

Fort Worth Independent School District

208 T.A. Sims Elementary School

2023-2024 Improvement Plan



Mission Statement

Mission Statement

The mission of T. A. Sims Elementary School is to encourage, educate, and empower each child by providing positive learning experiences that result in student success.

Vision

Vision

We believe in meeting students where they are and consistently encouraging, educating, and empowering each child so they can go far!

Value Statement

Values

Encourage – We believe we can achieve great things individually and as a team!

Educate – We believe that education is the key to success and we always do our best!

Empower- We believe in meeting students where they are and providing the necessary motivation & support so they go far!

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Comprehensive Needs Assessment

Revised/Approved: September 20, 2023

Demographics

Demographics Summary

T. A. Sims Elementary School is an urban campus within the historic Polytechnic Heights community located in southeast Fort Worth, Texas. It was originally founded in 1989 and named after Dr. T. A. Sims, the longest-serving member of the Fort Worth Independent School Board. T. A. Sims Elementary educates approximately 600 students in grades Pre-K 3 through 5th. Our diverse school population consist of 87% Hispanic, 12% African-American, 1% White/Other, and 58% Emerging Bilingual. We have several invested community partners that help support our campus efforts including: Forth Worth Children's Partnership, Poly United Community Center, First United Methodist Church, and Kid's Hope. We provide Regular Programming, one-way Dual Language, ESL, Gifted and Talented, Rigorous Individualized Specialized Education (RISE), Inclusion, and Resource Special Education classes. Our school provides extracurricular activities for students beyond the school day including Fort Worth After School Program, Tutoring, Art Club, UIL, Football, Softball, Soccer, and Cheerleading.

Demographics	Number of Students	Percentage
Total Student Enrollment	583	
Asian	1	0.17%
Black or African American	48	8%
Hispanic or Latino	525	90%
White	9	1.54%
Special Populations		
Dyslexia	24	4.12%
Economically Disadvantage	570	97.77%
Emerging Bilingual	344	59%
GT	34	5.83%
SpED	66	11.32%

Demographics Strengths

We currently have 583 students which surpassed projections by thirty students. and have We provide multiple resources to support the economic needs of students and their families including free breakfast and lunch for all students, chromebooks for students, school supplies, uniforms, and winter coats for those in need. We also provide after school programming that includes homework help, STEM activities, fine arts, and dinner for students 3rd-5th grade. Pre-K3 classes are offered for students who qualify and live in our attendance zone. Extra-curricular activities that include Art Club, UIL, football, soccer, softball, and cheerleading are provided to students 3rd-5th grade. We have several SEL supports in place to assist students including the use of Restorative Practices and PBIS as well as a full-time certified counselor, social worker. We have highly qualified SPED staff that provide services and consultation to meet the diverse needs of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 29% of students at T. A. Sims ES are labeled as chronically absent. **Root Cause:** Our attendance committee needs more specificity including clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.

Problem Statement 2 (Prioritized): The demographic group with the highest percentage of chronically absent students is African American, where 43% of students are identified as chronically absent. **Root Cause:** Minimum processes in place to target and address the causal factors impacting African-American students attendance rate.

Student Learning

Student Learning Summary

T. A. Sims Elementary School is currently rated as a Texas Education Agency B rated campus because of student growth in math and reading. The campus grew 5 points overall from its previous C campus rating prior to COVID to earn the 80-B campus rating and scored 82-B rating for academic growth. To help address learning gaps and to accelerate students, T.A. Sims Elementary offers extended learning time via after school tutoring, Saturday Learning, and Summer School. We have 5 TIA designated teachers serving our 3rd-5th Grade students, Special Education Inclusion/Resource, 2 Dyslexia Teachers, and a Title I Teacher Assistant to help support students with additional academic needs and accelerate academic growth for all students. Additionally, T. A. Sims Elementary School has a Data Analyst, Instructional Coach, and several part time professional staff which also help build teacher capacity and support identified students including: a diagnostician, speech language pathologist teacher, bilingual speech assistant, and Licensed Specialists in School Psychology.

Domain 1

READING	Actual 2023	MATH	Actual 2023	SCIENCE	Actual 2023
Approaches	54%	Approaches	58%	Approaches	56%
Meets	24%	Meets	32%	Meets	16%
Masters	5%	Masters	8%	Masters	3%

Domain 2A

READING	# Students 2023	MATH	# Students 2023
Low DNM	73	Low DNM	53
High DNM	50	High DNM	64
Low App	43	Low App	29
High APP	36	High APP	33
Meets	46	Meets	60

READING	# Students 2023	MATH	# Students 2023
Masters	12	Masters	20

Student Learning Strengths

Comparing 2022 to 2023 STAAR results, progress was demonstrated with an increase in Meets for Math increasing by 7 points from 25% to 32%, Masters for Math increasing by 2 points from 6% to 8%, and Approaches for Math remaining the same. There was also significant progress in STAAR Science demonstrated with an increase in Approaches for Science increasing by 27 points from 29% to 56%, Meets for Science increasing by 1 point from 15% to 16%, and Masters slightly decreasing from 6% to 3%. Although there were no significant gains in STAAR Reading there was marked growth in MAP with grade levels demonstrating expected growth from Fall to Spring. 3rd-5th Grade met or exceeded the grade level norms for projected growth in both Reading and Math. 89.5% of Pre-K students met expectations and were considered "On Track" on the English Circle Phonological Awareness assessment. 82.5% of Pre-K students met expectations and were considered "On Track" on the Spanish Circle Phonological Awareness assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All 3rd-5th grade students are underperforming the district by 10 percent at the "meets" level on the STAAR RLA assessment in English. **Root Cause:** Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS-aligned lessons.

Problem Statement 2: All 3rd-5th grade students are underperforming the district by 8 percent at the "meets" level on the STAAR Math assessment. **Root Cause:** Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS-aligned lessons.

Problem Statement 3 (Prioritized): All K-3 students are underperforming their district peers on key fluency indicators on the MAP Fluency assessment by 15 percentage points. **Root Cause:** K-3 teachers need explicit instruction on acceleration techniques for teaching Spanish reading including a focus on: phonics/ word recognition and oral reading fluency

School Processes & Programs

School Processes & Programs Summary

The school culture at T. A. Sims Elementary School is focused on academic success for all students in a safe and positive learning environment with standards aligned lesson plans and instructional delivery that include formative and summative assessments to promote mastery of the TEKS aligned learning objective.

We are developing a data-rich campus culture focused on student growth and achievement, teachers also use the daily formative assessments to monitor student learning and adjust instruction based-on student needs each day by focusing on the misconception from the previous day's learning and providing students with an opportunity to correct the misconception and master the skill.

T. A. Sims Elementary utilizes the Ron Clark Academy House system as part of our Positive Behavior Intervention and Support Management System. Students 3rd-5th Grade are inducted into a House and able to earn points for their House in the following categories: academics, attendance, citizenship, effort, and school spirit. Each six weeks, the House with the most points is celebrated with a party. This also creates smaller communities within the school and provides opportunities for student leadership in their Houses. These Houses have also greatly increased school spirit. On Friday's staff and students wear their House colors and end the day in the gym with a House Meeting to build comradery, develop leadership skills, and celebrate wins. PK-2 students work to earn Bulldog Bucks for behavior, attendance, and academic. PK-2 students enjoy trading in their Bulldog Bucks bi-weekly at the Bulldog Store.

Another culture-building aspect is our monthly committees. At the beginning of the year, teachers and staff join a monthly committee which, in communication with Campus Admin, creates and shares out a monthly calendar of events for students, staff, and families.

For campus leadership, the Instructional Leadership Team consists of the principal, assistant principal, data analyst, and one instructional coach. Each grade level, including electives, has a grade level leader and at the start of the year, the faculty votes on the CERC team comprised of staff members who act as an advising body to the principal.

The Student Support Team consist of the principal, assistant principal, counselor, family engagement specialist, social worker, data analyst and teacher leaders as appropriate.

School Processes & Programs Strengths

Recognition and celebration of cultural heritage and school spirit is a campus strength and can be seen in the art work displayed as well as the special events, dress up days, and bulletin board displays.

Staff feel as though they have instructional support through instructional coaching, weekly PLCs, feedback from the Instructional Leadership Team, and collaboration with their colleagues across grade levels.

Communication to staff and families via newsletters, activity calendars, call outs, and social media is a culture building strength.

T. A. Sims Elementary takes pride in being a one-way dual language campus that serves our 59% of EB students in their native Spanish language. All teachers are fully certified to teach their assigned grade level and content. Five of our 3rd-5th grade teachers are designated TIA teachers with proven success to improve student outcomes that will serve to fulfill the HB1416 intention requirements for students that did not pass STAAR

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): K-5th grade students underperformed their district peers in meeting or exceeding their expected growth on the MAP Math MOY assessment by 3%. **Root Cause:** Teachers need support understanding the depth of the state standards and the vertical alignment of Math TEKS K-5 to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

Problem Statement 2 (Prioritized): SBDM meets to discuss campus data and initiatives. However, there isn't a clear process to disseminate information campus-wide on next steps to address areas of concern. **Root Cause:** Lack of communication about causal factors and the next steps needed by campus to improve the areas of concern.

Perceptions

Perceptions Summary

Campus Climate

Parent participation: Our largest parent participation events are Meet The Teacher, Open House, Fall Festival, Field Day, Awards Assemblies, and Sports Events with attendance between 300-500 parents/family members at these events. T. A. Sims Elementary does not have an active PTA.

Community Partnerships: Kid's Hope of First United Methodist Church provides mentors for our students. Poly UCC provides after-school care, summer programs, and parent resources. Our campus is part of the Fort Worth Children's

Partnership (FWCP) which supports our campus in several different areas including providing the opportunity for our PreK and Kindergarten students to attend Museum School biweekly. They also fund a swim camp in partnership with TCU in the summer. Incentives for staff, students, and families are funded by FWCP to improve attendance, academics, and conduct.

Campus Committees: All staff commit to being part of a committee each year. These committees include attendance, Positive Behavior Intervention, Support, LPAC, Grade Level Leads, House Leads, or monthly culture committees. The monthly culture committees are responsible for planning and communicating activities during their assigned month. These activities must include staff, student, and family components. Once the activities have been approved by the principal, the committee creates, posts, and distributes a monthly calendar, so all staff, students, and families can participate.

House System: Students, staff, and parents are excited to belong to our House System. The four Houses, Altruismo, Amistad, Isibindi, and Reveur are modeled after the Ron Clark House System. House committee members attended Ron Clark training to ensure the system was implemented effectively. Campus staff and students in 3rd-5th Grade are inducted into one of the houses which they will be a part of their entire time at T. A. Sims ES. Students are able to earn points for their House through grades, citizenship, effort, attendance, and other positive ways. These points can be added by any staff member on campus via the Ron Clark app. The points update instantly and can be displayed for students to see easily on monitors in the hallway and cafeteria. Student names are also displayed when they earn points. Every six weeks, the house with the most points receives a house party! These parties have included: renting video game trucks, life-size game parties, movie parties, amazing race parties, and more. Students dress up every Friday in their house colors and wear their campus provided house shirts. Friday afternoons conclude with House meetings to promote comradery, and leadership skills, and to celebrate wins. This has been a positive addition to our campus to build campus spirit, student leadership, and responsibility, and to create a feeling of belonging across the campus.

Perceptions Strengths

T. A. Sims Elementary has a strong and collaborative campus climate and culture. Students actively participate in school events and demonstrate leadership and respect. Most students have good attendance and demonstrate good conduct. There is good staff attendance and staff commitment to work extended hours and participate in after-school activities. There are multiple fun activities and dress-up days planned and communicated with families to increase student experience. We have healthy parent participation in campus events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): African American students are being disciplined disproportionately. 3 % ISS and OSS from their peers 2%. **Root Cause:** Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching.

Problem Statement 2 (Prioritized): The highest need students have minimal parent involvement in activities that promote student achievement, attendance, and good behavior. **Root Cause:** Lack of strategic and systematic plan to engage marginalized families.

Priority Problem Statements

Problem Statement 1: 29% of students at T. A. Sims ES are labeled as chronically absent.

Root Cause 1: Our attendance committee needs more specificity including clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.

Problem Statement 1 Areas: Demographics

Problem Statement 2: All 3rd-5th grade students are underperforming the district by 10 percent at the "meets" level on the STAAR RLA assessment in English.

Root Cause 2: Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS-aligned lessons.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: K-5th grade students underperformed their district peers in meeting or exceeding their expected growth on the MAP Math MOY assessment by 3%.

Root Cause 3: Teachers need support understanding the depth of the state standards and the vertical alignment of Math TEKS K-5 to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: African American students are being disciplined disproportionately. 3 % ISS and OSS from their peers 2%.

Root Cause 4: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: All K-3 students are underperforming their district peers on key fluency indicators on the MAP Fluency assessment by 15 percentage points.

Root Cause 5: K-3 teachers need explicit instruction on acceleration techniques for teaching Spanish reading including a focus on: phonics/ word recognition and oral reading fluency

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The highest need students have minimal parent involvement in activities that promote student achievement, attendance, and good behavior.

Root Cause 6: Lack of strategic and systematic plan to engage marginalized families.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: The demographic group with the highest percentage of chronically absent students is African American, where 43% of students are identified as chronically absent.

Root Cause 7: Minimum processes in place to target and address the causal factors impacting African-American students attendance rate.

Problem Statement 7 Areas: Demographics

Problem Statement 8: SBDM meets to discuss campus data and initiatives. However, there isn't a clear process to disseminate information campus-wide on next steps to address areas of concern.

Root Cause 8: Lack of communication about causal factors and the next steps needed by campus to improve the areas of concern.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

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

District Goals

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 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 84.6% to 90% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 64.1% to 70% 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 64% to 70% by May 2024.

High Priority

Evaluation Data Sources: CLI Wave 3 for PK3 and PK4

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process, the FWISD Instructional Framework process, and Lead4Ward to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Enhanced teacher skills and knowledge to plan effective lessons.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3

Action Step 1 Details	Reviews			
Action Step 1: Instructional Leadership Team supports teachers in delivering aligned instruction, activities, and assessments by using professional development time to teach teachers how to fully unpack standards and evaluate lessons for alignment and/or make adjustments as needed to ensure alignment to the tier 1 level of rigor outlined in the TEKS. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-October Collaborating Departments: Literacy Dept Delivery Method: In Person Funding Sources: Supplies and materials for instructional use to implement aligned instruction - Title I (211) - 211-11-6399-04E-208-30-510-000000-24F10 - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: The instructional leadership team will review daily lesson plans on a weekly basis and provide teachers with feedback in a timely manner to allow for lesson adjustments. Intended Audience: ILT and Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Throughout the year Collaborating Departments: Literacy Delivery Method: In-Person, Strive	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Instructional Leadership Team will ensure teachers are implementing the lesson plan feedback in their daily instructional delivery via frequent, intentionally scheduled, classroom walkthroughs and observations. Intended Audience: ILT and teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Throughout the year Collaborating Departments: Literacy Dept. Delivery Method: In-person, Strive	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs with district-approved resources (Amplify/Estrellita/Esperanza/Lunita/Escalera/Lexia/Neuhaus) and data with K-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Enhanced teacher skills and knowledge to plan effective lessons.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3

Action Step 1 Details	Reviews			
Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-October Collaborating Departments: Literacy Dept. Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Instructional Leadership Team ensures teachers are delivering the planned differentiated instruction via lesson plan analysis and feedback as well as frequent, intentionally scheduled, classroom walkthroughs and observations. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Weekly throughout the year Collaborating Departments: Literacy Dept. Delivery Method: In-person, digital lesson plans, Strive	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Instructional Leadership Team will partner with the district to research district-approved supports & interventions for each content, grade level, and program. Intended Audience: ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-October Collaborating Departments: Emerging Bilingual & Literacy Dept. Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Instructional Leadership Team provides timely professional development to staff about the purpose for and use of relevant district-approved instructional supports & interventions. Intended Audience: Teachers Provider / Presenter / Person Responsible: iLT Date(s) / Timeframe: August-December Collaborating Departments: Emerging Bilingual & Literacy Dept. Delivery Method: In-person	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:

Student Learning
Problem Statement 1: All 3rd-5th grade students are underperforming the district by 10 percent at the "meets" level on the STAAR RLA assessment in English. Root Cause: Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS-aligned lessons.
Problem Statement 3: All K-3 students are underperforming their district peers on key fluency indicators on the MAP Fluency assessment by 15 percentage points. Root Cause: K-3 teachers need explicit instruction on acceleration techniques for teaching Spanish reading including a focus on: phonics/ word recognition and oral reading fluency

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 48% to 53% 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 30% to 35% 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 33% to 38% by May 2024.

Evaluation Data Sources: MAP Fluency EOY English and Spanish

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process, the FWISD Instructional Framework process, and Lead4Ward to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Enhanced teacher skills and knowledge to plan effective lessons.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- **TEA Priorities:**





Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3

Action Step 1 Details		Reviews			
Action Step 1: Instructional Leadership Team supports teachers in delivering aligned instruction, activities, and assessments by using professional development time to teach teachers how to fully unpack standards and evaluate lessons for alignment and/or make adjustments as needed to ensure alignment to the tier 1 level of rigor outlined in the TEKS. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-October Collaborating Departments: Literacy, Lead4ward, ESC Region 11 Delivery Method: In-person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: The instructional leadership team will review daily lesson plans on a weekly basis and provide teachers with feedback in a timely manner to allow for lesson adjustments. Intended Audience: Teachers & ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Weekly throughout the year Collaborating Departments: Literacy Delivery Method: In-person, digital lesson plans	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: The Instructional Leadership Team will ensure teachers are implementing the lesson plan feedback in their daily instructional delivery via frequent, intentionally scheduled, classroom walkthroughs and observations. Intended Audience: ILT and teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Throughout the year Collaborating Departments: Literacy Delivery Method: In-person, Strive	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs with district-approved resources (Amplify/Estrellita/Esperanza/Lunita/Escalera/Lexia/Neuhaus) and data with K-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Enhanced teacher skills and knowledge to plan effective lessons.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals





- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3

Action Step 1 Details	Reviews			
Action Step 1: The Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-October Collaborating Departments: Literacy Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: The Instructional Leadership Team ensures teachers are delivering the planned differentiated instruction via lesson plan analysis and feedback as well as frequent, intentionally scheduled, classroom walkthroughs and observations. Intended Audience: ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Weekly throughout the year Collaborating Departments: Literacy Delivery Method: In-person, digital lesson plans, Strive	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Instructional Leadership Team will partner with the district to research district-approved supports and interventions for each content, grade level, and program. Intended Audience: ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-October Collaborating Departments: Emerging Bilingual & Literacy Dept. Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: The Instructional Leadership Team provides timely professional development to staff about the purpose for and use of district-approved resources, instructional supports and interventions to improve instructional staff's effectiveness and student progress on foundational literacy skills and reading comprehension Intended Audience: Teachers & Teacher Assistants Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-December Collaborating Departments: Emerging Bilingual & Literacy Dept. Delivery Method: In-person Funding Sources: Teacher Assistant Professional Development - Title I (211) - 211-11-6116-OPD-208-30-510-000000-24F10 - \$2,000, Teacher Professional Development - Title I (211) - 211-11-6116-OPD-208-30-510-000000-24F10 - \$2,787	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: All 3rd-5th grade students are underperforming the district by 10 percent at the "meets" level on the STAAR RLA assessment in English. Root Cause: Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS-aligned lessons.
Problem Statement 3: All K-3 students are underperforming their district peers on key fluency indicators on the MAP Fluency assessment by 15 percentage points. Root Cause: K-3 teachers need explicit instruction on acceleration techniques for teaching Spanish reading including a focus on: phonics/ word recognition and oral reading fluency

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 47% to 52% 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 38% to 43% 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 33% to 38% by May 2024.

Evaluation Data Sources: K-5 MAP Reading EOY

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

Strategy's Expected Result/Impact: Enhanced teacher skills and knowledge to plan effective lessons.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- **TEA Priorities:**





Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3

Action Step 1 Details		Reviews			
Action Step 1: The Instructional Leadership Team supports teachers in delivering aligned instruction, activities, and assessments by using professional development time to teach teachers how to fully unpack standards and evaluate lessons for alignment and/or make adjustments as needed to ensure alignment to the tier 1 level of rigor outlined in the TEKS. Intended Audience: Teachers Provider / Presenter / Person Responsible: iLT Date(s) / Timeframe: August-October Collaborating Departments: Literacy Dept. Delivery Method: In-person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: The instructional leadership team will review daily lesson plans on a weekly basis and provide teachers with feedback in a timely manner to allow for lesson adjustments. Intended Audience: Teachers and ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Weekly throughout the year Collaborating Departments: Literacy Dept. Delivery Method: In-person and digital lesson plans	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: The Instructional Leadership Team will ensure teachers are implementing the lesson plan feedback in their daily instructional delivery via frequent, intentionally scheduled, classroom walkthroughs and observations. Intended Audience: ILT and Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Throughout the year Collaborating Departments: Literacy Dept. Delivery Method: In-person, Strive	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/Estrellita/Esperanza/Lunita/Escalera/Lexia/Neuhaus) and data with K-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Enhanced teacher skills and knowledge to plan effective lessons.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- **TEA Priorities:**





Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3

Action Step 1 Details	Reviews			
Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-October Collaborating Departments: Literacy Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Instructional Leadership Team ensures teachers are delivering the planned differentiated instruction via lesson plan analysis and feedback as well as frequent, intentionally scheduled, classroom walkthroughs and observations. Intended Audience: ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Weekly throughout the year Collaborating Departments: Literacy Delivery Method: In-person, digital lesson plans, in STRIVE	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Instructional Leadership Team will partner with the district to research district-approved supports for each content, grade level, and program. Intended Audience: ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-October Collaborating Departments: Literacy Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: The Instructional Leadership Team provides timely professional development to staff about the purpose for and use of relevant district-approved instructional supports. Intended Audience: Teachers	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-December Collaborating Departments: Literacy Delivery Method: In-person				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: All 3rd-5th grade students are underperforming the district by 10 percent at the "meets" level on the STAAR RLA assessment in English. Root Cause: Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS-aligned lessons.</p> <p>Problem Statement 3: All K-3 students are underperforming their district peers on key fluency indicators on the MAP Fluency assessment by 15 percentage points. Root Cause: K-3 teachers need explicit instruction on acceleration techniques for teaching Spanish reading including a focus on: phonics/ word recognition and oral reading fluency</p>

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

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 85% to 90% 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 79% to 84% by May 2024.

Evaluation Data Sources: Circle Math EOY

Strategy 1: Continue to develop the capacity of regular program and dual language PK3 and PK4 teachers by ensuring they are effectively utilizing the Creative Curriculum.





Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track in Circle Math in English and Spanish

Staff Responsible for Monitoring: ILT

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details		Reviews			
Action Step 1: The Instructional Leadership Team supports teachers in delivering aligned instruction, activities, and assessments by using professional development time to teach teachers how to fully unpack standards and evaluate lessons for alignment and/or make adjustments as needed to ensure alignment to the tier 1 level of rigor outlined in the PK Standards. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-October Collaborating Departments: Early Learning Delivery Method: In Person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: The instructional leadership team will review daily lesson plans on a weekly basis and provide teachers with feedback in a timely manner to allow for lesson adjustments. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-May Collaborating Departments: Early Learning & Math Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: The Instructional Leadership Team will ensure teachers are implementing the lesson plan feedback in their daily instructional delivery via frequent, intentionally scheduled, classroom walkthroughs and observations. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-May Collaborating Departments: Early Learning Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: K-5th grade students underperformed their district peers in meeting or exceeding their expected growth on the MAP Math MOY assessment by 3%. Root Cause: Teachers need support understanding the depth of the state standards and the vertical alignment of Math TEKS K-5 to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

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 40% 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 86% to 90% by May 2024.

Evaluation Data Sources: TX KEA EOY

Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, and Math Framework to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.





Strategy's Expected Result/Impact: Build teacher capacity in planning and delivering this new curriculum to increase the percentage of Kinder students who score On Track on TX-KEA Math.

Staff Responsible for Monitoring: ILT

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details		Reviews			
Action Step 1: The Instructional Leadership Team supports teachers in developing rigorous lessons that meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation of which plans for both scaffolds and enrichment in each day's lesson. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-May Collaborating Departments: Math Delivery Method: In Person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: The Instructional Leadership Team ensures teachers are delivering the planned differentiated instruction via lesson plan analysis and feedback as well as frequent, intentionally scheduled, classroom walkthroughs and observations. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-May Collaborating Departments: Math Delivery Method: In-person, lesson plans, Strive	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: The Instructional Leadership Team provides timely professional development to staff about the purpose for and use of relevant high-quality instructional materials and district-approved instructional supports. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-December Collaborating Departments: Math Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: K-5th grade students underperformed their district peers in meeting or exceeding their expected growth on the MAP Math MOY assessment by 3%. Root Cause: Teachers need support understanding the depth of the state standards and the vertical alignment of Math TEKS K-5 to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

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 54% 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 51% to 60% by May 2024.

Evaluation Data Sources: EOY MAP Growth Math

Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math Framework to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.





Strategy's Expected Result/Impact: Build teacher capacity in planning and delivering this new curriculum to increase the percentage of K-5 students who meet or exceed growth expectations on the MAP Math EOY assessment.

Staff Responsible for Monitoring: ILT

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: The instructional leadership team will review daily lesson plans on a weekly basis and provide teachers with feedback in a timely manner to allow for lesson adjustments. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Weekly throughout the year Collaborating Departments: Math Delivery Method: In-person, lesson plans	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: The Instructional Leadership Team will ensure teachers are implementing the lesson plan feedback in their daily instructional delivery via frequent, intentionally scheduled, classroom walkthroughs and observations. Intended Audience: ILT and Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-May Collaborating Departments: Math Delivery Method: In person, Strive	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: K-5th grade students underperformed their district peers in meeting or exceeding their expected growth on the MAP Math MOY assessment by 3%. Root Cause: Teachers need support understanding the depth of the state standards and the vertical alignment of Math TEKS K-5 to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

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% to 32% 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 38% to 43% by May 2024.

Evaluation Data Sources: STAAR Reading 3rd-5th Grade

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

Strategy's Expected Result/Impact: Students receiving instruction at or above their grade level TEKS.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- **TEA Priorities:**





Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: The Instructional Leadership Team supports teachers in developing rigorous lessons that meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation of which plans for both scaffolds and enrichment in each day's lesson. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-December Collaborating Departments: Literacy Delivery Method: In Person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: The Instructional Leadership Team ensures teachers are delivering the planned differentiated instruction via lesson plan analysis and feedback as well as frequent, intentionally scheduled, classroom walkthroughs and observations. Intended Audience: ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Weekly throughout the year Collaborating Departments: Literacy Delivery Method: In-person, on lesson plans, in STRIVE	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: The Instructional Leadership Team will partner with the district to research district-approved supports for each content, grade level, and program. Intended Audience: ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-October Collaborating Departments: Literacy Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Instructional Leadership Team provides timely professional development to staff about the purpose for and use of relevant district-approved instructional supports. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-December Collaborating Departments: Literacy Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Tracking student progress to ensure growth for all.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6





- **TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Track and monitor teacher effectiveness and student progress on foundational literacy skills and reading comprehension with Amplify resources and other District approved resources provided during daily Tier 1 instruction and after school intervention. Intended Audience: Literacy Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August 23-May 31, 2024 Collaborating Departments: Literacy Dept. Delivery Method: In person Funding Sources: Tutoring - SCE (199 PIC 24) - 199-11-6116-001-208-24-313-000000- - \$9,027, Emerging Bilingual Tutoring - BEA (199 PIC 25) - 199-11-6116-001-208-25-313-000000 - \$4,148, SPED Instructional Materials - SPED (199 PIC 23) - - \$1,500, Instructional Materials - Gifted & Talented (199 PIC 21) - - \$389		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: All 3rd-5th grade students are underperforming the district by 10 percent at the "meets" level on the STAAR RLA assessment in English. Root Cause: Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS-aligned lessons.

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 25% to 40% 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 15% to 30% by May 2023.

Evaluation Data Sources: 3rd-5th Grade STAAR Math

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

Strategy's Expected Result/Impact: Students receiving instruction at or above their grade level TEKS.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details		Reviews			
Action Step 1: The Instructional Leadership Team supports teachers in developing rigorous lessons that meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation of which plans for both scaffolds and enrichment in each day's lesson. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-October Collaborating Departments: Math Delivery Method: In Person Funding Sources: Instructional Materials for SPED support - SPED (199 PIC 23) - - \$1,726		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: The Instructional Leadership Team ensures teachers are delivering the planned differentiated instruction via lesson plan analysis and feedback as well as frequent, intentionally scheduled, classroom walkthroughs and observations. Intended Audience: ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Weekly throughout the year Collaborating Departments: Math Delivery Method: In-person, on lesson plans, in STRIVE	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: The Instructional Leadership Team provides timely professional development to staff about the purpose for and use of relevant district-approved instructional supports. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-December Collaborating Departments: Math Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Tracking student progress to ensure growth for all.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Back-to-school professional development will emphasize the importance of a data-informed culture to foster student ownership of learning outcomes and goal setting. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August Collaborating Departments: None Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Data Analyst creates data for the campus instructional leadership team and teachers for analysis as well as data displays for the data room and hallways. Intended Audience: Teachers Provider / Presenter / Person Responsible: Data Analyst Date(s) / Timeframe: August-June Collaborating Departments: ADQ Delivery Method: In Person Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-208-30-510-000000-24F10 - \$87,181	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: During PLCs and individual planning time, teachers and staff analyze student data for the purpose of identifying student learning gaps, adjusting instruction to close the identified gaps, and creating assessments to ensure the gaps were closed. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-May Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: The computer lab with the support of a trained assistant, will be utilized to assess, instruct, and/or intervene with students based on needs as identified by campus data. Intended Audience: Students Provider / Presenter / Person Responsible: Campus Admin. Date(s) / Timeframe: Throughout the year Delivery Method: In-person Funding Sources: Computer Lab Assistant - Title I (211) - 211-11-6129-04U-208-30-510-000000-24F10 - \$35,600	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: A trained Instructional Assistant will provide targeted support to an identified group of Kinder-2nd Grade students based on data to improve reading fluency. Intended Audience: Students Provider / Presenter / Person Responsible: Data Analyst Date(s) / Timeframe: Throughout the year Delivery Method: In-person Funding Sources: Instructional Assistant for Reading - Title I (211) - 211-11-6129-04E-208-30-510-000000-24F10 - \$26,983	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: K-5th grade students underperformed their district peers in meeting or exceeding their expected growth on the MAP Math MOY assessment by 3%. Root Cause: Teachers need support understanding the depth of the state standards and the vertical alignment of Math TEKS K-5 to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

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 29% to 22% by May 2024.

Evaluation Data Sources: Attendance Reports

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

Strategy's Expected Result/Impact: increase student attendance and parent engagement while decreasing negative student behaviors.

Staff Responsible for Monitoring: Principal, Assistant Principal, SST

Title I:

2.4, 2.6, 4.1, 4.2

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Timelines and expectations will be communicated to relevant stakeholders and implemented on the MTSS process, student attendance procedures, and student behavior documentation and intervention procedures. Intended Audience: Campus Stakeholders Provider / Presenter / Person Responsible: Campus Admin Date(s) / Timeframe: Throughout the year Collaborating Departments: Parent Partnerships Delivery Method: In-person Funding Sources: Snacks for Parent Involvement - Parent Engagement - 211-61-6499-04L-208-30-510-000000-24F10 - \$3,318	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Professional development will be offered to new staff members for documenting parent contact, student behaviors, and interventions in Branching Minds. Intended Audience: Campus Staff Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-September Collaborating Departments: MTSS-Student Support Services 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>				

Strategy 2: Foster collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

Strategy's Expected Result/Impact: increase student attendance and parent engagement while decreasing negative behaviors

Staff Responsible for Monitoring: Campus Administrators, SST

Title I:

2.4, 2.6, 4.2

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Establish a Student Support Team to create plans to improve attendance for students who have excessive absences. Intended Audience: SST Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August-May Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Create a Parent Engagement Plan that provides opportunities for parent workshops, volunteer opportunities, and family engagement events. Intended Audience: Parents Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: August-May Collaborating Departments: Parent Partnerships Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 29% of students at T. A. Sims ES are labeled as chronically absent. Root Cause: Our attendance committee needs more specificity including clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.
Problem Statement 2: The demographic group with the highest percentage of chronically absent students is African American, where 43% of students are identified as chronically absent. Root Cause: Minimum processes in place to target and address the causal factors impacting African-American students attendance rate.
School Processes & Programs
Problem Statement 2: SBDM meets to discuss campus data and initiatives. However, there isn't a clear process to disseminate information campus-wide on next steps to address areas of concern. Root Cause: Lack of communication about causal factors and the next steps needed by campus to improve the areas of concern.

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 3% to 2% 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 1% to 0.5% by May 2024.

Evaluation Data Sources: Focus Discipline Reports and District Discipline Cycle Data

Strategy 1: Align and leverage programs, resources, and MTSS to improve student behavior, decrease discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease the number of discipline referrals and increase student support & interventions

Staff Responsible for Monitoring: Campus Admin, SST, Restorative Practices Dept.

Title I:

2.4, 2.6, 4.1, 4.2

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Engage Staff in ongoing professional learning opportunities to increase their awareness and capacity to meet the diverse social, emotional, academic, cultural, and physical needs of students. Intended Audience: Teachers, Teacher Assistants, inst. Staff, Student Support Staff Provider / Presenter / Person Responsible: Teacher Leaders, ILT Date(s) / Timeframe: August-May Collaborating Departments: SPED Dept, Restorative Practices Dept. Delivery Method: In-person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure the Student Support Team meetings include analysis of discipline data and Branching Minds interventions, action plans with timelines to address student's needs, and monitor the outcome of intervention. Intended Audience: SST Provider / Presenter / Person Responsible: Teacher Leaders, ILT, Student Support Team Date(s) / Timeframe: August-May Collaborating Departments: Restorative Practice Dept. 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 2 Problem Statements:

Perceptions
Problem Statement 1: African American students are being disciplined disproportionately. 3 % ISS and OSS from their peers 2%. Root Cause: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching.

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

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 0 to 0 by May 2024.

Evaluation Data Sources: Focus Discipline Reports, Climate Survey

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to decrease behavior and discipline incidents and improve school climate and culture.

Strategy's Expected Result/Impact: Increase positive relationships among students and staff as indicated by student response to the learning environment on the campus climate survey

Staff Responsible for Monitoring: Student Support Team

- Title I:**
2.6, 4.2
- **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Demographics 1

Action Step 1 Details		Reviews			
Action Step 1: At the start of the year, timelines and expectations will be determined and communicated to the relevant stakeholders by campus leadership on the following topics: the MTSS process for academic and student behavior documentation and intervention procedures. Intended Audience: Campus Stakeholders Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-September Collaborating Departments: Parent Partnership Delivery Method: In-person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Professional development will be offered to new staff members for documenting parent contacts, student behaviors, and interventions in Branching Minds. Intended Audience: Campus Staff Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-September Collaborating Departments: District Student Support Services Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Ensure the Student Support Team meetings include analysis of discipline data and Branching Minds interventions, action plans with timelines to address students' needs, and monitor the outcome of intervention for African American students and/or the student group that is most marginalized. Intended Audience: Teachers Provider / Presenter / Person Responsible: SST Date(s) / Timeframe: August-May Collaborating Departments: Restorative Practices Dept. Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 29% of students at T. A. Sims ES are labeled as chronically absent. Root Cause: Our attendance committee needs more specificity including clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.

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 3 to 5 by May 2024.

Evaluation Data Sources: Family Engagement Event Sign-In Sheets and Feedback

Strategy 1: Plan and provide quality student and family engagement activities and school community events.

Strategy's Expected Result/Impact: A variety of activities will increase parent engagement

Staff Responsible for Monitoring: Campus Admin, Family Engagement Specialist, and Grade Level Planning Committees

Title I:

2.6, 4.2

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: The Family Engagement Specialist in consultation with campus leadership will create a year-long parent engagement plan to involve parents in workshops, volunteer opportunities, and school activities Intended Audience: Parents Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: August-May Collaborating Departments: Parent Partnerships Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Implement The Ron Clark House system, restorative practices, behavior interventions, and supports that promote, recognize, and reward positive behavior, student achievement, and good attendance. Intended Audience: Students and Staff	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Campus Admin, Teacher Leaders, Student Support Team Date(s) / Timeframe: August-May Collaborating Departments: MTSS, Restorative Practices Delivery Method: In person				
<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 2: The highest-need students have minimal parent involvement in activities that promote student achievement, attendance, and good behavior. Root Cause: Lack of strategic and systematic plan to engage marginalized families.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Supplies and materials for instructional use to implement aligned instruction	Supplies and materials for instructional use	211-11-6399-04E-208-30-510-000000-24F10	\$10,000.00
1	2	2	4	Teacher Assistant Professional Development	Extra duty pay for PD after hours	211-11-6116-0PD-208-30-510-000000-24F10	\$2,000.00
1	2	2	4	Teacher Professional Development	Extra duty pay for PD after hours	211-11-6116-0PD-208-30-510-000000-24F10	\$2,787.00
3	2	2	2	Data Analyst	Data Analyst	211-13-6119-04E-208-30-510-000000-24F10	\$87,181.00
3	2	2	4	Computer Lab Assistant	Computer Lab Assistant	211-11-6129-04U-208-30-510-000000-24F10	\$35,600.00
3	2	2	5	Instructional Assistant for Reading	Teacher Assistant	211-11-6129-04E-208-30-510-000000-24F10	\$26,983.00
Sub-Total							\$164,551.00
Budgeted Fund Source Amount							\$164,551.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-208-24-313-000000-	\$9,027.00
Sub-Total							\$9,027.00
Budgeted Fund Source Amount							\$9,027.00
+/- 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 Parent Involvement	Snacks for Parents to promote participation	211-61-6499-04L-208-30-510-000000-24F10	\$3,318.00
Sub-Total							\$3,318.00
Budgeted Fund Source Amount							\$3,318.00

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
3	1	2	1	Emerging Bilingual Tutoring	Extra duty pay - tutoring after hours (teacher)	199-11-6116-001-208-25-313-000000	\$4,148.00
Sub-Total							\$4,148.00
Budgeted Fund Source Amount							\$4,148.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Instructional Materials	GENERAL SUPPLIES		\$389.00
Sub-Total							\$389.00
Budgeted Fund Source Amount							\$389.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	SPED Instructional Materials	INSTRUCTIONAL MATERIALS		\$1,500.00
3	2	1	1	Instructional Materials for SPED support	INSTRUCTIONAL MATERIALS		\$1,726.00
Sub-Total							\$3,226.00
Budgeted Fund Source Amount							\$3,226.00
+/- Difference							\$0.00
Grand Total Budgeted							\$184,659.00
Grand Total Spent							\$184,659.00
+/- Difference							\$0.00

Addendums



T.A. Sims Elementary School

3500 Crenshaw Avenue

Fort Worth, TX 76105

Phone: 817-814-0800 Fax: 817-814-0850

T.A. SIMS ELEMENTARY FAMILY ENGAGEMENT POLICY

Statement of Purpose

The purpose of the T. A. Sims Elementary School parent and family engagement policy is to create a positive learning environment that is supportive and collaborative for all students, parents, and the community. Therefore, parental engagement activities are scheduled throughout the school year to foster this collaboration. Many of these activities will focus on the improvement of student achievement socially and academically. As a result, learning strategies will be shared with parents in order to improve student achievement and address the needs of all students.

Developing the Policy

The Parent and Family Engagement Policy is developed and reviewed annually by the Site Based Decision Making Team (SBDM). This team consists of a group of parents and campus staff that meet to plan, implement, and review the policy. Meetings are conducted on the school campus at a convenient time for parents.

Annual Meeting

In order to ensure parent participation during the annual meeting, this meeting will be conducted as a part of the school's Open House at the beginning of the year. School fliers will be sent home two weeks prior to this meeting. During this meeting, school test data, parental and family engagement activities, school curriculum and school procedures will be shared. In addition, families will be given an opportunity to make suggestions regarding improving participation in parental and family activities. Opportunities for electronic and/or paper meetings will also be made available.

School-Parent Compact

A School-Parent Compact for each student will be issued during the Open House. When the parents/guardians visit their child's classroom, the teachers will explain the compact to the parents and request the parents' and students' signatures during this meeting. New students will receive the Compacts during enrollment, as it will be added to the enrollment packet. All compacts will be maintained in the office files during the school year. It will also be available to parents on the campus website.

Programs and the School Community

During each parental and family engagement activity, surveys will be issued to the parents to determine the overall effectiveness of that activity. Parents will also be given an opportunity to place their suggestions in writing. The analysis of these surveys and written suggestions will assist the parent committee in planning future activities.

Staff-Parent Communication

Parental and family communication will be documented via parental and communication logs. Parents will be consistently notified regarding their child's progress at school. Students who display a lack of academic progress or behavior concerns will be notified more frequently. Information regarding special scheduled conferences or events will be delivered by Parent Link and flyers. In addition, teachers will return parent phone calls or process parent information requests in a timely manner.

Evaluation

The Parent Engagement Program will be evaluated by a group of parents and school staff at one of the two required meetings.

Funding

All Title I schools are allocated funding to support parental and family engagement activities. Funds can be used in any way that is allowable under EDGAR regulations, to support activities at the schools. Activities should be guided by addressing identified needs in the campus needs assessment. To learn strategies to address needs identified in comprehensive needs assessment or to identify needs the campuses can refer to Family Communications Departments. To align identified strategies with EDGAR, the Federal Programs Department is available for assistance. Resources on allowable activities can be found in the Grants and Development Website under Federal Programs.

To learn more about allowable costs under Title I, please refer to the "Allowable and Non Allowable Title I expenditures" resource that can be located in the Grants and Development Website, under Federal Programs.



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POLÍTICA DE COMPROMISO DE FAMILIAS de T.A. SIMS ELEMENTARY

Declaración de propósito

El propósito de la política de participación de padres y familias de la Escuela Primaria T. A. Sims es crear un ambiente de aprendizaje positivo que es de apoyo y colaboración para todos los estudiantes, padres y el comunidad. Por lo tanto, las actividades de participación de los padres están programadas durante todo el año escolar para fomentar esta colaboración. Muchas de estas actividades se centrarán en la mejora del rendimiento estudiantil. Como resultado, las estrategias de aprendizaje se compartirán con los padres para mejorar logro estudiantil y atender las necesidades sociales y académicas de todos los estudiantes.

Desarrollando la política

La Política de Participación de Padres y Familias es desarrollada y revisada anualmente por el Site Based Decision Making Team (SBDM). Este equipo está formado por un grupo de padres y personal de la escuela que se reúnen para planificar, implementar y revisar la política. Las reuniones se llevan a cabo en la escuela en un lugar conveniente.

Reunión anual

Para asegurar la participación de los padres durante la reunión anual, esta reunión se llevará a cabo como parte de la jornada de puertas abiertas de la escuela a principios de año. Los volantes escolares serán enviados a casa dos semanas antes de esta reunión. Durante esta reunión, datos de pruebas escolares, actividades de participación de padres y familias, se compartirán el currículo escolar y los procedimientos escolares. Además, las familias recibirán una oportunidad de hacer sugerencias sobre cómo mejorar la participación en actividades parentales y familiares. Oportunidades para reuniones electrónicas y / o en papel también estarán disponibles.

Pacto entre la Escuela y Padres

Se emitirá un pacto entre la escuela y los padres para cada estudiante durante la jornada de puertas abiertas. Cuando los padres / tutores visiten el aula de sus hijos, los maestros explicarán el pacto a los padres y solicitarán las firmas de los padres y estudiantes durante esta reunión. Los nuevos estudiantes recibirán el el compacto durante la inscripción, ya que se agregará al paquete de inscripción. Todos los pactos serán mantenido en los archivos de la oficina durante el año escolar. También estará disponible para los padres en la página de internet de la escuela.

Programas y la comunidad escolar

Durante cada actividad de participación de los padres y la familia, se emitirán encuestas a los padres para determinar la efectividad general de esa actividad. Los padres también tendrán la oportunidad de colocar sus sugerencias por escrito. El análisis de estas encuestas y sugerencias escritas ayudará a el comité de padres en la planificación de actividades futuras.

Comunicación entre el personal y los padres

La comunicación de los padres y la familia se documentará a través de registros de padres y comunicación. Padres serán notificados constantemente sobre el progreso de sus hijos en la escuela. Estudiantes que muestran falta de el progreso académico o las preocupaciones de comportamiento serán notificadas con mayor frecuencia. Información sobre conferencias especiales o eventos programados serán entregados por Parent Link y volantes. Además, los maestros devolver llamadas telefónicas a los padres o procesaran solicitudes de información para padres de manera oportuna.

Evaluación

El programa de participación de los padres será evaluado por un grupo de padres y personal escolar en una de las dos reuniones requeridas.

Fondos

Todas las escuelas de Título I tienen fondos asignados para apoyar las actividades de participación de padres y familias. Fondos se pueden usar de cualquier manera que esté permitida por las regulaciones EDGAR, para apoyar las actividades en las escuelas. Las actividades deben guiarse abordando las necesidades identificadas en la evaluación de necesidades de la escuela. Para aprender estrategias para abordar las necesidades identificadas en la evaluación integral de necesidades o para identificar las necesidades de la escuela pueden referirse a los departamentos de comunicaciones familiares. Para alinear las estrategias identificadas con EDGAR, el Departamento de Programas Federales está disponible para asistencia. Recursos permitidos Las actividades se pueden encontrar en el sitio web de Subvenciones y Desarrollo en Programas federales. Para obtener más información sobre los costos permitidos en virtud del Título I, consulte “Permitido y no permitido Recurso de gastos del Título I ”que se puede encontrar en el sitio web de Subvenciones y Desarrollo, en Programas federales.



T A Sims Elementary School
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TITLE I SCHOOL COMPACT

MISSION STATEMENT

It is the mission of TA Sims Elementary School, in partnership with parents and community to encourage, educate, and empower each child by addressing their personal needs, enhancing their intellect, developing their character, and uplifting their spirit through positive learning experiences.

TEACHER

As a teacher, I will strive to...

- make decisions in the best interest of my students
- be well planned, prepared, and give 100% best effort everyday
- have high expectations for my students
- follow and adhere to all state standards, district initiatives, district timelines, state mandates and newly developed district curriculum frameworks so as to provide the best instruction for students
- will encourage and expect student participation in rigorous and relevant activities
- interact with students in a positive manner
- maintain open and positive communication with colleagues and parents
- provide parents with resources to support their child's academic development

Teacher Signature: _____

Date: _____

PARENT

As a parent/guardian, I will strive to...

- support my child in all of his/her school endeavors
- encourage my child to study and complete homework assignments on a daily basis
- be respectful in all my dealings with the school
- ensure that my child will attend school on a daily basis, on time, and I will send a note when my child is absent
- participate in parent/teacher conferences when requested by the school
- teach my child acceptable school behavior
- participate in extra-curricular activities such as PTA, volunteer opportunities, attend field trips, attend school programs, etc.,
- support the school in a positive manner

Parent/Guardian Signature: _____

Date: _____

STUDENT

As a student, I will strive to...

- come to school ready to learn;
- be respectful of my teachers, my school and my peers by demonstrating good school behavior
- be self-directed in my learning
- be positive in all that I do in all learning environment
- set my goals high so I can grow as a student and be academically successful

Student Signature: _____

Date: _____



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COMPACTO ESCOLAR TÍTULO I

ESTADO DE LA MISIÓN

La misión de la escuela primaria TA Sims, en asociación con los padres y la comunidad, es alentar, educar y empoderar a cada niño abordando sus necesidades personales, mejorando su intelecto, desarrollando su carácter y elevando su espíritu a través de experiencias de aprendizaje positivas.

PROFESOR

Como profesor, me esforzaré por ...

- tomar decisiones en el mejor interés de mis estudiantes
- estar bien planificado, preparado y esforzarse al 100% todos los días
- tengo altas expectativas para mis estudiantes
- seguir y adherirse a todos los estándares estatales, iniciativas del distrito, plazos del distrito, mandatos estatales y marcos curriculares del distrito recientemente desarrollados para brindar la mejor instrucción para los estudiantes
- alentar y esperará la participación de los estudiantes en actividades rigurosas y relevantes
- interactuar con los estudiantes de una manera positiva
- mantener una comunicación abierta y positiva con colegas y padres
- proporcionar a los padres recursos para apoyar el desarrollo académico de sus hijos

Firma del maestro: _____

Fecha: _____

PADRE

Como padre / tutor, me esforzaré por ...

- apoyar a mi hijo en todos sus esfuerzos escolares
- animar a mi hijo a estudiar y completar las tareas a diario
- ser respetuoso en todos mis tratos con la escuela
- asegurarme de que mi hijo asista a la escuela todos los días, a tiempo, y enviaré una nota cuando mi hijo esté ausente
- participar en conferencias de padres / maestros cuando lo solicite la escuela
- enseñarle a mi hijo un comportamiento escolar aceptable
- participar en actividades extracurriculares como PTA, oportunidades de voluntariado, asistir a excursiones, asistir a programas escolares, etc.
- apoyar a la escuela de manera positiva

Firma del Padre / Tutor: _____

Fecha: _____

ESTUDIANTE

Como estudiante, me esforzaré por ...

- venga a la escuela listo para aprender;
- ser respetuoso con mis maestros, mi escuela y mis compañeros demostrando un buen comportamiento escolar
- ser autodirigido en mi aprendizaje
- ser positivo en todo lo que hago en todos los entornos de aprendizaje
- establecer mis metas altas para poder crecer como estudiante y tener éxito académico

Firma del alumno: _____

Fecha: _____