

Fort Worth Independent School District
169 Sunrise-McMillan Elementary School
2023-2024 Improvement Plan



Mission Statement

Sunrise McMillan's mission is to provide a **safe, positive environment** that **empowers** and **challenges** all student to be successful through **collaborative learning**.

Vision

Sunrise McMillan is preparing bright minds for a bright future where success is the only option.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	11
District Goals	13
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.	14
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.	19
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	24
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.	29
Campus Funding Summary	37

Comprehensive Needs Assessment

Demographics

Demographics Summary

We are the Sunrise McMillan Jaguars located at 3409 Stalcup Road in the Stop Six Community. We are currently a "B" rated campus with Distinctions in Comparative Academic Growth and Science. 65% of the Core and Special Education teachers have zero to 5 years of teaching experience within the public school systems. 0% have 6-9 years, 15% have 10-19 years, and 20% have 20 plus years of teaching in a public school setting. We currently have 345 students enrolled of which 52% Hispanic, 43% are Black, 3% White, 2% Asian, and .005% are a combination of two or more racial categories. 98% of the students are classified as economically disadvantage. 49% of the students are female and 51% male. Our campus programs include 8% of the students have participated in Gifted & Talented, 13% Special Education including Speech Only, 29% Dual Language/ English as a Second Language, and 3% Dyslexia.

Demographics Strengths

During the 2022 - 2023 school year, teachers participated in ongoing PLCs to improve teacher quality and support our campus' 3 Big Rocks: Delivering **High Quality Tier One Instruction**, Creating a **Sense of Belonging** by building positive relationships, and Communicating and implementing **Well Defined Systems/Procedures**. The Campus Leadership Team met on a consistent bases to plan, collaborate and identify upcoming focus and PLCs. The Campus Instructional Coaches received ongoing In-Field coaching which supported them in maintaining their caseload. The Asst. Principal brings an instructional expertise in Literacy where she served as a Literacy Instructional Coach at the Middle School Level. Student attendance is at 93.51% for the YTD, which is a 1% increase from 2021-2022 which indicates each co-hort group increased their time of instruction.

Under the leadership of our new Asst. Principal, our campus continues to implement the Ron Clark Academy HOUSE system where all of the students are a part of one of the six houses: Rever (blue), Isibindi (green), Altruismo (black), Secundum (purple), Officium (red), and Fidelis (yellow). Students are now participating in consistent celebrations, to help encourage positive behavior. Discipline Data Information: We acquired a total of 51 referrals (34 African American, 15 Hispanic, and 2 Two or More) for the 2022-2023 school year. There was a 51% (from 100 to 51) decrease in referrals from the 2021-2022. In addition, there was a 65% (52 to 34) decrease in African American referrals from the 2021-2022 school year. 2022-2023 Out of School Suspensions increased by 10% (from 20 to 22; 15 African American, 6 Hispanic, and 1 two or more races).

According to the CLI Engage data, the students in the Regular Program showed growth in all categories in Reading and Math (Rapid Letters; Rapid Vocabulary; Syllibication, Onset Rime, Alliteration, and Rhyme I; Listening, Words in a Sentence, and Rhyme II; Rote Counting,

Shape Naming, Number Discrimination, Shape Discrimination, Counting Sets, Operation; and Patterns).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the 2022-2023 school year, 35% (7 out of 20) of the Pre-K through 5th grade Core and SpEd teachers held temporary certification for teaching the core and/or special education content. **Root Cause:** Teachers lacked the state required content knowledge and pedagogy to successfully pass the EC-6, STR, and PPR Certification tests.

Problem Statement 2 (Prioritized): During the 2022-2023 school year, the CLI Engage data indicates the students in the Dual Language Program showed growth in two of the nineteen categories in Reading (Rapid Letters). **Root Cause:** Due to a loss of instructional days, personnel changes, and immediate testing, students needed additional support and monitoring in order to get back on track to the progress that was shown during the MOY assessment.

Problem Statement 3 (Prioritized): During the 2022-2023 school year, there was an increase of 10% Out of School Suspensions (from 20 to 22; 15 African American, 6 Hispanic, and 1 two or more races). **Root Cause:** Due to the newly acquired position of the asst. administrator, there was a lack of knowledge and experience with discipline protocols and the various options for consequences.

Student Learning

Student Learning Summary

During the 2022-2023 school year, the Core teachers were a part of Co-hort II where they learned the new Reading (Amplify) and Math (Eureka) Programs which will expose the students to culturally rich and rigorous text and learning materials.

EOY NWEA MAP Growth data indicates 62% of the students in Kindergarten through 5th grade met their projected growth in Math, while 46% of those students met the projected growth in Reading (English) and 42% (Spanish). Since the MOY, the percentage of students meeting the expected growth in Math increased (39%) while the Reading increased by 1% (45%). According to the NWEA EOY Student Growth Summary Report indicated there was observed growth in Math for grades: 1, 2, 3, 4, and 5; while 3rd, 4th, and 5th grade showed observed growth in Reading (English).

MOY Benchmark data indicates 9% of the 3rd grade students met standard in Reading, while 31% of the 4th and 41% of the 5th grade students met standard. MOY Math Benchmark data indicates 4% of the 3rd grade students met standard, while 29% of the 4th and 20% of the 5th grade students met standard.

All data sources indicate students have, and continue to grow academically.

Student Learning Strengths

During the 2022-2023 school year, students usage time in LEXIA Core 5 averages 69% per week. Of the students meeting their usage time, 66% are on or above their grade level which is an increase from the BOY 29%.

The 2021-2022, STAAR data indicated the students in 4th and 5th grade showed tremendous growth on the STAAR assessment.

85% - 90% of the teachers and students have become acclimated to posting effectively written Learning Objectives and embedding TPR into the learning.

Teachers in grades 1 - 5 were trained on PearDeck where most of the teachers (10 out of 14) are incorporating the use of technology into the teaching and learning to increase student engagement and accountability.

The teacher engaged in Data PLCs where they analyzed the assessment data of the students and created intervention plans for additional students support during the forty-five minute Intervention Block. The teachers are making improvements in collecting student work and submitting the progress monitoring that is aligned to the identified TEKS.

During the 2022 - 2023 school year, teachers participated in ongoing PLCs to improve teacher quality and support our campus' 3 Big Rocks: Delivering **High Quality Tier One Instruction**, Creating a **Sense of Belonging** by building positive relationships, and Communicating and

implementing *Well Defined Systems/Procedures*.

This year, the focus of our PLCs shifted to target the planning, preparing, and rehearsing model to support our Big Rock: Implementing High Quality TIER One Instruction. All teachers participated in ongoing Staff, Admin., and Pyramid PLCs. where our two instructional coaches played a key role in the supporting of our teachers.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the 2022-2023 EOY Reading MAP Growth data, 46% of the Kinder. - 5th grade students met their projected growth. **Root Cause:** 61% of Kinder through 5th grade teachers have 0 - 3 years of teaching experience and are learning the content and still developing their instructional practices, which consist of how to consistently plan and prepare for the delivery of high-quality Tier 1 instruction with new district curriculum that connects and engages all students.

Problem Statement 2 (Prioritized): According to the 2022-2023 EOY Math MAP Growth data, 62% of the Kinder. - 5th grade students met their projected growth. **Root Cause:** 61% of Kinder through 5th grade teachers have 0 - 3 years of teaching experience and are learning the content and still developing their instructional practices, which consist of how to consistently plan and prepare for the delivery of high-quality Tier 1 instruction with new district curriculum that connects and engages all students.

School Processes & Programs

School Processes & Programs Summary

During the 2022 - 2023 school year, our campus implemented a new Reading and Math Program/Curriculum. 100% of the teachers participated in the district training sessions at the beginning of the year for both programs. Our Pre-K teachers are in their 2nd year of implementing the Creative Curriculum program.

The campus also implemented the use of DreamBox, which is a math program to support the students at various levels. Most of the teachers in Kinder. - 5th grade are consistently implementing the program where students are meeting their required usage time and moving levels.

This year was our 3rd year of implementing the LEXIA Core 5 program to support readers at various levels. The returning teachers continue to increase their knowledge of how to utilize the various resources and pull reports to support the students.

During the 2022-2023 school year, 75% of the teachers returned which aided in the increasing teacher efficacy using the FWISD Curriculum and Framework as well as campus operational systems and procedures.

This year, the focus of our PLCs shifted to target the planning, preparing, and rehearsing model to support our Big Rock: Implementing High Quality TIER One Instruction. All teachers participated in ongoing Staff, Admin., and Pyramid PLCs. where our two instructional coaches played a key role in the supporting of our teachers.

As required by House Bill 4545, 4th and 5th grade students who were not successful on the STAAR test during the previous year received 30 additional instructional hours to accelerate their learning. Students also had opportunities to attend the district offered Saturday Learning Quest and after school tutoring.

This year, our campus hired a caseworker through Communities in Schools who targeted the social and emotional needs of the students, as well as parental resources.

School Processes & Programs Strengths

All teachers have become more familiar with the new Reading and Math programs, as well as the FWISD Curriculum Framework when planning their weekly lessons. The teachers have also expressed their appreciation of participating in the Pyramid Planning PLCs where they are given the opportunities to collaborate, plan, rehearse, and get feedback from their peers.

93% of the teachers consistently upload and submit their weekly lesson plans into Google Docs in a timely manner which allows the leadership team to provide constructive feedback to the teachers. The teachers have shown growth with following through on the feedback that was provided by the leadership team. There are two assigned instructional coaches that reside on the campus full time to support teachers.

74% of the students are meeting the Usage rate in LEXIA Core 5 on a consistent basis.

The students have become more efficient with signing into their Chromebooks, as well as staying on task throughout the assigned activity. The teachers have also established systems to support the students with bringing their technology devices and using them in the classroom. During the STAAR and MAP Growth testing, almost all of the students (93%) brought their devices and were able to successfully complete the assessment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The Kindergarten through 5th grade teachers had to learn the new programs for Reading and Math, as well as the district's curriculum to effectively implement the best practice strategies and resources of the programs. Since the Reading program was scripted, the teachers struggled to make the Reading program reflect their own teaching style. **Root Cause:** Teachers lack the content knowledge, exposure, and experience with the new resources which require additional training, time, modeling, and monitoring.

Problem Statement 2 (Prioritized): 64% of the identified Gifted and Talented students are meeting their expected growth target on the English Reading MAP, Growth while 57% of the DL students met their expected target on the Spanish Reading. **Root Cause:** Instructional practices around the implementation of accelerated differentiation for the higher level, Tier I students are needing refinement.

Perceptions

Perceptions Summary

This mission, vision, motto, and goals of the campus are communicated to all stakeholders on an ongoing basis. Our 2023-2024 Big Rocks: are aligned to the District's Big Rocks of: Educational Excellence, School Experience, and Effective Campus Operations.

According to the responses of the staff members, our campus has a family oriented vibe. Visitors have entered the campus and commended the staff on the feel and cleanliness of the building.

This year, all of the school events were open to the parents and community members which included: Back to School, Meet the Teacher Night, Open House, Celebrity Readers, Career Day, Storybook Parade, African America Read-In, Hispanic Heritage, Donuts with Dad, Muffins with Mom, Grandparent's Day, Volunteer Appreciation, Teacher/Parent conferences, Reading, Math, and Science Family Night, Field Day and the Award's Day Ceremonies. This year we also added the Dunbar Pyramid Showcase and Winter Program which combined performances of all the schools in the pyramid.

This year, our campus is in its 4th year of implementing the Ron Clark HOUSE system which support our campus' Big Rock: Creating a ***Sense of Belonging*** by building positive relationships. Our campus has also had an active Student Ambassadors and Student Council who engaged in many of the campus events.

Our campus caseworker was added at the beginning of the year and she, along with the counselor provided counseling sessions, nurturing group, and class lessons to support the social and emotional needs of the students.

During the 2022-2023 school year, one of our teachers, served as the coordinator of the FWAS program. This year, the program had more structured activities that actively engaged the students in physical activities. The students' attendance in the FWAS program remained consistent and they stated how much they enjoyed the activities.

The SBDM committee was active and met the required expectations for the year.

Our campus continues to partner with the following organizations: Forest Hill Church of Christ, Black2Life, Children on the Mend, Inc., Dunbar Alumni Association, St. Matthews Missionary Baptist Church, and Mt. Horum Missionary Baptist Church.

Perceptions Strengths

According to the responses of the staff members, our campus has a family oriented vibe. Visitors have entered the campus and commended the staff on the feel and cleanliness of the building.

During the 2022-2023 school year, the parents were more involved in the school family and community events. Over 100 men attended our

Donuts with Dads event and nearly 200 women attended the Muffins with Moms.

The staff participates in a Campus Community Walk, Back to School Event, Open House, and Parent Conferences to build relationships and engage the parents in school events. Over 150 parents participate in our Annual Field Day Event.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to our FOCUS ADA report, our campus attendance data, indicate that Pre-K through 5th grade attendance rate is 93% **Root Cause:** The campus lacks the development of relationships outside of the classroom which supports the students' sense of true connection and belonging which could be supported by increased home visits, outside school event participation, etc.

Problem Statement 2 (Prioritized): 15% (51 out of 345) of the students received discipline referrals and 6% (22 out of 345) of the students received Out of School Suspensions which was above our established goal for the 2022-2023 school year. **Root Cause:** The campus lacked consistency when motivating/encouraging all students to perform at high levels both academically and socially.

Priority Problem Statements

Problem Statement 1: According to the 2022-2023 EOY Reading MAP Growth data, 46% of the Kinder. - 5th grade students met their projected growth.

Root Cause 1: 61% of Kinder through 5th grade teachers have 0 - 3 years of teaching experience and are learning the content and still developing their instructional practices, which consist of how to consistently plan and prepare for the delivery of high-quality Tier 1 instruction with new district curriculum that connects and engages all students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: According to the 2022-2023 EOY Math MAP Growth data, 62% of the Kinder. - 5th grade students met their projected growth.

Root Cause 2: 61% of Kinder through 5th grade teachers have 0 - 3 years of teaching experience and are learning the content and still developing their instructional practices, which consist of how to consistently plan and prepare for the delivery of high-quality Tier 1 instruction with new district curriculum that connects and engages all students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 64% of the identified Gifted and Talented students are meeting their expected growth target on the English Reading MAP, Growth while 57% of the DL students met their expected target on the Spanish Reading.

Root Cause 3: Instructional practices around the implementation of accelerated differentiation for the higher level, Tier I students are needing refinement.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: During the 2022-2023 school year, the CLI Engage data indicates the students in the Dual Language Program showed growth in two of the nineteen categories in Reading (Rapid Letters).

Root Cause 4: Due to a loss of instructional days, personnel changes, and immediate testing, students needed additional support and monitoring in order to get back on track to the progress that was shown during the MOY assessment.

Problem Statement 4 Areas: Demographics

Problem Statement 5: The Kindergarten through 5th grade teachers had to learn the new programs for Reading and Math, as well as the district's curriculum to effectively implement the best practice strategies and resources of the programs. Since the Reading program was scripted, the teachers struggled to make the Reading program reflect their own teaching style.

Root Cause 5: Teachers lack the content knowledge, exposure, and experience with the new resources which require additional training, time, modeling, and monitoring.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: During the 2022-2023 school year, 35% (7 out 20) of the Pre-K through 5th grade Core and SpEd teachers held temporary certification for teaching the core and/or special education content.

Root Cause 6: Teachers lacked the state required content knowledge and pedagogy to successfully pass the EC-6, STR, and PPR Certification tests.

Problem Statement 6 Areas: Demographics

Problem Statement 7: According to our FOCUS ADA report, our campus attendance data, indicate that Pre-K through 5th grade attendance rate is 93%

Root Cause 7: The campus lacks the development of relationships outside of the classroom which supports the students' sense of true connection and belonging which could be supported by increased home visits, outside school event participation, etc.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: 15% (51 out of 345) of the students received discipline referrals and 6% (22 out of 345) of the students received Out of School Suspensions which was above our established goal for the 2022-2023 school year.

Root Cause 8: The campus lacked consistency when motivating/encouraging all students to perform at high levels both academically and socially.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: During the 2022-2023 school year, there was an increase of 10% Out of School Suspensions (from 20 to 22; 15 African American, 6 Hispanic, and 1 two or more races).

Root Cause 9: Due to the newly acquired position of the asst. administrator, there was a lack of knowledge and experience with discipline protocols and the various options for consequences.

Problem Statement 9 Areas: Demographics

District Goals

Revised/Approved: June 13, 2023

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

School Performance Objective 1: *Maintain the percentage of PK students who score On Track on Circle Phonological Awareness in English at 95% (outperformed the district at 79.7%) by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 38% to 65% 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 93% (outperformed the district at 74.8%) to 95% by May 2024.

Evaluation Data Sources: CLI Data (BOY, MOY, & EOY)

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: 65% 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





- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 2 - Perceptions 1

Action Step 1 Details	Reviews			
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. Intended Audience: Pre-Kindergarten Teachers, Pre-K Instructional Partners, Pre-K Early Learning Coaches/ Specialists, and Administrators Provider / Presenter / Person Responsible: Early Learning PK-2 and Literacy Depts. Date(s) / Timeframe: December 2023 Collaborating Departments: Early Learning and Teaching and Learning Departments Delivery Method: In-Person PLCs and Online Trainings	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Pre-K teachers and Instructional Partners will work closely with the EC Coaches to organize the classroom and plan lesson where students are able to actively engage in the learn and play activities. Intended Audience: Pre-Kindergarten Teachers, Pre-K Instructional Partners, Pre-K Early Learning Coaches/ Specialists, and Administrators Provider / Presenter / Person Responsible: Early Learning PK-2 and Literacy Depts. Date(s) / Timeframe: September 29, 2023, December 29, 2023, and March 29, 2024. Collaborating Departments: Early Learning and Teaching and Learning Departments Delivery Method: In-Person Coaching Sessions	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: During the 2022-2023 school year, the CLI Engage data indicates the students in the Dual Language Program showed growth in two of the nineteen categories in Reading (Rapid Letters). Root Cause: Due to a loss of instructional days, personnel changes, and immediate testing, students needed additional support and monitoring in order to get back on track to the progress that was shown during the MOY assessment.
Perceptions
Problem Statement 1: According to our FOCUS ADA report, our campus attendance data, indicate that Pre-K through 5th grade attendance rate is 93% Root Cause: The campus lacks the development of relationships outside of the classroom which supports the students' sense of true connection and belonging which could be supported by increased home visits, outside school event participation, etc.

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 37% to 40% 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 44% (outperformed the district at 42.4%) to 47% 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 27% to 35% by May 2024.

Evaluation Data Sources: NWEA MAP Fluency

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 - 47% of the English and Spanish students in Kinder. through 3rd grade will meet or exceed their targeted growth goals as evident by the NWEA Map Fluency data.
45% of the students in 2nd through 3rd grade will move into the oral reading fluency category.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Recruit, support, retain teachers and principals, 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: Student Learning 1 - School Processes & Programs 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). Intended Audience: Instructional Staff (Administrators, Teachers, Coaches, and Data Analyst) Provider / Presenter / Person Responsible: Teaching and Learning Dept. Date(s) / Timeframe: November 30, 2023, January 31, 2024, and March 28-, 2024 Collaborating Departments: Literacy Depts. Delivery Method: In-Person / Online Trainings		Formative			Summative
		Nov	Jan	Mar	June

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. Intended Audience: Teachers, Campus Instructional Coaches, Data Analyst, and Administrators Provider / Presenter / Person Responsible: Administrators, Campus Instructional Coach, and Data Analyst 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	Formative			Summative
	Nov	Jan	Mar	June
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. Intended Audience: ILT, CIC, Teachers, and DA Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: November 30, 2023 January 31, 2024 Collaborating Departments: Teaching and Learning Dept. Delivery Method: Hands-on / Online Funding Sources: - BEA (199 PIC 25) - 199-61-6399-001-169-25-313-000000 - \$1,581	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: According to the 2022-2023 EOY Reading MAP Growth data, 46% of the Kinder. - 5th grade students met their projected growth. Root Cause: 61% of Kinder through 5th grade teachers have 0 - 3 years of teaching experience and are learning the content and still developing their instructional practices, which consist of how to consistently plan and prepare for the delivery of high-quality Tier 1 instruction with new district curriculum that connects and engages all students.
School Processes & Programs
Problem Statement 1: The Kindergarten through 5th grade teachers had to learn the new programs for Reading and Math, as well as the district's curriculum to effectively implement the best practice strategies and resources of the programs. Since the Reading program was scripted, the teachers struggled to make the Reading program reflect their own teaching style. Root Cause: Teachers lack the content knowledge, exposure, and experience with the new resources which 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 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 44% to 47% 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 52% (outperformed the district at 46.4%) to 56% 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 36% to 40% by May 2024.

Evaluation Data Sources: NWEA MAP Growth and LEXIA Core 5

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: 40% of the Kindergarten through 5th Grade African American students will meet or exceed projected growth on MAP Growth Reading.

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

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, 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

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators, CIC, and DA Date(s) / Timeframe: September 30, 2023 Collaborating Departments: Teaching and Learning Dept. and Campus Technology Specialist Delivery Method: In-Person				

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. Intended Audience: Teachers Provider / Presenter / Person Responsible: Computer Lab Asst., Teachers, Instructional Coaches, & Digital Learning Specialist Date(s) / Timeframe: May 24, 2024 Collaborating Departments: Teaching and Learning and Literacy Dept. Delivery Method: Hands-On Funding Sources: - Title I (211) - 211-11-6129-04U-169-30-510-000000-24F10 - \$26,983, - SCE (199 PIC 24) - 199-11-6116-001-169-24-313-000000- - \$4,607	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: According to the 2022-2023 EOY Reading MAP Growth data, 46% of the Kinder. - 5th grade students met their projected growth. Root Cause: 61% of Kinder through 5th grade teachers have 0 - 3 years of teaching experience and are learning the content and still developing their instructional practices, which consist of how to consistently plan and prepare for the delivery of high-quality Tier 1 instruction with new district curriculum that connects and engages all students.
Problem Statement 2: According to the 2022-2023 EOY Math MAP Growth data, 62% of the Kinder. - 5th grade students met their projected growth. Root Cause: 61% of Kinder through 5th grade teachers have 0 - 3 years of teaching experience and are learning the content and still developing their instructional practices, which consist of how to consistently plan and prepare for the delivery of high-quality Tier 1 instruction with new district curriculum that connects and engages all students.
School Processes & Programs
Problem Statement 1: The Kindergarten through 5th grade teachers had to learn the new programs for Reading and Math, as well as the district's curriculum to effectively implement the best practice strategies and resources of the programs. Since the Reading program was scripted, the teachers struggled to make the Reading program reflect their own teaching style. Root Cause: Teachers lack the content knowledge, exposure, and experience with the new resources which require additional training, time, modeling, and monitoring.
Problem Statement 2: 64% of the identified Gifted and Talented students are meeting their expected growth target on the English Reading MAP, Growth while 57% of the DL students met their expected target on the Spanish Reading. Root Cause: Instructional practices around the implementation of accelerated differentiation for the higher level, Tier I students are needing refinement.

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: Maintain the percentage of PK students who score On Track on Circle Math at 95% (outperformed the district at 84.7%) 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 93% (outperformed the district at 81.6%) to 96% by May 2024.

Evaluation Data Sources: BOY, MOY, EOY CLI Engage

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: 95% 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, 2.5, 2.6
- **TEA Priorities:**
Recruit, support, retain teachers and principals, 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

Problem Statements: Demographics 2 - Perceptions 1

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. Intended Audience: Pre-Kindergarten Teachers, Pre-K/Campus Instructional Coaches, and Administrators Provider / Presenter / Person Responsible: Administrators, Coaches, and Data Analyst Date(s) / Timeframe: September 2023 (BOY), January 2024 (MOY), and May 2024 (EOY) Collaborating Departments: Early Learning PK-2 Delivery Method: In-Person PLCs / Virtual Trainings		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: During the 2022-2023 school year, the CLI Engage data indicates the students in the Dual Language Program showed growth in two of the nineteen categories in Reading (Rapid Letters). **Root Cause:** Due to a loss of instructional days, personnel changes, and immediate testing, students needed additional support and monitoring in order to get back on track to the progress that was shown during the MOY assessment.

Perceptions

Problem Statement 1: According to our FOCUS ADA report, our campus attendance data, indicate that Pre-K through 5th grade attendance rate is 93% **Root Cause:** The campus lacks the development of relationships outside of the classroom which supports the students' sense of true connection and belonging which could be supported by increased home visits, outside school event participation, etc.

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 XX% to XX% 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 XX% to XX% by May 2024.

Evaluation Data Sources: BOY KEA, Growth Math, Performance Task, and Unit Assessments.

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 55% to 60% 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 41% to 46% by May 2024.

Evaluation Data Sources: BOY, MOY, EOY MAP Growth Math, Benchmarks, Performance Task, and Unit Assessments.

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: 46% 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:
Recruit, support, retain teachers and principals, 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
Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators and Campus Instructional Coaches Date(s) / Timeframe: November 30, 2023 January 31, 2024 March 30, 2024 Collaborating Departments: Teaching and Learning Dept. 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. Intended Audience: Teachers, Campus Instructional Coaches, Data Analyst, and Administrators Provider / Presenter / Person Responsible: Teaching and Learning Dept. Date(s) / Timeframe: November 30, 2023, January 31, 2024, and March 30, 2024 Collaborating Departments: Teaching and Learning Dept - Math Delivery Method: In-Person / Online Training	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 3 Problem Statements:

Demographics
Problem Statement 1: During the 2022-2023 school year, 35% (7 out of 20) of the Pre-K through 5th grade Core and SpEd teachers held temporary certification for teaching the core and/or special education content. Root Cause: Teachers lacked the state required content knowledge and pedagogy to successfully pass the EC-6, STR, and PPR Certification tests.
Student Learning
Problem Statement 1: According to the 2022-2023 EOY Reading MAP Growth data, 46% of the Kinder. - 5th grade students met their projected growth. Root Cause: 61% of Kinder through 5th grade teachers have 0 - 3 years of teaching experience and are learning the content and still developing their instructional practices, which consist of how to consistently plan and prepare for the delivery of high-quality Tier 1 instruction with new district curriculum that connects and engages all students. Problem Statement 2: According to the 2022-2023 EOY Math MAP Growth data, 62% of the Kinder. - 5th grade students met their projected growth. Root Cause: 61% of Kinder through 5th grade teachers have 0 - 3 years of teaching experience and are learning the content and still developing their instructional practices, which consist of how to consistently plan and prepare for the delivery of high-quality Tier 1 instruction with new district curriculum that connects and engages all students.
School Processes & Programs
Problem Statement 1: The Kindergarten through 5th grade teachers had to learn the new programs for Reading and Math, as well as the district's curriculum to effectively implement the best practice strategies and resources of the programs. Since the Reading program was scripted, the teachers struggled to make the Reading program reflect their own teaching style. Root Cause: Teachers lack the content knowledge, exposure, and experience with the new resources which require additional training, time, modeling, and monitoring.

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 3rd-5th Grade students scoring at MEETS or above on STAAR Reading from 13.9% to 20% 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 7.5% to 15% by May 2024.

Evaluation Data Sources: BOY, MOY, EOY MAP Growth Math, Benchmarks, Performance Task, and Unit Assessments.

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: XX% 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, 2.5, 2.6
- TEA Priorities:
Recruit, support, retain teachers and principals, 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

Problem Statements: School Processes & Programs 1, 2 - Perceptions 1, 2

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. Intended Audience: Asst. Principal, Campus Instructional Coaches, Data Analyst, Counselor, and Caseworker Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: January 12, 2024 and May 10, 2024 Collaborating Departments: Teaching and Learning Dept. Delivery Method: In Person PLCs		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
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. Intended Audience: Teachers and Students Provider / Presenter / Person Responsible: Campus Instructional Coaches, Data Analyst, and Administrators Date(s) / Timeframe: December 15, 2023, March 29, 2024, and May 10, 2024 Collaborating Departments: Teaching and Learning and ADQ Dept Delivery Method: In Person PLCs	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 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The Kindergarten through 5th grade teachers had to learn the new programs for Reading and Math, as well as the district's curriculum to effectively implement the best practice strategies and resources of the programs. Since the Reading program was scripted, the teachers struggled to make the Reading program reflect their own teaching style. Root Cause: Teachers lack the content knowledge, exposure, and experience with the new resources which require additional training, time, modeling, and monitoring.</p> <p>Problem Statement 2: 64% of the identified Gifted and Talented students are meeting their expected growth target on the English Reading MAP, Growth while 57% of the DL students met their expected target on the Spanish Reading. Root Cause: Instructional practices around the implementation of accelerated differentiation for the higher level, Tier I students are needing refinement.</p>
Perceptions
<p>Problem Statement 1: According to our FOCUS ADA report, our campus attendance data, indicate that Pre-K through 5th grade attendance rate is 93% Root Cause: The campus lacks the development of relationships outside of the classroom which supports the students' sense of true connection and belonging which could be supported by increased home visits, outside school event participation, etc.</p> <p>Problem Statement 2: 15% (51 out of 345) of the students received discipline referrals and 6% (22 out of 345) of the students received Out of School Suspensions which was above our established goal for the 2022-2023 school year. Root Cause: The campus lacked consistency when motivating/encouraging all students to perform at high levels both academically and socially.</p>

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

School Performance Objective 2: Increase the percentage of 3rd-5th Grade students scoring at MEETS or above on STAAR Math from 8.8% to 13.8% 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 6% to 11% by May 2024.

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: XX% 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, 2.5, 2.6
- TEA Priorities:
Recruit, support, retain teachers and principals, 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
Problem Statements: Demographics 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 opportunity, and actionable items. Intended Audience: Administrators, Coaches, Data Analyst, Counselor, and Caseworker Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: January 12, 2024, and May 10, 2024 Collaborating Departments: Teaching and Learning and ADQ Dept. 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. 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: Teaching and Learning Dept Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: 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. 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: Teaching and Learning and ADQ Dept. Delivery Method: In-Person PLCs Funding Sources: - Title I (211) - 211-13-6119-04E-169-30-510-000000-24F10 - \$86,946	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: 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. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators, Campus Instructional Coaches, Data Analyst, and Teachers Date(s) / Timeframe: November 30, 2023, January 31, 2024, and March 31, 2024 Collaborating Departments: Teaching and Learning Dept. Delivery Method: In-Person and Online	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

Problem Statement 2: During the 2022-2023 school year, the CLI Engage data indicates the students in the Dual Language Program showed growth in two of the nineteen categories in Reading (Rapid Letters). **Root Cause:** Due to a loss of instructional days, personnel changes, and immediate testing, students needed additional support and monitoring in order to get back on track to the progress that was shown during the MOY assessment.

School Processes & Programs

Problem Statement 1: The Kindergarten through 5th grade teachers had to learn the new programs for Reading and Math, as well as the district's curriculum to effectively implement the best practice strategies and resources of the programs. Since the Reading program was scripted, the teachers struggled to make the Reading program reflect their own teaching style. **Root Cause:** Teachers lack the content knowledge, exposure, and experience with the new resources which require additional training, time, modeling, and monitoring.

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 7% (24 out of 345 students) to 5% (18 or fewer out of 345 students) by May 2024.

Evaluation Data Sources: Focus Attendance Reports, Focus Contact & Notes, and Google Docs Excel Spreadsheet

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 7% (24 students) to 5% (18 or fewer students).

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

Title I:

2.4, 2.6, 4.1

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 3 - Perceptions 1, 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Re-define the roles and responsibilities of the attendance committee members to establish systems and procedures for reviewing the data to identify students with chronic attendances, create a plan of action, monitor and document, and identify ways of celebrating those identified students (home visits, warm calls, electronic notifications, and restoration). Intended Audience: Teachers, Counselor, Case Managers, and Administrators Provider / Presenter / Person Responsible: Asst. Principal and the Attendance Committee Date(s) / Timeframe: August 31, 2023, September 29,2023, October 31, 2023, November 30, 2023, January31, 2024, February29, 2024, March 29, 2024, April 30, 2024, and May 17, 2024 Collaborating Departments: Student Records Delivery Method: In-Person and Virtual				

Action Step 2 Details	Reviews			
Action Step 2: Recognize and celebrate students with Perfect and Most Improved Attendance throughout the school year. Intended Audience: Teachers Provider / Presenter / Person Responsible: Asst. Administrator, Counselor, Case Manager, and Attendance Committee Date(s) / Timeframe: September 22, 2023, October 27, 2023, December 21, 2023, February 9, 2024, April 12, 2024, and May 23, 2024 Collaborating Departments: Parent Partnership Delivery Method: 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:

Demographics
Problem Statement 3: During the 2022-2023 school year, there was an increase of 10% Out of School Suspensions (from 20 to 22; 15 African American, 6 Hispanic, and 1 two or more races). Root Cause: Due to the newly acquired position of the asst. administrator, there was a lack of knowledge and experience with discipline protocols and the various options for consequences.
Perceptions
Problem Statement 1: According to our FOCUS ADA report, our campus attendance data, indicate that Pre-K through 5th grade attendance rate is 93% Root Cause: The campus lacks the development of relationships outside of the classroom which supports the students' sense of true connection and belonging which could be supported by increased home visits, outside school event participation, etc. Problem Statement 2: 15% (51 out of 345) of the students received discipline referrals and 6% (22 out of 345) of the students received Out of School Suspensions which was above our established goal for the 2022-2023 school year. Root Cause: The campus lacked consistency when motivating/encouraging all students to perform at high levels both academically and socially.

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 51 to 46 (10%) 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 15 to 13 (15%) by May 2024.

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

Strategy 1: Build positive relationship and create a sense of belonging with the Sunrise 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 Referral rate will decrease by 10% from 51 to 46 during the 2023-2024 school year

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

Title I:

2.6

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 3 - Perceptions 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. 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: Student Support Dept. Delivery Method: In-Person and/or Virtual	Formative			Summative
	Nov	Jan	Mar	June

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. 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	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: During the 2022-2023 school year, there was an increase of 10% Out of School Suspensions (from 20 to 22; 15 African American, 6 Hispanic, and 1 two or more races). Root Cause: Due to the newly acquired position of the asst. administrator, there was a lack of knowledge and experience with discipline protocols and the various options for consequences.
Perceptions
Problem Statement 2: 15% (51 out of 345) of the students received discipline referrals and 6% (22 out of 345) of the students received Out of School Suspensions which was above our established goal for the 2022-2023 school year. Root Cause: The campus lacked consistency when motivating/encouraging all students to perform at high levels both academically and socially.

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.

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

Strategy 1: Build positive relationship and create a sense of belonging with the Sunrise 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 10% from 51 to 46 during the 2023-2024 school year

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

Title I:

2.6

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

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

Problem Statements: Demographics 3 - Perceptions 2

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. 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 23th Collaborating Departments: Student Support Dept. Delivery Method: In-Person and/or Virtual		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Utilize the campus student support team (counselor and 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. Intended Audience: Teachers Provider / Presenter / Person Responsible: Counselor, Case Managers, and Administrators Date(s) / Timeframe: Monthly: August 31, 2023, September 29, 2023, October 27, 2023, November 30, 2023, December 20, 2023, January 31, 2024, February 29, 2024, March 28, 2024, April 30, 2024, and May 20, 2024 Collaborating Departments: Student Support Dept. Delivery Method: In-Person and/or Virtual	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 3 Problem Statements:

Demographics
Problem Statement 3: During the 2022-2023 school year, there was an increase of 10% Out of School Suspensions (from 20 to 22; 15 African American, 6 Hispanic, and 1 two or more races). Root Cause: Due to the newly acquired position of the asst. administrator, there was a lack of knowledge and experience with discipline protocols and the various options for consequences.
Perceptions
Problem Statement 2: 15% (51 out of 345) of the students received discipline referrals and 6% (22 out of 345) of the students received Out of School Suspensions which was above our established goal for the 2022-2023 school year. Root Cause: The campus lacked consistency when motivating/encouraging all students to perform at high levels both academically and socially.

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

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 5 to 8 by May 2024.

Evaluation Data Sources: SBDM Committee and Leadership Team Survey, Sign-in sheets, and Raptor Report

Strategy 1: Facilitate ongoing parent and family events that reinforce the mission, vision, and goals of the campus in order to increase parental involvement.

Strategy's Expected Result/Impact: 20% increase of parents and community members that will attend and volunteer at family engagement events.

Staff Responsible for Monitoring: Family Engagement Specialist, Counselor, Case Managers, and Administrators

Title I:

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

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. Intended Audience: Teachers, Campus Instructional Coaches, Student Support, and Data Analyst Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: October 31, 2023 Collaborating Departments: Student Support Dept. and Parent Partnership Delivery Method: In-Person Funding Sources: - Parent Engagement - 211-61-6399-04L-169-30-510-000000-24F10 - \$1,048, - Parent Engagement - 211-61-6499-04L-169-30-510-000000-24F10 - \$800				

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. Intended Audience: Teachers Provider / Presenter / Person Responsible: Family Engagement Specialist, Counselor, and Case Manager Date(s) / Timeframe: September 29, 2023 Collaborating Departments: Parent Partnership and Students Support Dept. Delivery Method: Parent Partnership and Students Support Dept.	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 4 Problem Statements:

Perceptions
Problem Statement 1: According to our FOCUS ADA report, our campus attendance data, indicate that Pre-K through 5th grade attendance rate is 93% Root Cause: The campus lacks the development of relationships outside of the classroom which supports the students' sense of true connection and belonging which could be supported by increased home visits, outside school event participation, etc.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		Computer Lab Assistant	211-11-6129-04U-169-30-510-000000-24F10	\$26,983.00
3	2	1	3		Data Analyst	211-13-6119-04E-169-30-510-000000-24F10	\$86,946.00
Sub-Total							\$113,929.00
Budgeted Fund Source Amount							\$92,205.72
+/- Difference							-\$21,723.28
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)	199-11-6116-001-169-24-313-000000-	\$4,607.00
Sub-Total							\$4,607.00
Budgeted Fund Source Amount							\$4,607.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1		Supplies and materials for parental involvement	211-61-6399-04L-169-30-510-000000-24F10	\$1,048.00
4	4	1	1		Snacks for Parents to promote participation	211-61-6499-04L-169-30-510-000000-24F10	\$800.00
Sub-Total							\$1,848.00
Budgeted Fund Source Amount							\$1,848.00
+/- Difference							\$0.00

BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	3		Supplies and materials - parent/community	199-61-6399-001-169-25-313-000000	\$1,581.00
Sub-Total							\$1,581.00
Budgeted Fund Source Amount							\$1,581.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$216.00
+/- Difference							\$216.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$2,828.00
+/- Difference							\$2,828.00
Grand Total Budgeted							\$103,285.72
Grand Total Spent							\$121,965.00
+/- Difference							-\$18,679.28