supplemental educational services as applicable.
  - Parental Involvement Strategies, including the LEA Parental Involvement Plan
- You, as a Title I Parent, have a right to be involved in the development of the LEA Title I Plan

# What is a CIP?



- The CIP is your school's Campus Improvement Plan and includes:
  - A Needs Assessment and Summary of Data
  - Goals and Strategies to Address Academic Needs of Students
  - Professional Development Needs
  - Coordination of Resources/Comprehensive Budget
  - The School's Parental Involvement Plan
- You, as Title I parents, have the right to be involved in the development of this plan.

## What's included in the school's Parental Involvement Plan?



- This plan addresses how the school will implement the parental involvement requirements of the *No Child Left Behind Act of 2001*. Components include...
  - How parents can be involved in decision-making and activities
  - How parental involvement funds are being used
  - How information and training will be provided to parents
  - How the school will build capacity in parents and staff for strong parental involvement
- Title I parents, have the right to be involved in the development of the Parental Involvement Plan.

# Campus Improvement Plan

## Key Components



Part-time Tutor(s) will collaborate with Literacy Teachers to address unfinished learning as identified through MAP, teacher observation, and other approved supplemental literacy programs.

### Funding Sources

Title I (211) \$18,000

BEA (199 PIC 25) \$4,335

PK Teachers will adopt and maintain a visual data tracking board.

Librarian to purchase books for students.

Title I (211) \$6,000

Implementation of the District Walkthrough Cycle, with Coaching Conversations where appropriate, to develop teachers, will help improve instructional delivery.

5th Grade students who have not projected growth will be connected with Saturday Learning Quests and/or after-school tutoring.

SCE (199 PIC 24) \$8,313

Collaborate with the Early Learning Department in developing the new PK Team through PLCs and classroom observations.

Teachers will get advanced training on DreamBox to customize interventions for all students with continuing support through the year.

Teachers will ensure students grow in the areas of conceptual understanding and problem solving through Eureka.

Collaborate with the Early Learning Department in developing the new PK Team through PLCs and classroom observations.

Teachers will get advanced training on DreamBox to customize interventions for all students with continuing support through the year.

Teachers will ensure students grow in the areas of conceptual understanding and problem solving through Eureka.



# Campus Improvement Plan

## Key Components

Data Analyst will collaborate with teachers during a PLC to review student data together and adjust, practice, and plan for instruction.

Provide push-in support through a teacher assistant

Provide supports for the different SPED levels.

GT students will be progress monitored for growth from MAP reports.

Establish an attendance incentive system for both students, parents, and staff.

Implement an MTSS Case Management System with the support of the PLC Team.

Plan family and student engagement activities outside the regular school hours.

Title I (211) \$800

Parent Engagement \$1,000

Title I (211) \$2,450

Parent Engagement \$2,090

Maximize the utilization of Branching Minds and Restorative Practices to identify and address behavioral issues.



Title I (211) \$90,000

Title I (211) \$26,983

SPED (199 PIC 23) \$3,639

Gifted & Talented (199 PIC 21) \$288

Title I (211) \$3,212.88

# Campus Focus Points



- Field Upgrade
  - Looking at a few options and signing up for grants
- Chalkboard to Whiteboard Upgrades
  - looking for corporate and business sponsors
- Landscaping Upgrades
  - Campus community efforts
- 1<sup>st</sup>/2<sup>nd</sup> Hall Faculty Lounge Updates
  - Currently will prepare drafts and options

# Campus Focus Points (cont'd)



- Campus Grill for Patio Area
- Auditorium Upgrades
  - Blackout curtains
  - Over head projector
  - Chair holders (2-3 more)
- Auditorium Attic Clear Out
- Curriculum Supplies Storage in the Attic
- Feedback on Basketball Court
- Attendance Incentive Ideas (students, teachers, and parents)
  - Field Trip Incentives?



# What is the School-Parent Compact?



- The compact is a commitment from the school, the parent, and the student to share in the responsibility for improved academic achievement
- You, as Title I Parents, have the right to be involved in the development of the School-Parent Compact.
- Distribution of the Compact.

# How do I request the qualifications of my child's teachers?



- You, as Title I Parents, have the right to request the qualifications of your child's teachers
- How you are notified of this right and the process for making such request.

How will I be notified if my child is taught by a teacher who is not Highly Qualified?



- Our school's present status of Highly Qualified Teachers
- Notification to parents regarding teachers not meeting NCLB's requirements for Highly Qualified
- How parents are notified?

# How is the evaluation of the LEA Parental Involvement Plan Conducted?



- Evaluation Requirements
  - Conduct annually
  - Conduct with Title I parents
  - Analyze Content and Effectiveness of the current plan
  - Identify Barriers to parental involvement
  - Data/Input may include...
    - Parent Survey (Required)
    - Focus Groups
    - Parent Advisory Committees
- Process and Timeline
- How the evaluation informs next year's plan



**Questions?**

# Who are the parent leaders at my school?



**Name**

**Phone**

**e-mail address**

- Contact 1
- Contact 2
- Contact 3
- Contact 4