

Duncanville Independent School District

Central Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Duncanville ISD: We engage, equip, and empower all scholars to achieve their unique potential.

Vision

Duncanville ISD: Where dreams are inspired and excellence is achieved.

Value Statement

We are D'Ville...

P - Professionalism

A - Accountability and excellence

N - Nurturing, safe environments

T - Transparent communication

H - Honesty, integrity, and ethics

E - Everyone contributing to student success

R - Relationships, equity, and inclusion

S - Students as our top priority

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	10
Priorities	12
Priority 1: Student Academic Success	13
Priority 2: Students, Families, and Community Connections	17
Priority 3: Personnel and Professional Development	21
Priority 4: Operational Excellence	25
Priority 5: Financial Stewardship and Facilities	29
Title I Schoolwide Elements	32
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	33
1.1: Comprehensive Needs Assessment	33
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	33
2.1: Campus Improvement Plan developed with appropriate stakeholders	33
2.2: Regular monitoring and revision	33
2.3: Available to parents and community in an understandable format and language	33
2.4: Opportunities for all children to meet State standards	33
2.5: Increased learning time and well-rounded education	33
2.6: Address needs of all students, particularly at-risk	33
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	33
3.1: Develop and distribute Parent and Family Engagement Policy	34
3.2: Offer flexible number of parent involvement meetings	34
Title I Personnel	34
2021-2022 Campus Site-Based Committee	35

Comprehensive Needs Assessment

Demographics

Demographics Summary

Central Elementary is a Pre-Kinder through 4th grade school with approximately 381 students enrolled during the 2020-21 academic year. Of that number, 19.95% are African American, 75.59% are Hispanic, 2.36% white, American Indian 0.26%, and 0.79% as other. Over half the population of students are identified as ELL, which make up approximately 53%. A small percentage of our students have been identified as Gifted and Talented, 6%. Close to 10% of student population has been identified as "Special Needs." 85.30% of the student population is identified as "at-risk" and 91% are identified as Economically Disadvantaged. Females make up 51.18% of the student population while 48.82% are males. Due to the COVID pandemic, 21.78% of families opted for their children to attend school virtually, while 78.22% of our student population attended school in person. Overall student attendance for this year is approximately 94.11%. There are 39 professional and paraprofessional full-time employees at Central. This includes two administrators, 2 counselors, 1 librarian, 2 interventionists, 2 special education teachers, 3 clerical, 6 instructional aides, and 21 classroom teachers. The education of teachers is as follows: 100% have a Bachelor's Degree, 29% have a masters. Even though only 10 discipline referrals have been recorded during the 2020-21 academic year, restorative practices will continue as highly regarded practice to positively impact our returning virtual-student populations who experienced trauma during the COVID pandemic. One of our support strategies, is to help former virtual-learners to adapt to the academic rigors of instruction and instructional schedules for the 2021-2021 academic year.

Demographics Strengths

- Staff is diverse, highly qualified and committed to school improvement efforts
- Diverse student cultures are celebrated through read alouds and school-wide activities.
- SEL lessons helped to reduce the amount of referrals this year.
- SEL learning is a continued focus for the campus
- Dual Language is implemented in grades Pre-K through 4th grade. DL components are implemented in all monolingual classrooms.
- Attendance is recognized weekly by grade levels.
- Afterschool tutoring and clubs provide enrichment opportunities for the students.
- DL teachers have been recognized by Gomez & Gomez. 5 out of 11 DL teachers received a Gold Star recognition.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 2020-2021 attendance of 94.11% was below goal of 97%. **Root Cause:** Attendance was impacted negatively by the pandemic and lack of and barriers to engagement by virtual learners, in particular.

Problem Statement 2 (Prioritized): Central had a high percentage of virtual learners -- 30%. **Root Cause:** The surge of COVID numbers increased and impacted student in-person attendance in all grade levels.

Student Learning

Student Learning Summary

STAAR performance for both grade levels, all content areas, and all student groups has declined. STAAR testing did not occur in the 2019-2020 school year because of the Covid Shutdown of schools. During the 2020-2021 school year, the instruction was completely virtual until October. Concurrent, a blend of virtual and in-person, instruction began after that date. Of fifteen total categories (Approaches, Meets, Masters) in the three tested subject areas, Central showed a decline in all categories. The academic achievement data indicates an achievement gap among our Hispanic and African American students. Our Hispanic students outperformed the African American students on the Reading, Writing and Math STAAR.

It is evident by the Istation data that the campus was able to maintain the same percentage of students in levels 3-5 on Istation Reading. 1st and 4th grade showed growth in students in Istation Reading levels 3-5 with a 30% and 25% increase, respectively. Overall, more students took the Lectura ISIP in May than October. It is also evident with Istation data that our campus has a strength in Math. Every grade level showed an increase in the percentage of students in levels 3-5 for ISIP Math. Kindergarten showed an increase in the percentage of students in level 1 with an increase of 6.

Student Learning Strengths

- Monthly students take Istation Reading and Istation Math to demonstrate growth.
- ISIP Reading showed growth in 1st grade with an increase of 30% for kids in levels 3-5.
- ISIP Reading showed growth in 4th grade with an increase of 25% of kids in levels 3-5.
- All grade levels showed growth in the percentage of students in level 3-5 with Math ISIP.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the 3rd grade Reading STAAR test, 29% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 70%. On the 4th grade Reading STAAR test, 42% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 61%. **Root Cause:** Students lack of virtual engagement.

Problem Statement 2 (Prioritized): On the 3rd grade Math STAAR test, 29% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 62%. On the 4th grade Math STAAR test, 46% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 52%. **Root Cause:** Students lack of virtual engagement.

Problem Statement 3 (Prioritized): On the 4th grade Writing STAAR test, 49% of our students reached the approaching level. **Root Cause:** On the 4th grade Writing STAAR test, 49% of our students reached the approaching level.

Problem Statement 4 (Prioritized): There is gap in foundational reading skills among our English and Spanish speaking kids in primary grades. **Root Cause:** Because there is not a systematic phonics program in our English classes.

School Processes & Programs

School Processes & Programs Summary

Central Elementary partners with the First United Methodist Church and Grace Place which donates school supplies, clothing and supports teachers. Counseling recommendations are also made when needed. Due to COVID-19 restrictions, all other extra curricular activities were suspended for the school year.

Central Elementary utilizes District Curriculum Guides to provide the curriculum foundations. Summer trainings consisted of balanced literacy, math framework, and social emotional learning. Due to COVID-19 and the need for virtual learning, summer training consisted of increasing teacher capacity for engaging students during virtual instruction. Campus administrators and teachers have attended training both campus and district-wide to learn best practices for successful implementation of Restorative Practices. The campus utilizes the scope/sequence, pacing guides, district assessments as well as a variety of common formative assessments developed by teachers. Teachers have identified their priority (power) standards to ensure student success. District and Region 10 professional development/coaching supports bilingual/ESL teachers in complying with state regulations, monitoring language proficiencies, monitoring student academic success, and implementing sheltered instruction. Professional development supports general education and special education teachers to increase inclusion services. District and campus leaders use a standard walk-through form to monitor the progress of classrooms. Our RtI screeners are Istation for grades Pre-K-4 and CLI for Prek and Kindergarten. Processes are used for data analysis, progress monitoring, content study, and engagement strategies for higher levels of thinking. MAP Reading and Math Growth assessments were given K-4 at the end of the school year.

RazKids replaced Achieve3000 in 2020-2021 school year. 95% of teachers used RazKids for the year. 68% of the students participated in the program in reading, listening, and quizzes. The amount of usage hours was 1571.

Imagine Math is an online program that was used for our third and fourth grade students and now we have a PK-2 component that has been added to the program. 3rd and 4th Grade Data: Our students attempted over 4,000 (2437) lessons and passed on-grade lessons at 83% (73%) and below-grade remedial lessons at 78% (69%). 31% (24%) of students attempted at least 30 lessons. Average time spent on the program was 7 hours and 6 minutes (6 hrs 50 min). PK-2 Data: Our students attempted 1,168 (2603) lessons and passed (71% --not broken down by on-grade level vs. below as in previous year). Students attempted at least 5.1 lessons (n/a). Average time spent on the program was 2 hours and 2 minutes (6 hrs 39 mins).

Social and Emotional Learning is supported with Central's PBIS committee and the counselor. Teachers are provided resources throughout the school year to support positive behavior initiatives. School-wide and classroom incentives are implemented to reinforce positive behavior. School-wide Zoom announcements were used throughout the school year. Kindness is a central theme for our school community. Central has a support counselor to support student needs and SEL support.

Nine parent workshops were conducted in the 2020-2021 school year. 25 parents showed up for the Title 1 for Families workshops, but the average attendance for the other 8 workshops were 2.25%, for a total average attendance of 4.8%. Workshops included Skyward Family Access, Using Characters to Understand Bullying, It's Cool to be Healthy for School, Number Talks, The Culture of Care, and Problem Solved.

School Processes & Programs Strengths

- Central has built strong community relationships with local organizations including FUMCD and Grace Place Church.
- Central was recognized as a Kindness Certified Campus.
- Central has a vast array of computer-based programs that generate positive results.
- Central has a school-wide kindness theme that impacts our students and school.
- Central has a variety of enrichment activities and programs including Robotics Club, Chess Club, Math Pentathlon, Morning Mile, Garden Club, Safety Patrol and the Central Cyclones Choir. (unable to meet due to COVID restrictions)
- Central has a school-wide positive behavior incentive program.
- Teachers have access to a plethora of resources to support social emotional learning campus-wide.

- District Curriculum Guides and PLCs ensure that we have common scope and sequence and pacing.
- Central has a support counselor to support the needs of our students and SEL.
- WIN Time is allocated in the master schedule to allow time for re-teaching and bridging academic gaps.
- A full time instructional specialist is on the campus to assist with lesson design, data analysis, etc.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Many students are not mastering technology TEKS. Campus wide students are not developing 21st century skills including using technology for research, presenting, and collaboration. **Root Cause:** Teachers face time constraints to cover the core curriculum as well as technology TEKS because there is no computer lab teacher. The computer lab rotation limits teachers to lab accessibility.

Problem Statement 2 (Prioritized): Campus wide, the PBIS expectations for the common areas were not consistently taught, monitored, and/or rewarded. **Root Cause:** PBIS system and expectations were not communicated or reviewed for all staff members, therefore students did not know expectations. PBIS committee did not meet this year.

Problem Statement 3 (Prioritized): Parental engagement has declined during the 2020-2021 school year as evident by the 4.8% attendance rate during Family Engagement Workshops. **Root Cause:** Topics of interest are not always presented or offered, and advanced notice was not always sent home with the parents. Parents need more opportunities to sign up for volunteering and assistance with background checks.

Perceptions

Perceptions Summary

Central Elementary is perceived to be an overall excellent school according to the Campus Climate Survey. The campus has high learning standards for all students. The campus respects and values input provided by families. The majority of parents and staff perceive Central to be a safe and fair school. Central Elementary is highly regarded in the community as providing a quality education and high learning standards for all students. Central provides meaningful engagement opportunities for families to participate actively. Various modes of communication are utilized to achieve desired communication with families including Dojo, Zoom, phone calls, School Messenger, and emails. Central has continued efforts in customer service that allows our parents and community partners to feel welcomed at our campus. Central implemented a dismissal tag program during the 2020-2021 school year that ensured the safety of students during dismissal. Parents were encouraged to participate in family events even during Covid restrictions. Examples include: Meet the Teacher Night, Great Night of Reading, Reading Across the Ville, Virtual Art Show, Central's Academic Academy, Edward Tulane Kick-Off Reading Event, and The Edward Tulane Art Show Competition. School-Wide events had average participation, whereas, parent workshops had a low numbers in attendance. Zoom will be utilized during the 2021-2022 school year as a continued mode of communication for families unable to participate in on-campus events in person. Central will continue to host workshops and family engagement events that promote student success, student achievement, social-emotional development, and shared goals for the 2021-2022 school year.

Perceptions Strengths

- Central Elementary is presented as an academically strong campus.
- Central offers a variety of engagement opportunities for families.
- Central uses various modes of communication with families.
- The staff at Central has received district wide recognition for safety and professionalism.
- Central has a strong partnership with the entities in the community.
- Student safety and well-being is a priority at Central
- Customer service, staff, and parent survey have been favorable
- School wide activities recognize and celebrate the diversity of our student population

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parental involvement for academic events have suffered from low attendance percentage. **Root Cause:** Parents are busy working and often cannot participate, and/or are tired. Many parents have not had a positive educational experience and do not feel comfortable or capable of participating or contributing. In addition, some parents have limited English skills.

Problem Statement 2 (Prioritized): Low parent engagement in the virtual academic and attendance regulations/requirements for students. **Root Cause:** Some parents were not comfortable with technology or did not have access to technology.

Priority Problem Statements

Problem Statement 5: 2020-2021 attendance of 94.11% was below goal of 97%.

Root Cause 5: Attendance was impacted negatively by the pandemic and lack of and barriers to engagement by virtual learners, in particular.

Problem Statement 5 Areas: Demographics

Problem Statement 1: On the 3rd grade Reading STAAR test, 29% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 70%. On the 4th grade Reading STAAR test, 42% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 61%.

Root Cause 1: Students lack of virtual engagement.

Problem Statement 1 Areas: Student Learning

Problem Statement 7: Many students are not mastering technology TEKS. Campus wide students are not developing 21st century skills including using technology for research, presenting, and collaboration.

Root Cause 7: Teachers face time constraints to cover the core curriculum as well as technology TEKS because there is no computer lab teacher. The computer lab rotation limits teachers to lab accessibility.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 10: Parental involvement for academic events have suffered from low attendance percentage.

Root Cause 10: Parents are busy working and often cannot participate, and/or are tired. Many parents have not had a positive educational experience and do not feel comfortable or capable of participating or contributing. In addition, some parents have limited English skills.

Problem Statement 10 Areas: Perceptions

Problem Statement 6: Central had a high percentage of virtual learners -- 30%.

Root Cause 6: The surge of COVID numbers increased and impacted student in-person attendance in all grade levels.

Problem Statement 6 Areas: Demographics

Problem Statement 2: On the 3rd grade Math STAAR test, 29% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 62%. On the 4th grade Math STAAR test, 46% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 52%.

Root Cause 2: Students lack of virtual engagement.

Problem Statement 2 Areas: Student Learning

Problem Statement 8: Campus wide, the PBIS expectations for the common areas were not consistently taught, monitored, and/or rewarded.

Root Cause 8: PBIS system and expectations were not communicated or reviewed for all staff members, therefore students did not know expectations. PBIS committee did not meet

this year.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 11: Low parent engagement in the virtual academic and attendance regulations/requirements for students.

Root Cause 11: Some parents were not comfortable with technology or did not have access to technology.

Problem Statement 11 Areas: Perceptions

Problem Statement 3: On the 4th grade Writing STAAR test, 49% of our students reached the approaching level.

Root Cause 3: On the 4th grade Writing STAAR test, 49% of our students reached the approaching level.

Problem Statement 3 Areas: Student Learning

Problem Statement 9: Parental engagement has declined during the 2020-2021 school year as evident by the 4.8% attendance rate during Family Engagement Workshops.

Root Cause 9: Topics of interest are not always presented or offered, and advanced notice was not always sent home with the parents. Parents need more opportunities to sign up for volunteering and assistance with background checks.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 4: There is gap in foundational reading skills among our English and Spanish speaking kids in primary grades.

Root Cause 4: Because there is not a systematic phonics program in our English classes.

Problem Statement 4 Areas: Student Learning

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Priorities

Priority 1: Student Academic Success

Goal 1: Increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading from 38% to 55% by June 2024.

Targeted or ESF High Priority

HB3 Priority

Evaluation Data Sources: BOY/MOY/EOY Measures on Circle and MAP; Year to Year Cohort Growth

Strategy 1 Details	Reviews			
Strategy 1: Implement MAP Growth to identify at-risk students in reading and provide interventions accordingly, including but not limited to tutoring, accelerated instruction, enrichment, mentoring, and online program resources. Strategy's Expected Result/Impact: 95% of identified at-risk students will demonstrate at least one year's growth in Reading by EOY MAP Assessment. Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 3, 4 Funding Sources: Reading Resources- Mentoring Minds - 199-30 SCE - 199.11.6329.00.101.30.000 - \$3,000, Digital Subscription- BrainPop - 211 Title I - 211.11.6395.00.101.30.000 - \$3,250, Extra Duty - 211 Title I - 211.11.6117.00.101.30.000 - \$2,750, Technology Devices - 199-30 SCE - 199.11.6395.00.101.30.000 - \$2,100, Digital Subscriptions- Learning A-Z - 211 Title I - 211.11.6395.00.101.30.000 - \$2,280, Planning and PD - 199-30 SCE - 199.11.6112.99.101.30.000 - \$700, Reading Resources- Heggerty - 199-30 SCE - 199.11.6329.00.101.30.000 - \$700, Reading Resources - 199-30 SCE - 199.11.6399.00.101.30.000 - \$3,000	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Review and consistently monitor implementation of Reading Academy strategies through walkthroughs, observations, and lesson planning. Strategy's Expected Result/Impact: 90% of teachers trained through Reading Academies will be utilizing strategies consistently in their instruction. Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 4	Formative			Summative
	Nov	Feb	May	Aug
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1 Problem Statements:

Student Learning

Problem Statement 1: On the 3rd grade Reading STAAR test, 29% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 70%. On the 4th grade Reading STAAR test, 42% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 61%. **Root Cause:** Students lack of virtual engagement.

Problem Statement 3: On the 4th grade Writing STAAR test, 49% of our students reached the approaching level. **Root Cause:** On the 4th grade Writing STAAR test, 49% of our students reached the approaching level.

Problem Statement 4: There is gap in foundational reading skills among our English and Spanish speaking kids in primary grades. **Root Cause:** Because there is not a systematic phonics program in our English classes.





Priority 1: Student Academic Success

Goal 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 40% to 55% by June 2024.

Targeted or ESF High Priority

HB3 Priority

Evaluation Data Sources: BOY/MOY/EOY Measures on Circle and MAP; Year to Year Cohort Growth

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	Aug
Strategy 1: Implement MAP Growth to identify at-risk students in math and provide interventions accordingly, including but not limited to tutoring, accelerated instruction, enrichment, mentoring, and online program resources. Strategy's Expected Result/Impact: 95% of identified at-risk students will demonstrate at least one year's growth in Math by EOY MAP Assessment. Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2 Funding Sources: Digital Subscription- Imagine Learning - 211 Title I - 211.11.6395.00.101.30.000 - \$6,600, Technology Devices - 199-30 SCE - 199.11.6395.00.101.30.000 - \$2,500, AIrr TEKS AIRR - 199-30 SCE - 199.11.6399.00.101.30.000 - \$400, Math Resources- Mentoring MInds - 199-30 SCE - 199.11.6399.00.101.30.000 - \$3,000, Extra Duty - 211 Title I - 211.11.6117.00.101.30.000 - \$2,000				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2 Problem Statements:

Student Learning
Problem Statement 2: On the 3rd grade Math STAAR test, 29% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 62%. On the 4th grade Math STAAR test, 46% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 52%. Root Cause: Students lack of virtual engagement.





Priority 1: Student Academic Success

Goal 3: Increase the percentage of graduates who meet at least one college, career, or military readiness indicator within the A-F accountability framework from 60% to 80% by August 2024.

Targeted or ESF High Priority

HB3 Priority





Evaluation Data Sources: Percentage of students meeting quarterly performance indicators; Number of graduate students who have met CCMR

Strategy 1 Details	Reviews			
Strategy 1: Train teachers on the district Portrait of a Graduate and define expectations for how characteristics will be developed at each grade level. Strategy's Expected Result/Impact: 100% of teachers will be trained and clear expectations defined to ensure all POAG characteristics are developed at each grade level. Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Expand student interests in college by showcasing university and careers each week with connections to individuals who have selected the college or career showcased. Strategy's Expected Result/Impact: 32 or more universities and/or careers showcased by May 2022 Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Nov	Feb	May	Aug
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Priority 1: Student Academic Success

Goal 4: Increase by 10% annually the number of academic distinctions, honors, recognitions, and scholarships awarded to the district, campuses, and students.

Evaluation Data Sources: Quarterly measure of distinctions trends; Year to year comparison

Strategy 1 Details	Reviews			
Strategy 1: Train staff on requirements for earning state accountability distinctions and set campus goals. Strategy's Expected Result/Impact: 100% of campus will be trained and a minimum of 1 distinction earned. Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4	Formative			Summative
	Nov	Feb	May	Aug
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 4 Problem Statements:

Demographics
Problem Statement 1: 2020-2021 attendance of 94.11% was below goal of 97%. Root Cause: Attendance was impacted negatively by the pandemic and lack of and barriers to engagement by virtual learners, in particular.
Problem Statement 2: Central had a high percentage of virtual learners -- 30%. Root Cause: The surge of COVID numbers increased and impacted student in-person attendance in all grade levels.
Student Learning
Problem Statement 1: On the 3rd grade Reading STAAR test, 29% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 70%. On the 4th grade Reading STAAR test, 42% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 61%. Root Cause: Students lack of virtual engagement.
Problem Statement 2: On the 3rd grade Math STAAR test, 29% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 62%. On the 4th grade Math STAAR test, 46% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 52%. Root Cause: Students lack of virtual engagement.
Problem Statement 3: On the 4th grade Writing STAAR test, 49% of our students reached the approaching level. Root Cause: On the 4th grade Writing STAAR test, 49% of our students reached the approaching level.
Problem Statement 4: There is gap in foundational reading skills among our English and Spanish speaking kids in primary grades. Root Cause: Because there is not a systematic phonics program in our English classes.

Priority 2: Students, Families, and Community Connections

Goal 1: Provide students with choice opportunities at a 15% increase annually in Duncanville ISD schools to support post-secondary readiness.

Evaluation Data Sources: Lead: Student participation in choice opportunities; Lag: Number of district choice opportunities

Strategy 1 Details	Reviews			
Strategy 1: Implement student academic goal setting to encourage self-directed learning, engagement, and personal growth. Strategy's Expected Result/Impact: 100% of students will set goals weekly or monthly, conference with teacher(s), and track progress. Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Identify the number of at risk students engaged in extracurricular and co-curricular opportunities in order to set a baseline for growth opportunities and to support dropout prevention. Strategy's Expected Result/Impact: By May 2022, the campus will have identified the extra curricular and co-curricular opportunities for at risk students and and identify two action steps to increase opportunities in 2022-2023. Staff Responsible for Monitoring: Administrative Team & Club Sponsors Title I Schoolwide Elements: 2.6 Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1 Funding Sources: Extra curricular materials - 199-30 SCE - 199.11.6399.00.101.30.000 - \$1,000	Formative			Summative
	Nov	Feb	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: On the 3rd grade Reading STAAR test, 29% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 70%. On the 4th grade Reading STAAR test, 42% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 61%. Root Cause: Students lack of virtual engagement.</p> <p>Problem Statement 2: On the 3rd grade Math STAAR test, 29% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 62%. On the 4th grade Math STAAR test, 46% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 52%. Root Cause: Students lack of virtual engagement.</p> <p>Problem Statement 3: On the 4th grade Writing STAAR test, 49% of our students reached the approaching level. Root Cause: On the 4th grade Writing STAAR test, 49% of our students reached the approaching level.</p> <p>Problem Statement 4: There is gap in foundational reading skills among our English and Spanish speaking kids in primary grades. Root Cause: Because there is not a systematic phonics program in our English classes.</p>

School Processes & Programs

Problem Statement 1: Many students are not mastering technology TEKS. Campus wide students are not developing 21st century skills including using technology for research, presenting, and collaboration. **Root Cause:** Teachers face time constraints to cover the core curriculum as well as technology TEKS because there is no computer lab teacher. The computer lab rotation limits teachers to lab accessibility.

Priority 2: Students, Families, and Community Connections

Goal 2: Increase student participation, experiences, and service opportunities to ensure 90% of students are connected with areas of interest.





Evaluation Data Sources: Lead: Student Service Hour Commitments Annually; Lag: Progress towards service hour commitments

Strategy 1 Details	Reviews			
Strategy 1: Establish and execute a campus calendar for student service opportunities to allow students to interact with the community in various ways throughout the year. Strategy's Expected Result/Impact: >60% of students received an opportunity to volunteer in the community or engage in service opportunities. Staff Responsible for Monitoring: Administrative Team	Formative			Summative
	Nov	Feb	May	Aug
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Priority 2: Students, Families, and Community Connections

Goal 3: Expand social, emotional and wellness supports by 10% annually for students and families to overcome barriers to academic success.

Evaluation Data Sources: Number of SEL Supports Provided to Students; Lag: Total Discipline Referrals and Academic Failures

Strategy 1 Details	Reviews			
Strategy 1: Create a quarterly parent engagement opportunity to support SEL practices at home. Strategy's Expected Result/Impact: [?] 50% of parents will attend a minimum of 1 of the parent opportunities. Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 3.2 Problem Statements: School Processes & Programs 3 - Perceptions 1, 2	Formative			Summative
	Nov	Feb	May	Aug
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 3: Parental engagement has declined during the 2020-2021 school year as evident by the 4.8% attendance rate during Family Engagement Workshops. Root Cause: Topics of interest are not always presented or offered, and advanced notice was not always sent home with the parents. Parents need more opportunities to sign up for volunteering and assistance with background checks.
Perceptions
Problem Statement 1: Parental involvement for academic events have suffered from low attendance percentage. Root Cause: Parents are busy working and often cannot participate, and/or are tired. Many parents have not had a positive educational experience and do not feel comfortable or capable of participating or contributing. In addition, some parents have limited English skills. Problem Statement 2: Low parent engagement in the virtual academic and attendance regulations/requirements for students. Root Cause: Some parents were not comfortable with technology or did not have access to technology.

Priority 3: Personnel and Professional Development

Goal 1: Create a competitive salary structure that makes Duncanville ISD a top 10 regional district for compensation.

Evaluation Data Sources: Lead: Quarterly Analysis of Compensation Indicators Lag; Growth in Region 10 Compensation Ranking by Position

Strategy 1 Details	Reviews			
Strategy 1: Establish and communicate campus-wide expectations and processes to eliminate the need for any teacher to self-fund classroom resources. Strategy's Expected Result/Impact: 80% of grade level allocations and teacher media center allowances will be utilized Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 2.6 Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1 Problem Statements:

Student Learning
Problem Statement 1: On the 3rd grade Reading STAAR test, 29% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 70%. On the 4th grade Reading STAAR test, 42% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 61%. Root Cause: Students lack of virtual engagement.
Problem Statement 2: On the 3rd grade Math STAAR test, 29% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 62%. On the 4th grade Math STAAR test, 46% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 52%. Root Cause: Students lack of virtual engagement.
Problem Statement 3: On the 4th grade Writing STAAR test, 49% of our students reached the approaching level. Root Cause: On the 4th grade Writing STAAR test, 49% of our students reached the approaching level.
School Processes & Programs
Problem Statement 2: Campus wide, the PBIS expectations for the common areas were not consistently taught, monitored, and/or rewarded. Root Cause: PBIS system and expectations were not communicated or reviewed for all staff members, therefore students did not know expectations. PBIS committee did not meet this year.

Priority 3: Personnel and Professional Development

Goal 2: Increase teacher and leader quality through targeted professional development with 75% annual achievement of defined performance measures.

Evaluation Data Sources: Lead: Quarterly Performance Targets Met; Lag: Increase in Annual Performance Targets Met

Strategy 1 Details	Reviews			
Strategy 1: Set student performance targets with all teachers and monitor progress towards achievement quarterly. Strategy's Expected Result/Impact: [?]90% of teachers will achieve the student performance targets set. Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2, 3, 4 Funding Sources: Greg Tang Math PD Subscription - 199-30 SCE - 199.13.6395.00.101.30.000 - \$2,000, Professional Development - 199-30 SCE - 199.13.6117.00.101.30.000 - \$2,000	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Establish a campus monitoring plan to ensure the interventions and accommodations for SpEd, EL, 504, and GT students are implemented and documented with fidelity as legally required. Strategy's Expected Result/Impact: 100% of teachers will be monitored and held accountable for implementing and documenting student interventions and accommodations with fidelity. Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Nov	Feb	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: On the 3rd grade Reading STAAR test, 29% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 70%. On the 4th grade Reading STAAR test, 42% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 61%. Root Cause: Students lack of virtual engagement.
Problem Statement 2: On the 3rd grade Math STAAR test, 29% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 62%. On the 4th grade Math STAAR test, 46% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 52%. Root Cause: Students lack of virtual engagement.
Problem Statement 3: On the 4th grade Writing STAAR test, 49% of our students reached the approaching level. Root Cause: On the 4th grade Writing STAAR test, 49% of our students reached the approaching level.
Problem Statement 4: There is gap in foundational reading skills among our English and Spanish speaking kids in primary grades. Root Cause: Because there is not a systematic phonics program in our English classes.

Priority 3: Personnel and Professional Development

Goal 3: Improve capacity at all levels of the organization to create a quality pipeline for 70% of key leadership positions.

Evaluation Data Sources: Lead: Quarterly Leadership Competency Checks; Lag: Internal Leadership Promotions

Strategy 1 Details	Reviews			
Strategy 1: Provide training opportunities to grow teacher leaders in their ability to coach and guide colleagues to improve. Strategy's Expected Result/Impact: 100% of identified teacher leaders will have participated in 3 or more leadership training opportunities. Staff Responsible for Monitoring: Administrative Team	Formative			Summative
	Nov	Feb	May	Aug
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Priority 3: Personnel and Professional Development

Goal 4: Increase teacher retention to 85% through intentional programs and efforts.

Evaluation Data Sources: Lead: Quarterly Retention Efforts; Lag: Annual Retention Rate

Strategy 1 Details	Reviews			
Strategy 1: Increase teacher/staff campus ambassadors through improved communication efforts and targeted efforts to improve campus culture based on feedback. Strategy's Expected Result/Impact: [?] 20% increase in teacher/staff retention. Staff Responsible for Monitoring: Administrative Team	Formative			Summative
	Nov	Feb	May	Aug
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Priority 4: Operational Excellence

Goal 1: Provide anytime, anywhere access to technology for 100% of Duncanville ISD students.

Evaluation Data Sources: Lead: Quarterly student access checks Lag: Annual tracking of student reliable access to internet and devices

Strategy 1 Details		Reviews			
Strategy 1: Implement monthly training opportunities to improve teacher integration of technology at the redefinition level on SAMR Model. Strategy's Expected Result/Impact: 100% of teachers will complete monthly trainings; 20% of classroom observations and walkthroughs will show technology being utilized that higher levels of SAMR. Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Feb	May	Aug
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					





Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Many students are not mastering technology TEKS. Campus wide students are not developing 21st century skills including using technology for research, presenting, and collaboration. Root Cause: Teachers face time constraints to cover the core curriculum as well as technology TEKS because there is no computer lab teacher. The computer lab rotation limits teachers to lab accessibility.

Priority 4: Operational Excellence

Goal 2: Create a culture of service and support with a 90% satisfaction rate of students, families, and community members.

Evaluation Data Sources: Lag - Annual satisfaction Survey. Lead- Ongoing Concerns and Compliment Tracking

Strategy 1 Details	Reviews			
Strategy 1: Train staff on the district's PANTHERS Values, Mission, and Vision, and align all PLC, parent, community, and staff meetings with the values. Strategy's Expected Result/Impact: [?]90% positive responses to questions on the district climate survey for students, staff, and parents. Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 2.4, 3.2 Problem Statements: Student Learning 1, 2, 3, 4 - Perceptions 1	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Provide multiple opportunities for families to connect and build capacity in families that leads to student success. Strategy's Expected Result/Impact: 50% or more families will engage in building capacity opportunities Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: School Processes & Programs 3 - Perceptions 1, 2	Formative			Summative
	Nov	Feb	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 1: On the 3rd grade Reading STAAR test, 29% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 70%. On the 4th grade Reading STAAR test, 42% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 61%. Root Cause: Students lack of virtual engagement.</p> <p>Problem Statement 2: On the 3rd grade Math STAAR test, 29% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 62%. On the 4th grade Math STAAR test, 46% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 52%. Root Cause: Students lack of virtual engagement.</p> <p>Problem Statement 3: On the 4th grade Writing STAAR test, 49% of our students reached the approaching level. Root Cause: On the 4th grade Writing STAAR test, 49% of our students reached the approaching level.</p> <p>Problem Statement 4: There is gap in foundational reading skills among our English and Spanish speaking kids in primary grades. Root Cause: Because there is not a systematic phonics program in our English classes.</p>

School Processes & Programs

Problem Statement 3: Parental engagement has declined during the 2020-2021 school year as evident by the 4.8% attendance rate during Family Engagement Workshops. **Root Cause:** Topics of interest are not always presented or offered, and advanced notice was not always sent home with the parents. Parents need more opportunities to sign up for volunteering and assistance with background checks.

Perceptions





Problem Statement 1: Parental involvement for academic events have suffered from low attendance percentage. **Root Cause:** Parents are busy working and often cannot participate, and/or are tired. Many parents have not had a positive educational experience and do not feel comfortable or capable of participating or contributing. In addition, some parents have limited English skills.

Problem Statement 2: Low parent engagement in the virtual academic and attendance regulations/requirements for students. **Root Cause:** Some parents were not comfortable with technology or did not have access to technology.

Priority 4: Operational Excellence

Goal 3: Ensuring 95% of curriculum and program audit findings are addressed for the purpose of continuous improvement and excellence.

Evaluation Data Sources: Lead - Audit findings addressed monthly; Lag- Findings compared to prior year

Strategy 1 Details	Reviews			
Strategy 1: Increase teacher understanding of the curriculum and monitor alignment at the required level of rigor through routine fidelity checks. Strategy's Expected Result/Impact: [?]10% of classrooms will be checked weekly by administration for curriculum alignment; 90% of teachers will be consistently in alignment by EOY. Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Nov	Feb	May	Aug
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3 Problem Statements:

Student Learning
<p>Problem Statement 1: On the 3rd grade Reading STAAR test, 29% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 70%. On the 4th grade Reading STAAR test, 42% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 61%. Root Cause: Students lack of virtual engagement.</p> <p>Problem Statement 2: On the 3rd grade Math STAAR test, 29% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 62%. On the 4th grade Math STAAR test, 46% of the African American students performed at the approaching level. Which is lower than our Hispanic students, which was 52%. Root Cause: Students lack of virtual engagement.</p> <p>Problem Statement 3: On the 4th grade Writing STAAR test, 49% of our students reached the approaching level. Root Cause: On the 4th grade Writing STAAR test, 49% of our students reached the approaching level.</p> <p>Problem Statement 4: There is gap in foundational reading skills among our English and Spanish speaking kids in primary grades. Root Cause: Because there is not a systematic phonics program in our English classes.</p>

Priority 5: Financial Stewardship and Facilities

Goal 1: Acquire alternative funding to address 75% of the identified facility, program and technology needs of the district.

Evaluation Data Sources: Lead: Alternative funding targets met quarterly; Lag: Annual comparative increase of alternative funding

Strategy 1 Details	Reviews			
Strategy 1: Seek grants and donations to fund student incentives for improved attendance, behavior, and academic growth. Strategy's Expected Result/Impact: [?]20% of students will receive an attendance, behavior, or academic growth incentive funded through grants/donations.	Formative			Summative
	Nov	Feb	May	Aug
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Priority 5: Financial Stewardship and Facilities

Goal 2: Ensure 100% of district facilities receive top ratings annually for health, safety and aesthetics.

Evaluation Data Sources: Lead: Quarterly Facility Compliance Standards Report Card; Lag: Compliance Ratings Earned and Inspections Passed Annually

Strategy 1 Details	Reviews			
Strategy 1: Train administration and create a campus-wide PBIS program to work proactively in reducing student disciplinary incidents. Strategy's Expected Result/Impact: 100% of campus administration will be trained and 100% of a plan will be created. Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 2.5 Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Implement a monthly staff review of student discipline data to discuss trends, interventions, and improved actions to reduce suspensions. Strategy's Expected Result/Impact: 10 reviews will be held throughout the year (August to May) with 95% of all staff in attendance. Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 2.5 Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Feb	May	Aug
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Campus wide, the PBIS expectations for the common areas were not consistently taught, monitored, and/or rewarded. Root Cause: PBIS system and expectations were not communicated or reviewed for all staff members, therefore students did not know expectations. PBIS committee did not meet this year.

Priority 5: Financial Stewardship and Facilities

Goal 3: Ensure 60% of expenditures are targeted towards strategic goals and improvement.

Evaluation Data Sources: Lead: Quarterly Financial Analysis of Strategic Spending; Lag: Annual Strategic Spending

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with campus staff and CEIC to set annual resource allocation priorities for federal, state, local funds towards district strategic goals. Strategy's Expected Result/Impact: 60% of expenditures utilized in each quarter are directly aligned towards the district/campus strategic goals and improvement. Staff Responsible for Monitoring: Administrative Team	Formative			Summative
	Nov	Feb	May	Aug
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was developed in June 2021 by the campus leadership team using a variety of resources including STAAR assessments, interim assessments, District assessments, common assessments, and discipline data.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed based on the input from various stakeholders during the comprehensive needs assessment process. It will be presented and approved by the Campus Education Improvement Committee by September 24, 2021.

2.2: Regular monitoring and revision

The CIP will be reviewed and revised each quarter by campus leadership team in November 2021, February 2022, May 2022 and July 2022.

2.3: Available to parents and community in an understandable format and language

CIP will be posted each quarter on the campus website. For families needing assistance, they may contact campus translator and/or Family Engagement Liaison.

2.4: Opportunities for all children to meet State standards

Embedded within strategies.

2.5: Increased learning time and well-rounded education

Embedded within strategies.

2.6: Address needs of all students, particularly at-risk

Embedded within strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Embedded within strategies.

3.2: Offer flexible number of parent involvement meetings

Embedded within strategies.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Evan Engwall	Math Center Teacher	RTI	1.0
Gloria Walker	Math Center Teacher	RTI	1.0
Jada Ross	Teacher Specialist	Professional Development	.5

2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Ayanna Parker	Principal
Classroom Teacher	Gloria Walker	Reading Center
Administrator	Jose Ortiz	Assistant Principal
Classroom Teacher	Maria Nava	Classroom Teacher
Classroom Teacher	Jerry Martin	Classroom Teacher
Classroom Teacher	Gentry Brooks	Classroom Teacher
Community Representative	Jeannine Valentine	Community Representative
Parent	Maria Yanez	Parent
Classroom Teacher	Alexander Starr	Classroom Teacher
District-level Professional	Tiffany Washington	District-Level Professional
Parent	Ruby Lopez	Parent