Fort Worth Independent School District

160 Maudrie M. Walton Elementary

2023-2024 Improvement Plan

Accountability Rating: B

Distinction Designations:
Top 25 Percent: Comparative Academic Growth

Board Approval Date: July 1, 2023
Public Presentation Date: August 1, 2023

Mission Statement

Here at Maudrie M. Walton Elementary School, every Jet WILL soar through student-centered aligned lessons, student engagement, and authentic professional learning communities.

Vision

Inspiring students to be their best in EVERYTHING, all the time!

Value Statement

Through increased reading levels of all students, Increased performance levels of all students in all contents, and an increased use of positive behavior intervention system and restorative practices our students will soar!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Maudrie M. Walton Elementary is home of the Soaring Jets! We are proudly located in the historic Stop Six community serving PK - 5th grade, Regular Program, Dual Language, and Special Education through our Early Childhood Special Education (ECSE) students and Reaching Independence through Special Education (RISE) students. Our campus currently comprises of 300+ students with 70% identifying as Black/African-American, 27% Hispanic. and 3% White or Two or more races. Enrollment trends have increased in 2022-23 post-COVID as we are gaining new students weekly. Our campus has a 22% mobility rate. Our attendance rate is 93%. Our campus continues to partner with parents and community partners with several finding unique ways to support our campus. Our students groups include:

30% English Learners

9% Gifted and Talented

26% Special Education in self-contained and Inclusion

98% Economically Disadvantaged

We have a long serving staff of high quality professionals. All teachers currently on staff are experienced. Our staff mirrors the ethnicities of our student groups, and our turnover rate is low. At Walton we ensure every day that every Jet soars!

Demographics Strengths

Our campus does all we can to protect our culture and climate. Our parents understand the desire for communication and that it takes a tribe to care for each student. Trust of staff continues to increase as students continue to return from virtual learning. Our community is strong; our Family Engagement Specialist, Counselor, Interventionist, and Communities in Schools Social Worker work in overdrive to pour out resources. These include our Jet wash and dry services to wash clothes and volunteer on campus, the Candy Evans Food Pantry sourced by the Tarrant Area Food Bank, our Clothing Closet, and our snack program. Because of this, our parents know that the resources here are always available to them. They trust us to come with new concerns knowing we prioritize viable solutions. Our community is very involved from the Rosedale Park Alumni and Dunbar Alumni Association to Junior League, The Homes for Children, Pillar Church, The Rotary Club, Junior League Fort Worth, and Freedom Church, our community partners.

During the 2022-23 school year, all Teachers welcomed a new curriculum in that of Creative Curriculum in pre-k, Amplify Literacy for Kindergarten - Fifth grade, and Eureka Math for Kindergarten - Fifth grade. Throughout the summer, Teachers individually participated in over 20 hours of intense training that continued in Pyramid PLCs for over 14 hours through the school year to collaborate with their colleagues and develop best practices. Weekly, our Professional Learning Communities (PLCs) met by grade level to review units and modules for upcoming weeks and rehearse lessons to glean feedback from their grade level peers. Our PLCs also served as a safe place to discuss data and create plans for ensuring students mastered concepts and grew at least one grade level by the end of the year.

Under the leadership of our Assistant Principal and the 105 crew comprised of four Counselor, Interventionist, and CIS, our campus continues to implement the Ron Clark Academy HOUSE system

where all students are a part of one of four houses: Isibindi (green), Reveur (blue), Amistad (red), and Alturismo (black). Teachers award house points through the Class Dojo platform, and we consistently have House meetings and Celebrations. House meetings review characteristics aligned with the Walton Creed. This system along with PBIS, FWISD All Stars, our 105 crew, and our Community Frontline Mentorship discipline data includes a decrease of 45% of duplicate referrals and a decrease in student suspensions by 35% for African-American students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our percentage of G/T students neither represents our student talent nor our 10% goal of identified students each year. **Root Cause:** The 2020-21 year did not allow us to conduct our normal G/T identification process. Additionally, our promoting 2020 class consisted of 52% of our G/T students. 2022-23, we were able to identify many students which got us to 9% of our population. Our goal is to get to 10%

Problem Statement 2 (Prioritized): Percentage of opt-in Students to Dual Language two-way program have decreased 35% over the past two years. **Root Cause:** Decrease in overall student enrollment caused loss of teachers in the leveling which forced us to prioritize Regular Program ESL offerings.

Problem Statement 3 (Prioritized): According to the End of year Lexia Data, during the 2022-23 school year, 47% of our Kindergarten through 5th grade students remain below grade level in Reading; however, Map Data indicates 27% of students are below grade level in Reading **Root Cause:** Use of District Literacy Intervention has been inconsistent during the 2022-23 school year due to getting acclimated to the new curriculum campus-wide. District Literacy Intervention was effective 2021-22, and we saw great gains in student growth campus-wide.

Student Learning

Student Learning Summary

During the 2022-2023 school year, the teachers taught a new Reading (Amplify) and Math (Eureka) Program which will exposed the students to culturally rich and rigorous text and learning materials. This is the current EOY data for each assessment source

2021-22 DATA. 2022-23 data will be updated this summer. Information kept for formatting

Lexia:

Out of 220 students in grades K-5

25% Above Grade Level Material (GLM), 36% In GLM, and 40% Below GLM

25% on target, 7% some risk, and 68% High risk.

NWEA MAP:

Reading

2nd (Eng): 43.5% App, 15.2 % Meets, 0% Masters

3rd (Eng): 20% App, 11% Meets, 7% Masters

3rd (Span): 100% App, 0% Meets, 0% Masters

4th (Eng): 17 % App, 22 % Meets, 0 % Masters

5th (Eng): 33 % App, 22% Meets, 0 % Masters

5th (Span): 38% App, 0 % Meets, 38% Masters

Math

2nd: 39% App, 7% Meets, 11 % Masters

3rd: 30% App, 9% Meets, 2 % Masters

4th: 38% App, 3% Meets, 3 % Masters

5th: 36% App, 14% Meets, 4% Masters

STAAR 2020-2021sy (Current 2021-2022sy STAAR Scores unavailable)

STAAR Reading

3rd Eng: 37% App, 18% Meets, 4% Masters

3rd Span: 100% App, 50% Meets, 50% Masters

4th Eng: 23% App, 10% Meets, and 0 % Masters

4th Span: 64% App, 9% Meets, and 9% Masters

STAAR Math

3rd: 48% App, 17% Meets, and 3% Masters

4th: 43% App, 34% Meets, and 3% Masters

Student Learning Strengths

Some of the student learning strengths are students and teachers have increased the LEXIA Core 5 meeting usage to ____ Of the students meeting their usage time, _____are on or above their grade level which is an increase from the BOY ____. Our Kinder, 2nd, 3rd, and 5th grade teachers and students have consistently met their usage time which is an indication of students becoming more comfortable using the technology devices and teachers being able to manage the system. Students STAAR data indicated the students in 3rd and 5th grade showed growth on the STAAR assessment. _____of the teachers and students have become acclimated to posting effectively written Learning Objectives and embedding TEKS Resources Systems know and show into the learning. Teachers and students are able to analyze the data and create action steps for accountability.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 4th grade, Regular Program, Reading student achievement has plateaued with 38% of students who did not meet on 3rd grade STAAR (2022)

mirroring 42% of students who did not meet on 4th grade STAAR benchmark (2023).   **Root Cause:** Consistent Classroom Management in 4th grade Regular Program Reading classes is inconsistent in classroom management and teaching practices in other grade level classes.

Problem Statement 2 (Prioritized): Implementation of new pre-K curriculum has lacked tier 1 delivery and urgency of learning.   **Root Cause:** Due to new adoption, Teachers lacked the content knowledge, exposure, and experience with the new resources which will require additional training, time, modeling, and monitoring.

School Processes & Programs

School Processes & Programs Summary

During the 2022 - 2023 school year, the District/Campus implemented a new Reading and Math Program/ Curriculum. This year was our 3rd year of implementing the LEXIA Core 5 program to support readers at various levels. The teachers are now more knowledgeable of how to utilize the various resources to support students. For the past five years, we have had a decreased number of core teacher turnover, which aided in the teacher's experience with using the FWISD Curriculum, Instructional, and Literacy Framework as well as the supporting resources. This also supported students familiarity with teachers as they've seen them in the hallway. All of these teachers participated in ongoing PLCs where they were able to analyze data, examine student work, collaborate, and learning best practice strategies. During the 22-23 sy, our campus had one assigned instructional coach who had a class-load of 4 teachers and all k-5 PLCS, as well as a data analyst, interventionist, CIS Social Worker, and counselor. Our students have indicated in the Rythm check ins that they struggle morning routines and transitioning to school. We have had a historic uptick in referrals in our 4th grade group of students both male and female. As fifth graders, students will have mentorship through the Dunbar Sophisticated Ladies and the Community Frontline/ MBK on Mondays. In the spring semester, 4th grade students joined the mentorship, as well. Discipline data confirm students struggle to resolve conflict appropriately and teachers struggle responding to students using their equity lens and using restorative practices.

School Processes & Programs Strengths

Teachers have become more familiar with utilizing the the new curriculum to plan weekly lessons. 90% of the teachers consistently upload and submit their weekly lesson plans into the Google drive folder in a timely manner which allowed the leadership team to provide constructive feedback to the teachers. The teachers are consistently following through on the feedback that was provided by the leadership team.78-83%% of the students are meeting the Usage rate in LEXIA Core 5 on a consistent bases. The

teachers have established systems to support the use of technology in the classroom and at home.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Discipline referrals in fourth grade has seen a noticeable uptick.   **Root Cause:** Due to severe behaviors, consequences including suspension and COC process hearings, students are missing a considerable amount of school. When observing, students in one homeroom have the most referrals and COC hearings which the data supports as it being the lowest achieving group in fourth grade2022-23.

Problem Statement 2 (Prioritized): PBIS lacked in accountability and incentives   **Root Cause:** Teacher Leader was promoted in the Summer, and new teacher was not elected in the beginning of the year due to improvement prior year.

Perceptions

Perceptions Summary

Post covid, our campus is in full swing with community partnerships: Junior League Fort Worth, Pillar Church, Freedom Church, Rotary, Read2Win, Community Frontline, UPS, Cornerstone Staffing, etc. School family nights have seen a major increase of attendance: Meet the Teacher, Open House, Food Pantry Days, Clothing Closet, Jet Express Wash and Dry, All Pro Dads, Math nights, Literacy Nights, Family Fitness, Dunbar Pyramid Showcase, Community Frontline Mentorships, ARDs, RTI/MTSS, and Awards Day ceremonies.

Perceptions Strengths

We celebrate monthly student and teacher awards as well as engage staff in multiple ways to protect our culture and climate. The hospitality committee holds monthly planning meeting to plan engaging staff activities to bring the campus closer together, increase morale, and recognize staff members.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Literacy, Math, and Social Emotional Learning are a top Priority for WES. Data shows that 67% of students (a drop from 87% 21-23 sy) are not accessing online platforms after school and on weekends to maintain or accelerate growth. **Root Cause:** Although Homework has increased in graders 1-5, students do not have internet at home and hotspots are no longer given. Community wifi program was very confusing for parents, and some reported that they didn't qualify after going through the arduous process.

Problem Statement 2 (Prioritized): Parent involvement in Family events was improved; however, parents remained unaware of MAP data and goals for each student **Root Cause:** Review and communication of MAP as well as the importance not communicated to familes throughout the year at family events.

Priority Problem Statements

Problem Statement 1: Percentage of opt-in Students to Dual Language two-way program have decreased 35% over the past two years.

Root Cause 1: Decrease in overall student enrollment caused loss of teachers in the leveling which forced us to prioritize Regular Program ESL offerings.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our percentage of G/T students neither represents our student talent nor our 10% goal of identified students each year.

Root Cause 2: The 2020-21 year did not allow us to conduct our normal G/T identification process. Additionally, our promoting 2020 class consisted of 52% of our G/T students. 2022-23, we were able to identify many students which got us to 9% of our population. Our goal is to get to 10%

Problem Statement 2 Areas: Demographics

Problem Statement 3: Implementation of new pre-K curriculum has lacked tier 1 delivery and urgency of learning.

Root Cause 3: Due to new adoption, Teachers lacked the content knowledge, exposure, and experience with the new resources which will require additional training, time, modeling, and monitoring.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 4th grade, Regular Program, Reading student achievement has plateaued with 38% of students who did not meet on 3rd grade STAAR (2022) mirroring 42% of students who did not meet on 4th grade STAAR benchmark (2023).

Root Cause 4: Consistent Classroom Management in 4th grade Regular Program Reading classes is inconsistent in classroom management and teaching practices in other grade level classes.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Discipline referrals in fourth grade has seen a noticeable uptick.

Root Cause 5: Due to severe behaviors, consequences including suspension and COC process hearings, students are missing a considerable amount of school. When observing, students in one homeroom have the most referrals and COC hearings which the data supports as it being the lowest achieving group in fourth grade2022-23.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Literacy, Math, and Social Emotional Learning are a top Priority for WES. Data shows that 67% of students (a drop from 87% 21-23 sy) are not accessing online platforms after school and on weekends to maintain or accelerate growth.

Root Cause 6: Although Homework has increased in graders 1-5, students do not have internet at home and hotspots are no longer given. Community wifi program was very confusing for parents, and some reported that they didn't qualify after going through the arduous process.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: According to the End of year Lexia Data, during the 2022-23 school year, 47% of our Kindergarten through 5th grade students remain below grade level in Reading; however, Map Data indicates 27% of students are below grade level in Reading

Root Cause 7: Use of District Literacy Intervention has been inconsistent during the 2022-23 school year due to getting acclimated to the new curriculum campus-wide. District Literacy Intervention was effective 2021-22, and we saw great gains in student growth campus-wide.

Problem Statement 7 Areas: Demographics

Problem Statement 8: PBIS lacked in accountability and incentives

Root Cause 8: Teacher Leader was promoted in the Summer, and new teacher was not elected in the beginning of the year due to improvement prior year.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Parent involvement in Family events was improved; however, parents remained unaware of MAP data and goals for each student

Root Cause 9: Review and communication of MAP as well as the importance not communicated to familes throughout the year at family events.

Problem Statement 9 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

District Goals

Revised/Approved: June 28, 2023

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

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 63.6% to 70% by May 2024.
*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 61% to 70% by May 2024.
*Increase the percentage 2f African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 61.5% to 70% by May 2024.

> **High Priority**
>
> **HB3 District Goal**
>
> **Evaluation Data Sources:** CLI Engage, and CIP Companion Guide

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students by enhancing Teacher Quality and building capacity through ongoing Professional Learning sessions for the implementation of the District Creative Curriculum utilizing Teaching Strategies.

> **Strategy's Expected Result/Impact:** 75% of the 2023-2024 DLE Pre-K students will be on target in PA by the EOY as measured by the MOY and EOY CLI Engage data
>
> **Staff Responsible for Monitoring:** Campus and Content Instructional Coaches
>
> **Title I:**
> 2.4, 2.6
> - **TEA Priorities:**
> Build a foundation of reading and math, Improve low-performing schools
> - **ESF Levers:**
> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
> - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**
>
> **Problem Statements:** Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
	Formative			Summative
Action Step 1: Pre-K teachers and Instructional Partners will enroll and attend ongoing Professional Learning sessions that will reinforce and support quality teaching strategies.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Pre-Kindergarten Teachers, Pre-K Instructional Partners, Pre-K Early Learning Coaches/ Specialists and Administrators				
Provider / Presenter / Person Responsible: Campus Instructional Coach and Data Analyst				
Date(s) / Timeframe: August 2023-May 2024				
Collaborating Departments: Creative Curriculum				
Delivery Method: Walkthroughs				

Action Step 2 Details	Reviews			
	Formative			Summative
Action Step 2: Pre-K teachers will work closely with the early childhood coaches to organize the classroom utilizing new furniture to create spaces for optimal learning and utilize feedback and make improvements based on CC rubric feedback given by Early Learning Coach.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Pre-Kindergarten Teachers, Pre-K Instructional Partners, Pre-K Early Learning Coaches/ Specialists and Administrators				
Provider / Presenter / Person Responsible: District Creative Curriculum Coach				
Date(s) / Timeframe: September 2023, December 2023, and April 2024				
Collaborating Departments: Early Learning Department				
Delivery Method: Follow-up through email from Specialist				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Percentage of opt-in Students to Dual Language two-way program have decreased 35% over the past two years. **Root Cause**: Decrease in overall student enrollment caused loss of teachers in the leveling which forced us to prioritize Regular Program ESL offerings.
Student Learning
Problem Statement 2: Implementation of new pre-K curriculum has lacked tier 1 delivery and urgency of learning. **Root Cause**: Due to new adoption, Teachers lacked the content knowledge, exposure, and experience with the new resources which will require additional training, time, modeling, and monitoring.

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

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 43.5% to 50% 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 31.6% to 40% by May 2024.
*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 40.2% to 50% by May 2024.

High Priority

Evaluation Data Sources: CLI Engage, and CIP Companion Guide

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students by enhancing Teacher Quality and building capacity through ongoing Professional Learning sessions for the implementation of the District Amplify and Literacy Curriculum.

Strategy's Expected Result/Impact: An average of 40 - 50.2% of the African American students in Kinder. through 3rd grade will meet or exceed their targeted growth goals as evident by the NWEA Map Fluency data.
50% of the students in 3rd grade will move into the MAP fluency category.

Staff Responsible for Monitoring: ILT

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: 100% of the (K-5th Grade) Reading Instructional Staff will register and participate in the ongoing Professional Learning sessions supporting the effective delivery of foundational skills, Reading, Language, and Writing (Amplify).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Instructional Staff (Administrators, Teachers, Coaches, and Data Analyst) **Provider / Presenter / Person Responsible:** Teaching and Learning Department **Date(s) / Timeframe:** September 2023 December 2023 April 2024 **Collaborating Departments:** Literacy Department **Delivery Method:** In-person and online trainings				

Action Step 2 Details	Reviews			
Action Step 2: Establish a weekly walkthrough schedule where teachers are assigned to a designated administrator who will close the feedback gap by providing actionable items and having weekly debrief sessions with the instructional leadership team to determine trends for targeted support through PLCs, Coaching, Modeling, and/or Co-teaching.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, Campus Instructional Coaches, Data Analyst, and Administrators **Provider / Presenter / Person Responsible:** Administrators, CIC, and DA/CTC **Date(s) / Timeframe:** September 20, 2023, October 25, 2023, December 13, 2023, February 7, 2024, April 10, 2024, and May 15, 2024 **Collaborating Departments:** Teaching and Learning Dept. **Delivery Method:** In-Person				

Action Step 3 Details	Reviews			
Action Step 3: Utilize supplies, equipment, technology, and other instructional resources to create and support the classroom learning environment for students of all subgroup.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: ILT, CIC, Teachers, and DA/CTC **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** Nov. 2024 Feb 2024 **Collaborating Departments:** T&L Dept. **Delivery Method:** Hands on, in person, online **Funding Sources:** - Title I (211) - 211-11-6399-04E-160-30-510-000000-24F10 - $1,945				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 4th grade, Regular Program, Reading student achievement has plateaued with 38% of students who did not meet on 3rd grade STAAR (2022) mirroring 42% of students who did not meet on 4th grade STAAR benchmark (2023). **Root Cause**: Consistent Classroom Management in 4th grade Regular Program Reading classes is inconsistent in classroom management and teaching practices in other grade level classes.
Perceptions
Problem Statement 1: Literacy, Math, and Social Emotional Learning are a top Priority for WES. Data shows that 67% of students (a drop from 87% 21-23 sy) are not accessing online platforms after school and on weekends to maintain or accelerate growth. **Root Cause**: Although Homework has increased in graders 1-5, students do not have internet at home and hotspots are no longer given. Community wifi program was very confusing for parents, and some reported that they didn't qualify after going through the arduous process.

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

School Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 37.5% to 50% 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 35.5% to 50% by May 2024.
*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 37.3% to 47% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: CLI Engage, and CIP Companion Guide

Strategy 1: Teachers in Kindergarten - 5th grade will participate in Campus Planning PLCs to support the internalization, delivery, and analysis of lessons to ensure explicit and engaging lessons are being presented so all students are showing growth in Literacy.

Strategy's Expected Result/Impact: 55% of the Kindergarten through 5th Grade African American students will meet or exceed projected growth on MAP Growth Reading.

Staff Responsible for Monitoring: Administrators, CIC, and DA

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 3 - Student Learning 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Engage in planning sessions to create a schedule and calendar of events that outlines PLC dates, planning protocols, expectations, and an accountability system that will fully support teachers in the delivery of High Quality Instruction. Teachers will analyze and track student data to conduct student conferences and provide intervention and supports	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Administrators, CIC, and DA **Date(s) / Timeframe:** August 2023 **Collaborating Departments:** Teaching and Learning Dept. and Campus Technology Specialist **Delivery Method:** in-person **Funding Sources:** - Title I (211) - 211-13-6119-04E-160-30-510-000000-24F10 - $75,775				

Action Step 2 Details	Reviews			
Action Step 2: Develop content knowledge of students in grades PK - 5 through the support of differentiated instruction that will incorporate hands-on activities, within the various learning modes that embed technology into the teaching and learning. Intend	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Technology Department, Ms. Robinson **Date(s) / Timeframe:** May 2024 **Collaborating Departments:** Technology **Delivery Method:** in-person and online **Funding Sources:** - BEA (199 PIC 25) - 199-13-6411-001-160-25-313-000000 - $527				

0% **No Progress**   100% **Accomplished**   ➡️ **Continue/Modify**   ❌ **Discontinue**

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: According to the End of year Lexia Data, during the 2022-23 school year, 47% of our Kindergarten through 5th grade students remain below grade level in Reading; however, Map Data indicates 27% of students are below grade level in Reading **Root Cause**: Use of District Literacy Intervention has been inconsistent during the 2022-23 school year due to getting acclimated to the new curriculum campus-wide. District Literacy Intervention was effective 2021-22, and we saw great gains in student growth campus-wide.

Student Learning
Problem Statement 1: 4th grade, Regular Program, Reading student achievement has plateaued with 38% of students who did not meet on 3rd grade STAAR (2022) mirroring 42% of students who did not meet on 4th grade STAAR benchmark (2023). **Root Cause**: Consistent Classroom Management in 4th grade Regular Program Reading classes is inconsistent in classroom management and teaching practices in other grade level classes.

Perceptions
Problem Statement 1: Literacy, Math, and Social Emotional Learning are a top Priority for WES. Data shows that 67% of students (a drop from 87% 21-23 sy) are not accessing online platforms after school and on weekends to maintain or accelerate growth.   **Root Cause**: Although Homework has increased in graders 1-5, students do not have internet at home and hotspots are no longer given. Community wifi program was very confusing for parents, and some reported that they didn't qualify after going through the arduous process.

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 75% to 80% by May 2024. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (Econ. Disadvantaged) (gender, race, program, other) from 82.6 % to 90% by May 2024.

High Priority

Evaluation Data Sources: BOY, MOY, EOY CLI, Performance Task

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students by enhancing Teacher Quality and building capacity through ongoing Professional Learning sessions for the implementation of the District Creative Curriculum utilizing the Teaching Strategies.

Strategy's Expected Result/Impact: 80% of the PreK students will be On Track in Math at the end of the 2023-2024 School Year.

Staff Responsible for Monitoring: Campus and Content Instructional Coaches, Data Analyst, and Administrators

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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Teachers will engage in ongoing Planning and Data PLCs, where student assessments (i.e. CLI Engage, Unit and Informal Assessments) and classwork (i.e. Performance Tasks and Formal/Informal Observations) are analyzed using the campus Data Analysis Activity sheets, Progress Monitoring Process, and NTC's Analyzing Student Learning Protocol	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Intended Audience: pk Teachers, Teachers, CIC, and Admin
   Provider / Presenter / Person Responsible: Admin, DA/CTC
   Date(s) / Timeframe: BOY, MOY, and EOY
   Collaborating Departments: Early Learning Coaches
   Delivery Method: in-person PLCs and virtual trainings				

Action Step 2 Details	Reviews			
Action Step 2: Develop content knowledge of students in PK through the support of differentiated instruction that will incorporate hands-on activities, within the various learning modes that embed technology into the teaching and learning.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: PK Teachers **Provider / Presenter / Person Responsible:** PK Coach **Date(s) / Timeframe:** May 2024 **Collaborating Departments:** Early Learning **Delivery Method:** Hands on				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Implementation of new pre-K curriculum has lacked tier 1 delivery and urgency of learning.   **Root Cause**: Due to new adoption, Teachers lacked the content knowledge, exposure, and experience with the new resources which will require additional training, time, modeling, and monitoring.

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 67% to 80% by May 2024.
Tentative Addition as we are possibly not using TX KEA BOY to EOY. It is only used BOY.
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 45% to 52% by May 2024.

> **High Priority**

> **Evaluation Data Sources:** TX KEA, NWEA MAP Growth, PT

Strategy 1: Teachers in Kindergarten will participate in Campus Planning PLCs to support the internalization, delivery, and analysis of lessons to ensure explicit and engaging lessons are being presented so all students are showing growth in Math.

> **Strategy's Expected Result/Impact:** 70% of Kindergarten students will meet or exceed projected growth on MAP Growth Math.

> **Staff Responsible for Monitoring:** Admin, CIC, DA/CTC

> **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
> - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**

> **Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Conduct 2 weekly walkthroughs/observations of each Kindergarten teacher where the Instructional Leadership team will provide consistent face to face feedback with actionable items and/or planning coaching sessions.	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Admin and CIC CIC is not TTESS but can be used as feedback **Date(s) / Timeframe:** September-April **Collaborating Departments:** T&L **Delivery Method:** in-person				

Action Step 2 Details	Reviews			
Action Step 2: Teachers, CIC, Admin, DA/CTC	**Formative**			**Summative**
Intended Audience: 100% of the Instructional Staff will register and participate in the ongoing Professional Learning sessions supporting effective instructional delivery utilizing Eureka and Math Curriculum. **Provider / Presenter / Person Responsible:** T&L **Date(s) / Timeframe:** Nov. 2023, Jan 2024, Mar. 2024 **Collaborating Departments:** T&L **Delivery Method:** In person and online	**Nov**	**Jan**	**Mar**	**June**

Action Step 3 Details	Reviews			
Action Step 3: Purchase general supplies for GT students	**Formative**			**Summative**
Intended Audience: GT students in grades K-5, content teachers and district GT teachers **Provider / Presenter / Person Responsible:** content teachers and district GT teachers **Date(s) / Timeframe:** July 2023 to April 2024 **Collaborating Departments:** Gifted and Talented department **Delivery Method:** in person **Funding Sources:** purchase general supplies - Gifted & Talented (199 PIC 21) - - $302	**Nov**	**Jan**	**Mar**	**June**

Action Step 4 Details	Reviews			
Action Step 4: Purchase supplies for students receiving special education services	**Formative**			**Summative**
Intended Audience: students with a special education code and teachers **Provider / Presenter / Person Responsible:** teachers **Date(s) / Timeframe:** July 2023 - April 2024 **Collaborating Departments:** Special Education Department **Delivery Method:** in person **Funding Sources:** purchase general supplies for students receiving special education services - SPED (199 PIC 23) - - $3,551	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

School Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Literacy, Math, and Social Emotional Learning are a top Priority for WES. Data shows that 67% of students (a drop from 87% 21-23 sy) are not accessing online platforms after school and on weekends to maintain or accelerate growth.   **Root Cause**: Although Homework has increased in graders 1-5, students do not have internet at home and hotspots are no longer given. Community wifi program was very confusing for parents, and some reported that they didn't qualify after going through the arduous process.

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 Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 37.2% to 47% by May 2024.
Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 38.2% to 50% by May 2024.
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 36.6% to 50% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Growth, Eduphoria Data

Strategy 1: Teachers in Kindergarten - 5th grade will participate in Campus Planning PLCs to support the internalization, delivery, and analysis of lessons to ensure explicit and engaging lessons are being presented so all students are showing growth in Math.

Strategy's Expected Result/Impact: 55% of Kindergarten through 5th African American grade students will meet or exceed projected growth on MAP Growth Math.

Staff Responsible for Monitoring: Administrators, Campus Instructional Coach, and 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
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1, 2 - Student Learning 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Conduct 5 to 6 weekly walkthroughs/observations where the Instructional Leadership team will provide consistent face to face feedback with actionable items and/or planning coaching sessions.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Admin and CIC CIC is not TTESS but still serves as feedback **Date(s) / Timeframe:** Sept-April **Collaborating Departments:** T&L **Delivery Method:** in person				

Action Step 2 Details	Reviews			
Action Step 2: 100% of the Instructional Staff will register and participate in the ongoing Professional Learning sessions supporting effective instructional delivery utilizing Eureka and Math Curriculum.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers, CIC, DA/CTC, Admin **Provider / Presenter / Person Responsible:** T&L **Date(s) / Timeframe:** Sept-April **Collaborating Departments:** T&L **Delivery Method:** in-person and online				

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Strategy 2: Purchase general supplies for students receiving GT services.

Strategy's Expected Result/Impact: Student performance will increase

Staff Responsible for Monitoring: GT teachers, content teachers, administrators

Title I:
2.4, 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

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our percentage of G/T students neither represents our student talent nor our 10% goal of identified students each year.   **Root Cause**: The 2020-21 year did not allow us to conduct our normal G/T identification process. Additionally, our promoting 2020 class consisted of 52% of our G/T students. 2022-23, we were able to identify many students which got us to 9% of our population. Our goal is to get to 10%
Problem Statement 2: Percentage of opt-in Students to Dual Language two-way program have decreased 35% over the past two years.   **Root Cause**: Decrease in overall student enrollment caused loss of teachers in the leveling which forced us to prioritize Regular Program ESL offerings.

Student Learning
Problem Statement 1: 4th grade, Regular Program, Reading student achievement has plateaued with 38% of students who did not meet on 3rd grade STAAR (2022) mirroring 42% of students who did not meet on 4th grade STAAR benchmark (2023).   **Root Cause**: Consistent Classroom Management in 4th grade Regular Program Reading classes is inconsistent in classroom management and teaching practices in other grade level classes.

Perceptions
Problem Statement 1: Literacy, Math, and Social Emotional Learning are a top Priority for WES. Data shows that 67% of students (a drop from 87% 21-23 sy) are not accessing online platforms after school and on weekends to maintain or accelerate growth.   **Root Cause**: Although Homework has increased in graders 1-5, students do not have internet at home and hotspots are no longer given. Community wifi program was very confusing for parents, and some reported that they didn't qualify after going through the arduous process.

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 27.9% to 45% by May 2024.
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 25.3% to 35% by May 2024.

> **High Priority**
>
> **HB3 District Goal**
>
> **Evaluation Data Sources:** STAAR

Strategy 1: Engage in PLCs that include planning sessions, learning walks, vertical articulation, and data analysis that communicate clear expectations and strategies to ensure quality Tier I instruction with student /teacher accountability utilizing the district's curriculum and the new resources (Amplify), materials, and technology

> **Strategy's Expected Result/Impact:** 45% of the 3rd - 5th grade students will obtain MEETS or above on the STAAR Reading
>
> **Staff Responsible for Monitoring:** Campus Instructional Coaches, Data Analyst, and Administrators
>
> **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
> **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**
>
> **Problem Statements:** Demographics 1, 3 - Student Learning 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Debrief with the Asst. Principal and Instructional Leadership Team weekly to reflect on last week's observations and instructional practices to determine the upcoming week's focus, areas of improvement, and actionable items.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Asst. Principal, Campus Instructional Coaches, Data Analyst, Counselor, Interventionist, CIS, and FES				
Provider / Presenter / Person Responsible: Principal				
Date(s) / Timeframe: Monthly Leadership Team Huddles				
Collaborating Departments: T&L				
Delivery Method: online and in person				

Action Step 2 Details	Reviews			
	Formative			Summative
Action Step 2: Establish an effective and efficient system for teacher/student accountability that supports the self-reflection of the teaching and learning process to promote improvement in practices and achievement.	Nov	Jan	Mar	June
Intended Audience: Teachers and Students **Provider / Presenter / Person Responsible:** CIC/DA/CTC **Date(s) / Timeframe:** Dec 2023 Mar 2024 May 2024 **Collaborating Departments:** ADQ and T&L **Delivery Method:** in person PLCs **Funding Sources:** - SCE (199 PIC 24) - 199-11-6399-001-160-24-313-000000- - $1,706				

0% No Progress　　　100% Accomplished　　　→ Continue/Modify　　　✗ Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our percentage of G/T students neither represents our student talent nor our 10% goal of identified students each year. **Root Cause**: The 2020-21 year did not allow us to conduct our normal G/T identification process. Additionally, our promoting 2020 class consisted of 52% of our G/T students. 2022-23, we were able to identify many students which got us to 9% of our population. Our goal is to get to 10%
Problem Statement 3: According to the End of year Lexia Data, during the 2022-23 school year, 47% of our Kindergarten through 5th grade students remain below grade level in Reading; however, Map Data indicates 27% of students are below grade level in Reading **Root Cause**: Use of District Literacy Intervention has been inconsistent during the 2022-23 school year due to getting acclimated to the new curriculum campus-wide. District Literacy Intervention was effective 2021-22, and we saw great gains in student growth campus-wide.

Student Learning
Problem Statement 1: 4th grade, Regular Program, Reading student achievement has plateaued with 38% of students who did not meet on 3rd grade STAAR (2022) mirroring 42% of students who did not meet on 4th grade STAAR benchmark (2023). **Root Cause**: Consistent Classroom Management in 4th grade Regular Program Reading classes is inconsistent in classroom management and teaching practices in other grade level classes.

Perceptions
Problem Statement 1: Literacy, Math, and Social Emotional Learning are a top Priority for WES. Data shows that 67% of students (a drop from 87% 21-23 sy) are not accessing online platforms after school and on weekends to maintain or accelerate growth. **Root Cause**: Although Homework has increased in graders 1-5, students do not have internet at home and hotspots are no longer given. Community wifi program was very confusing for parents, and some reported that they didn't qualify after going through the arduous process.

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 27.9%to 35% 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 17.7% to 25% by May 2023.

High Priority

Evaluation Data Sources: STAAR

Strategy 1: Engage in PLCs that include planning sessions, learning walks, vertical articulation, and data analysis that communicate clear expectations and strategies to ensure quality Tier I instruction with student /teacher accountability utilizing the district's curriculum and the new resources (Eureka), materials, and technology.

Strategy's Expected Result/Impact: 37% of the 3rd - 5th grade students will obtain MEETS or above on the STAAR Math

Staff Responsible for Monitoring: Campus Instructional Coaches, Data Analyst, and Administrators

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Establish a classroom data tracking system with teachers to ensure teacher/student accountability which include goal setting and student self tracking for Math & Reading performance data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Campus Instructional Coaches, Data Analyst, and Administrators **Date(s) / Timeframe:** September 23, 2023, October 28, 2023, December 15, 2023, February 10, 2024, April 7, 2024, and May 25, 2024 **Collaborating Departments:** T&L and ADQ **Delivery Method:** in person plcs				

Action Step 2 Details	Reviews			
Action Step 2: Engage in Campus Planning PLCs where we monitor the implementation of Instructional Practices that have been delivered and modeled during the PLCs to ensure the strategies are being incorporated with fidelity.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Campus Instructional Coaches, Data Analyst, and Administrators **Date(s) / Timeframe:** January 16, 2024 (Winter) and May 15, 2024 (Spring) **Collaborating Departments:** T&L **Delivery Method:** in person **Funding Sources:** - SCE (199 PIC 24) - 199-11-6399-001-160-24-313-000000- - $1,000				

Action Step 3 Details	Reviews			
Action Step 3: Engage teachers in ongoing PLCs where instructional delivery, as well as student engagement and work is examined in order to provide feedback with actionable items to support the quality of TIER I instruction and student self efficacy.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Administrators, Campus Instructional Coaches, Data Analyst, and Teachers **Date(s) / Timeframe:** November 30, 2023 January 31, 2024 March 31, 2024 **Collaborating Departments:** T&L **Delivery Method:** in person and online				

Action Step 4 Details	Reviews			
Action Step 4: Debrief with the Asst. Principal and Instructional Leadership Team weekly to reflect on last week's observations and instructional practices to determine the upcoming week's focus, areas of opportunity, and actionable item	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Administrators, Coaches, Data Analyst, Counselor, Interventionist, CIS, and FES **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** Monthly Leadership Huddles **Collaborating Departments:** T&L **Delivery Method:** Online and in person				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

School Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Literacy, Math, and Social Emotional Learning are a top Priority for WES. Data shows that 67% of students (a drop from 87% 21-23 sy) are not accessing online platforms after school and on weekends to maintain or accelerate growth.   **Root Cause**: Although Homework has increased in graders 1-5, students do not have internet at home and hotspots are no longer given. Community wifi program was very confusing for parents, and some reported that they didn't qualify after going through the arduous process.

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 9% to 6% by May 2024.

> **High Priority**

> **Evaluation Data Sources:** Focus

Strategy 1: Establish an active attendance committee with well-defined roles that create action steps (procedures) that consistently analyzes and monitors the attendance data to identify and track students with chronic or high absences in order to eliminate the barriers that exist and provide equitable resources and support that are valuable to the students and parents.

> **Strategy's Expected Result/Impact:** The current cohort of enrolled students that were identified as students with chronic/high absences in the 2022-2023 school year, will decrease from 9% (26 students) to 6% (17 or fewer students)

> **Staff Responsible for Monitoring:** Asst. Principal, Counselor, Case Manager, Family Engagement Specialist, and Data Clerk

> **Title I:**
> 2.4, 2.5, 2.6, 4.1, 4.2
> - **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, Lever 5: Effective Instruction
> - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

> **Problem Statements:** Demographics 1, 3 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Convene with the members of the Attendance committee to review the data identifying students with chronic attendance during the 2022-2023 school year; communicate the roles and responsibilities of the committee members; establish systems and procedures for monitoring and documenting, as well as identifying ways of celebrating those identified students (home visits, warm calls, electronic notifications, and restoration).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, Counselor, CIS, FES, Interventionist, and Administrators **Provider / Presenter / Person Responsible:** Assistant Principal and Attendance Committee **Date(s) / Timeframe:** Each six-weeks **Collaborating Departments:** Student Records **Delivery Method:** in person and virtual **Funding Sources:** - Parent Engagement - 211-61-6499-04L-160-30-510-000000-24F10 - $500				

Action Step 2 Details	Reviews			
Action Step 2: Recognize and celebrate students and Teachers with Perfect and Most Improved Attendance throughout the school year	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers and Students **Provider / Presenter / Person Responsible:** Asst. Administrator, Counselor, Case Manager, and Attendance Committee **Date(s) / Timeframe:** Every six weeks **Collaborating Departments:** Parent Partnerships **Delivery Method:** in-person				

0% **No Progress**　　100% **Accomplished**　　➡ **Continue/Modify**　　✖ **Discontinue**

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our percentage of G/T students neither represents our student talent nor our 10% goal of identified students each year. **Root Cause**: The 2020-21 year did not allow us to conduct our normal G/T identification process. Additionally, our promoting 2020 class consisted of 52% of our G/T students. 2022-23, we were able to identify many students which got us to 9% of our population. Our goal is to get to 10%
Problem Statement 3: According to the End of year Lexia Data, during the 2022-23 school year, 47% of our Kindergarten through 5th grade students remain below grade level in Reading; however, Map Data indicates 27% of students are below grade level in Reading **Root Cause**: Use of District Literacy Intervention has been inconsistent during the 2022-23 school year due to getting acclimated to the new curriculum campus-wide. District Literacy Intervention was effective 2021-22, and we saw great gains in student growth campus-wide.

Student Learning
Problem Statement 1: 4th grade, Regular Program, Reading student achievement has plateaued with 38% of students who did not meet on 3rd grade STAAR (2022) mirroring 42% of students who did not meet on 4th grade STAAR benchmark (2023). **Root Cause**: Consistent Classroom Management in 4th grade Regular Program Reading classes is inconsistent in classroom management and teaching practices in other grade level classes.

School Processes & Programs
Problem Statement 1: Discipline referrals in fourth grade has seen a noticeable uptick. **Root Cause**: Due to severe behaviors, consequences including suspension and COC process hearings, students are missing a considerable amount of school. When observing, students in one homeroom have the most referrals and COC hearings which the data supports as it being the lowest achieving group in fourth grade2022-23.

Perceptions
Problem Statement 1: Literacy, Math, and Social Emotional Learning are a top Priority for WES. Data shows that 67% of students (a drop from 87% 21-23 sy) are not accessing online platforms after school and on weekends to maintain or accelerate growth. **Root Cause**: Although Homework has increased in graders 1-5, students do not have internet at home and hotspots are no longer given. Community wifi program was very confusing for parents, and some reported that they didn't qualify after going through the arduous process.

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 23% to 15% by May 2024.
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 13% to 10% by May 2024.

High Priority

Evaluation Data Sources: Focus

Strategy 1: Continue PBIS with high-risk students and re-implement Houses system modeled from Ron Clark Academy.

Strategy's Expected Result/Impact: Students identified as at-risk have fewer disregulated moments in class

Staff Responsible for Monitoring: PBIS, Attendance and Discipline

Title I:
2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Utilize the campus student support team (counselor and case worker) to engage the staff in ongoing self-care activities and professional learning sessions supporting Student and Staff SEL	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Counselor, Case Managers, and Administrators **Date(s) / Timeframe:** Every Six Weeks: September 22nd, October 27th , December 21st, February 9th, April 12th, and May 23rd **Collaborating Departments:** SST **Delivery Method:** In person and Virtual				

Action Step 2 Details	Reviews			
Action Step 2: Utilize the campus student support team (counselor and caseworker) to identify and support students who have experienced trauma by providing applicable strategies that will help the students regulate their emotions through guidance lessons, role playing, and nurturing groups	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Counselor, Case Managers, All Stars Teachers, and Administrators **Date(s) / Timeframe:** Monthly: August 31, 2023, September 29, 2023, October 31, 2023, November 30, 2023, December 20, 2023, January 31, 2024, February 29, 2024, March 28, 2024, April 30, 2024, and May 22, 2024 **Collaborating Departments:** SST **Delivery Method:** in person **Funding Sources:** - SCE (199 PIC 24) - 199-11-6399-001-160-24-313-000000- - $1,000				
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue				

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Discipline referrals in fourth grade has seen a noticeable uptick.   **Root Cause**: Due to severe behaviors, consequences including suspension and COC process hearings, students are missing a considerable amount of school. When observing, students in one homeroom have the most referrals and COC hearings which the data supports as it being the lowest achieving group in fourth grade2022-23.
Problem Statement 2: PBIS lacked in accountability and incentives   **Root Cause**: Teacher Leader was promoted in the Summer, and new teacher was not elected in the beginning of the year due to improvement prior year.

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

School Performance Objective 3: Maintain 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 15 to 13 by May 2024.

High Priority

Evaluation Data Sources: Focus, Branching Mind Report (MTSS), and Focus Contact & Notes

Strategy 1: Build positive relationship and create a sense of belonging with the Walton Community by engaging students in authentic conversations and activities that connects them to others (i.e. HOUSE, CIRCLE, Family Nights, Workshops, Community Service Projects, and Celebrations/Recognition Programs).

Strategy's Expected Result/Impact: The FOCUS Out of School Suspension rate will decrease by 9% from 26 to 7% 17 students during the 2023-2024 school year

Staff Responsible for Monitoring: Asst. Principal and (PBIS Committee)

Title I:
2.4, 2.6
 - TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
 - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Utilize the campus student support team (counselor and case worker) to engage the staff in professional learning sessions supporting student SEL. Also engagem parents and families in classes and resources to support growth at home.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** 105 crew, 100 crew, and 102 crew. **Date(s) / Timeframe:** Every six weeks **Collaborating Departments:** SST **Delivery Method:** in person and virtual **Funding Sources:** - Parent Engagement - 211-61-6499-04L-160-30-510-000000-24F10 - $1,258				

Action Step 2 Details	Reviews			
Action Step 2: Utilize the campus student support team (counselor ans case worker) to support students who have experienced trauma by providing applicable strategies that will help the students regulate their emotions through guidance lessons, role playing, and nurturing groups.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** 105, 102, and 100 crew **Date(s) / Timeframe:** Monthly **Collaborating Departments:** SST **Delivery Method:** in person and virtual				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

School Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Discipline referrals in fourth grade has seen a noticeable uptick.   **Root Cause**: Due to severe behaviors, consequences including suspension and COC process hearings, students are missing a considerable amount of school. When observing, students in one homeroom have the most referrals and COC hearings which the data supports as it being the lowest achieving group in fourth grade2022-23.

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 0% to _40% by May 2023.

High Priority

Evaluation Data Sources: Panorama Data

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 8 by May 2024.

Strategy's Expected Result/Impact: SBDM Committee and Leadership Team Survey, Sign-in sheets, and Raptor Report

Staff Responsible for Monitoring: FES, CIS, Counselor, and Interventionist

Title I:
2.5, 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, Lever 5: Effective Instruction
 - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Participate in B.O.Y. activities (i.e. community walk, meet the teacher night, and Fall festival) that will support building positive relationships and encourage parents to increase their involvement during the 2023-2024 school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Intended Audience: Teachers, Campus Instructional Coaches, Student Support, and Data Analyst
     Provider / Presenter / Person Responsible: Admin
     Date(s) / Timeframe: Oct. 2023
     Collaborating Departments: SST and Parent Partnerships
     Delivery Method: in-person				

Action Step 2 Details	Reviews			
Action Step 2: Re-establish our campus volunteer system which includes identifying and soliciting parents to serve and manage the ongoing volunteering process.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Family Engagement Specialist, Counselor, and Case Manager **Date(s) / Timeframe:** Sept. 2023 **Collaborating Departments:** Parents Partnership and SST **Delivery Method:** in person and virtual				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

School Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Our percentage of G/T students neither represents our student talent nor our 10% goal of identified students each year.   **Root Cause**: The 2020-21 year did not allow us to conduct our normal G/T identification process. Additionally, our promoting 2020 class consisted of 52% of our G/T students. 2022-23, we were able to identify many students which got us to 9% of our population. Our goal is to get to 10%
Problem Statement 2: Percentage of opt-in Students to Dual Language two-way program have decreased 35% over the past two years.   **Root Cause**: Decrease in overall student enrollment caused loss of teachers in the leveling which forced us to prioritize Regular Program ESL offerings.
Problem Statement 3: According to the End of year Lexia Data, during the 2022-23 school year, 47% of our Kindergarten through 5th grade students remain below grade level in Reading; however, Map Data indicates 27% of students are below grade level in Reading   **Root Cause**: Use of District Literacy Intervention has been inconsistent during the 2022-23 school year due to getting acclimated to the new curriculum campus-wide. District Literacy Intervention was effective 2021-22, and we saw great gains in student growth campus-wide.

Student Learning
Problem Statement 1: 4th grade, Regular Program, Reading student achievement has plateaued with 38% of students who did not meet on 3rd grade STAAR (2022) mirroring 42% of students who did not meet on 4th grade STAAR benchmark (2023).   **Root Cause**: Consistent Classroom Management in 4th grade Regular Program Reading classes is inconsistent in classroom management and teaching practices in other grade level classes.
Problem Statement 2: Implementation of new pre-K curriculum has lacked tier 1 delivery and urgency of learning.   **Root Cause**: Due to new adoption, Teachers lacked the content knowledge, exposure, and experience with the new resources which will require additional training, time, modeling, and monitoring.

School Processes & Programs
Problem Statement 1: Discipline referrals in fourth grade has seen a noticeable uptick.   **Root Cause**: Due to severe behaviors, consequences including suspension and COC process hearings, students are missing a considerable amount of school. When observing, students in one homeroom have the most referrals and COC hearings which the data supports as it being the lowest achieving group in fourth grade2022-23.

Perceptions
Problem Statement 1: Literacy, Math, and Social Emotional Learning are a top Priority for WES. Data shows that 67% of students (a drop from 87% 21-23 sy) are not accessing online platforms after school and on weekends to maintain or accelerate growth.   **Root Cause**: Although Homework has increased in graders 1-5, students do not have internet at home and hotspots are no longer given. Community wifi program was very confusing for parents, and some reported that they didn't qualify after going through the arduous process.

Campus Funding Summary

					Title I (211)		
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	2	1	3		Supplies and materials for instructional use	211-11-6399-04E-160-30-510-000000-24F10	$1,945.00
1	3	1	1		Data Analyst	211-13-6119-04E-160-30-510-000000-24F10	$75,775.00
						Sub-Total	$77,720.00
						Budgeted Fund Source Amount	$77,720.00
						+/- Difference	$0.00

					SCE (199 PIC 24)		
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
3	1	1	2		Supplies and materials for instructional use	199-11-6399-001-160-24-313-000000-	$1,706.00
3	2	1	2		Supplies and materials for instructional use	199-11-6399-001-160-24-313-000000-	$1,000.00
4	2	1	2		Supplies and materials for instructional use	199-11-6399-001-160-24-313-000000-	$1,000.00
						Sub-Total	$3,706.00
						Budgeted Fund Source Amount	$3,706.00
						+/- Difference	$0.00

					Parent Engagement		
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1		Snacks for Parents to promote participation	211-61-6499-04L-160-30-510-000000-24F10	$500.00
4	3	1	1		Snacks for Parents to promote participation	211-61-6499-04L-160-30-510-000000-24F10	$1,258.00
						Sub-Total	$1,758.00
						Budgeted Fund Source Amount	$1,758.00

Parent Engagement

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						+/- Difference	$0.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		Contracted professional development	199-13-6411-001-160-25-313-000000	$527.00
						Sub-Total	$527.00
						Budgeted Fund Source Amount	$527.00
						+/- Difference	$0.00

Gifted & Talented (199 PIC 21)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	3	purchase general supplies	GENERAL SUPPLIES		$302.00
						Sub-Total	$302.00
						Budgeted Fund Source Amount	$302.00
						+/- Difference	$0.00

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	4	purchase general supplies for students receiving special education services	GENERAL SUPPLIES		$3,551.00
						Sub-Total	$3,551.00
						Budgeted Fund Source Amount	$3,551.00
						+/- Difference	$0.00
						Grand Total Budgeted	$87,564.00
						Grand Total Spent	$87,564.00
						+/- Difference	$0.00

Addendums

Title I
Parent-Student-Teacher Compact
Shared Responsibilities

SCHOOL: MAUDRIE. M. WALTON ES #160

SCHOOL MISSION: We, the staff of Maudrie M. Walton Elementary, believe that every student will be motivated and guided to develop to his/her greatest potential. The school environment will be conducive to fostering a healthy and enthusiastic desire to learn. We will have an environment that fosters self-esteem, high expectations, and acknowledges the assured successes of all students.

SCHOOL AGREEMENT

The entire school staff will share the responsibility for improved student achievement; therefore we will do the following:

- Hold parent/teacher conferences.
- Send frequent reports to parents on their child's progress.
- Provide opportunities for parents to volunteer and participate in their child's class and observe classroom activities.
- Provide an environment conducive to learning.
- Respect the student, their parents and the diverse culture of the school.

School/Teacher Signature _____ Date: _____

PARENT/GUARDIAN AGREEMENT

I want my child to reach his/her full academic potential, therefore I will do the following to support my child's learning:

- Have on-going communication with my child's school; including parent-teacher conferences and volunteering in the classroom.
- See that my child attends school regularly and is punctual.
- Supports the school staff and respects cultural differences of others.
- Establishes a time and place for homework and checks it regularly.
- Monitor television and movie viewing.
- Will help to make positive use of extracurricular time.

Parent/Guardian Signature _____ Date: _____

STUDENT AGREEMENT

It is important that I do the best that I can, therefore I will do the following:

- Come to school each day on time with my homework completed and have the supplies that I need.
- Always try to work to the best of my ability.
- Believe that I can learn and I will learn.
- Conform to the rules of conduct at my school.
- Show respect for my school, myself, other students, and have consideration for cultural differences.

Student Signature _____ Date: _____

Título I
padre-estudiante-maestro compactas
responsabilidades compartidas

ESCUELA: MAUDRIE. M. WALTON ES #160

MISIÓN de la escuela:, El personal de la escuela primaria Maudrie M. Walton, creemos que cada estudiante será motivado y orientado a desarrollar su mayor potencial. El ambiente escolar será propicio para fomentar un sano y entusiasta deseo de aprender. Vamos a tener un entorno que fomenta la autoestima, altas expectativas y reconoce los éxitos seguros de todos los estudiantes.

ACUERDO entre la escuela personal de la escuela entera compartirá la responsabilidad para el logro estudiantil mejorada; por lo tanto haremos lo siguiente: celebrar conferencias a padres y maestros. Envíe informes frecuentes a los padres sobre el progreso de sus hijos. Proporcionar oportunidades para que los padres voluntarios y participar en la clase de su hijo y observar las actividades del aula. Proporcionar un ambiente propicio para el aprendizaje. Respeto al estudiante, sus padres y la diversidad de la cultura de la escuela.

Firma del profesor de la escuela _____ Fecha: _____

ACUERDO de padres/tutores quiero que mi hijo / a alcanzar su potencial académico completo, por lo tanto, haré lo siguiente para apoyar el aprendizaje de mi hijo: comunicación continúa con la escuela de mi hijo; incluyendo conferencias entre padres y maestros y voluntarios en el aula. Ver que mi hijo asiste a la escuela regularmente y es puntual. Es compatible con el personal escolar y respeta las diferencias culturales de los demás. Establece un tiempo y lugar para hacer las tareas y los controles con regularidad. Monitor de visualización de películas y televisión. Ayuda para hacer positivos utilizará tiempo extracurricular.

Firma del padre/tutor _____ Fecha: _____

ACUERDO del estudiante es importante que lo hago lo mejor que pueda, por lo tanto, haré lo siguiente: ir a la escuela cada día a tiempo con mi tarea completada y tener los suministros que necesito. Siempre trato de trabajar con lo mejor de mi capacidad. Creo que puedo aprender y voy a aprender. Se ajustan a las normas de conducta en mi escuela. Mostrar respeto por mi escuela, yo mismo, otros estudiantes y tienen la consideración de las diferencias culturales.

Estudiante sustantivo firma _____ Fecha: _____

Annual Title I Meeting and Benefits of Parent and Family Engagement

TITLE I, PART A

PARENT AND FAMILY ENGAGEMENT

NOTE

This PowerPoint can be used by ESCs to train LEAs and schools.

This PowerPoint can also be given to LEAs and schools to use with their parents and families. They should present the info at least through slide 17.

Slides 18-26 briefly describe the benefits of parent and family engagement with some activities that encourage conversation.

Annual Title I Parent Meeting

The requirement: All schools receiving Title I, Part A funds are required to convene an annual Title I, Part A parent meeting
- to inform parents and families of their school's participation
- to explain the requirements of the Title I, Part A program
- to explain the right of parents to be involved

The concern: Unfortunately some schools are not following that mandate.

Section 1116 (c)

Title I, Part A Program

Explain why the school is participating in Title I, Part A (schoolwide or targeted assistance) – emphasize this program is intended to improve student academic achievement

Explain the requirements of the Title I, Part A program

Emphasize the right of parents to be involved in the school's programs and describe specific opportunities for their participation: volunteer in child's classroom, observe classroom activities, participate in decisions relating to the education of their children, assist in the review and revision of policy, compact, and Title I plan, serve on parent advisory board, etc.

The LEA Title I Plan addresses how the LEA will use Title I, Part A funds within the school district. Typically, in Texas, requirements of the Title I Plan are incorporated into the District Improvement Plan (DIP) and the Campus Improvement Plan (CIP). Topics include:

◦ High-quality student academic assessments

◦ Supplemental services to assist struggling students

◦ Coordination and integration of federal funds and programs

◦ Strategies to implement effective parent and family engagement

◦ Title I, Part A parents have the right to be involved in the development of this plan

Policy and Compact

Distribute and review the written parental involvement policy and school-parent compact

Describe the role of parents to help develop, review, and update these documents: the policy and compact as well as the Title I plan (which is usually included within the District Improvement Plan, DIP, and the Campus Improvement Plan, CIP)

> **At elementary schools –**
> **REQUIRED**
> **parent-teacher conference to present and discuss the compact**

The policy addresses how the school will implement the parent and family engagement program. The policy includes:

- Convene an annual meeting
- Provide a flexible number of meetings
- Involve parents in an organized, ongoing, and timely way, in the planning, review, evaluation, and improvement of the parent and family engagement policy and program
- Provide timely information about parent and family engagement activities
- Provide information to parents about curriculum and assessment
- If requested, provide additional meetings with parents to discuss decisions for the education of their child

The school-parent compact is a written agreement…

◦ That describes how parents and families, school staff, and students share the responsibility for improved student academic achievement

◦ That addresses high-quality curriculum and instruction to meet State academic standards

◦ The ways in which parents will support their child's learning

◦ That stresses the importance of frequent communication between school and home, and the value of parent-teacher conferences (**REQUIRED** in elementary schools)

◦ That affirms the importance of parents and families in decisions relating to the education of their children

◦ Title I, Part A parents have the right to be involved in the development of the school-parent compact

Curriculum

- Explain the school's curriculum
- Describe the forms of academic assessment used to measure student progress
- Provide information about the achievement levels of the State academic standards
- STAAR testing calendar (not required but suggested)

Additional Meetings

Inform about the opportunity for additional parent meetings and flexible meeting times – meeting at morning or evening or other convenient times, and funds may be available to assist with transportation or childcare

If requested by parents, as appropriate, to meet in reference to decisions relating to the education of their children

Provide parents and families with parent and family engagement training session dates and times, if scheduled

Distribute materials for home learning activities, if available

Reservation of Funds, 1% Set –Aside

Any local education area (LEA) with a Title I, Part A allocation exceeding $500,000 is required by statute to set-aside 1% of its Title I, Part A allocation for parent and family engagement.

- Of that 1%, 10% may be reserved at the LEA for system-wide initiatives and administrative expenses related to parent and family engagement
- Of the 1%, 90% must be allocated to the Title I schools in the LEA to implement school-level parent and family engagement
- Title I, Part A parents have the right to be involved in the decisions regarding how these funds will be used for parent and family engagement activities

Teacher Qualifications

Schools are required to notify parents that they have the right to request information regarding the qualifications of their child's teacher, Section 1112 (e) (1) (A)

Parents must follow the school procedure to request this information

Check with your school office or district office to make this request

Parents Right-to-Know

Schools are required to notify parents that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification requirements at the grade level and subject area in which the teacher has been assigned, Section 1112 (e) (1) (B)

Who to Contact

Rediesha C. Allen, Principal, 817-815-3300

Jacquelyn Jolly, Counselor

Valerie Glenn, Nurse

Evaluation,
usually in the spring

Annually evaluate the content and effectiveness of the parent and family engagement policy and program (usually in the spring). Identify…
- Barriers to participation in parent engagement
- The needs of parents to assist with the learning of their children
- Strategies to support successful school-family interactions

Data and input might include…
- Parent questionnaires and surveys
- Focus groups or other face-to-face meetings
- Parent advisory committee input
- Provide electronic evaluation tools, if available

Report findings to parents and families and use those results to revise the parental involvement policy and school-parent compact

Document, Document, Document!

Maintain records of how the meeting(s) was publicized and how parents were notified

Provide an agenda

Provide sign-in sheets with date, time, name, and person's title

Maintain an accurate record of the minutes

IMPORTANT:
In the minutes of meetings, document any suggestions and responses from the parents.

Benefits of Parent and Family Engagement

Through effective communication with parents, teachers can have the greatest impact on their day-to-day success with students. With parents on their side, teachers can more effectively manage most academic and behavioral issues that arise. When the most important adults in a child's life are working together, students benefit enormously.

-Lee and Marleen Canter

Table Activity

Partner with those at your table to discuss the following questions:

☐ What form of communication works best for you? (telephone, text, email, note, face-to-face, etc.)

☐ What kinds of information do you most want to receive from the school?

☐ What might the school do differently to improve communication between school and home?

☐ What might you, as a parent, do differently to improve communication between home and school?

When school, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

-Henderson and Mapp

THINK...TALK...WRITE

Partner with those at your table to discuss the following questions:

☐ What are the strengths of your school and community?

☐ In what ways are your school, families, and community working together effectively?

☐ What are the possible benefits when schools, parents and families, and community groups work together?

☐ What might schools, parents and families, and the community do differently to work together more successfully?

What Are the Benefits?

What are the benefits for…

❖ Students?

❖ Parents and families and the community?

❖ For teachers, administrators, and other school staff?

Student Benefits

❖ Higher grades and test scores

❖ More likely to complete homework

❖ Better attendance

❖ Fewer placements in special education

❖ More positive attitudes and better behavior

❖ Higher graduation rates

❖ Greater enrollment in postsecondary education

School Benefits

❖ Improved teacher morale

❖ Higher ratings of teachers by parents

❖ More support from families

❖ Higher student achievement

❖ Better reputations in the community

Parent and Family Benefits

More confident in the school

Increased confidence in their parenting skills

Creates a home environment that encourages learning

Encourages parents to advance their own education and skills in the workplace

Title I, Part A Parent and Family Engagement Statewide Initiative

At Region 16 Education Serviced Center

Funded by Texas Education Agency

For more information contact,
t1pfe@esc16.net

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