Leading with passion, acting with courage, and changing the world.

Empower ALL children to become lifelong learners to make a positive impact on the world.

Vcdɲg"qh"Eqpvgpvu

Demographics

Fgoqitcrjkeu"Uwooct{

E. M. Daggett Elementary School is a neighborhood school located south of downtown Fort Worth with an enrollment of 577 students in PK-5th Grade. Approximately 50 percent of our students qualify as part of the Dual Language Program through 5th grade with the other 50 percent served in our Regular Program/ESL classes. 90 percent of our

projected to Meet or Master STAAR. **Tqqv"Ecwug** Current master schedule has not allowed for the implementation of quality systematic weekly PLC Cycle with clearly defined outcomes and lookfors.

Rtqdngo"Uvcvgogpv"4 Only 27% of 5th grade students are on track to meet SAT satisfactory performance. **Tqqv"Ecwug** Quality PD including the implementation of the ELPS, has not been prioritized, systematically/consistently provided specifically in our self-contained in order to support all students with their math growth.

School Processes & Programs

Uejqqn Rtqeguugu (Rtqitcou Uwooct{

Rtqhguukqpcn Rtcevkegu

PLC plan is developed at the beginning of the year with the end in mind. In the next school year we want to outline our PLC calendar to include having 1 week for data meetings, 1 week for reviewing and documenting interventions, 1 week for analyzing student work, and 1 week for professional development; Our main goal is to create leaders within our teachers by having PLCs teacher-led. As of now, all committees both social and academic, are teacher-led with roles and responsibilities clearly outlined.

Rtqegfwtgu

- Lesson plans include all components to help promote gradual release (I do/model, we do, you do followed by a formative assessment piece). Teachers use their data during the PLCs to plan re-teach lessons and focus on specific TEKs and objectives to help build their lessons.

  In July, the principal, AP, and data analyst collaborated together and created the Master Schedule and PLC calendar with the intention of creating longer planning per-

Perceptions

Rgtegrvkqpu"Uw o o ct{

Uvwf gpvu

Overall students feel okay about school. They don't hate it, but they don't love it, they simply like it. I think too often our students feel like they are already behind when they enter the next grade level. We think the students need to fix their growth mindset but at the same time the teachers do also. The children get frustrated when they start a new school year and are already hearing how behind or how low they are. They also have an irrational fear of testing and moving on to the next grade in general, which shouldn't be the case if they feel confident in what they have been taught in the classroom. Safety for our students isn't an issue, but they don't feel like they belong or are really needed in

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

Ƙo rtqxgogpv"Rɲcpp|pi"Fcvc

District goals

Ƙ   **u**   **q**   **o**   **p**   **v**   **c**   **s**

Goal 1: Gctᴎ{"Nᴋvgtce{"

 Қpetgcug"vjg"rgtegpvcige"qh"5tf"itcfg"uvwfgpvu"yjq"ueqtg"cv"oggvu"itcfg"ᴨgxgᴎ"qt"cdqxg"qp"UVCCT"Tgcfkpi"htqo"56 ' "vq"69 ' "d{"Cwiwuv"42460

Performance Objective 1: Қpetgcug"vjg"rgtegpvcige"qh"RM"uvwfgpvu"yjq"ueqtg"Qp"Vtcem"qp"Ekteᴎg"Rjqpqᴨqikecᴎ"Cyctgpguu"kp"Gpiᴎkuj""htqo"""6:08" ' "vq"aa '
d{"Oc{"42440""
Қpetgcug"vjg"rgtegpvcige"qh"RM"uvwfgpvu"yjq"ueqtg"Qp"Vtcem"qp"Ekteᴨg"Rjqpqᴨqikecᴎ"Cyctgpguu"kp"Urcpᴋuj""htqo"""9809" ' "vq"aa ' "d{"Oc{"42440""
Қpetgcug"vjg"rgtegpvcige"qh"Chtkecp"Cogtkecp"uvwfgpvu"qt"vjg"uvwfgp"itqwr"vjcv"ku"oquv"octikpcᴎi|gf"d{"kpuvtwevkqp"qp"qwt"ecorwu"*igpfgt."tceg."rtqitco.
qᴠjgt+"htqo"""aa ' "vq"aa ' "d{"Oc{"42440

Uᴠtcvgi{"3"Fgᴠcᴋᴎu	Tgxᴋgyu
Uᴠtcvgi{"3< Improve the quality of Tier I Instruction by intentionally planning formative assessments during all components of Tier I Instruction.	
Uᴠtcvgi{)u"Gzrgevgf"TguwᴎᴠlᏦo rcev< 100% of teachers will leave PLC Meetings with evidence of formative	

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stuov

Goal 1: Gctn{"Nkvgtce{"

Kpetgcug"vjg"rgtegpvcig"qh"5tf"itcfg"uvwfgpvu"yjq"ueqtg"cv"oggvu"itcfg"ngxgn"qt"cdqxg"qp"UVCCT"Tgcfkpi"htqo"56 ' "vq"69 ' "d{"Cwiwuv"42460

Performance Objective 2: Kpetgcug"vjg"rgtegpvcig"qh"Mkpfgtictvgp"/"Itcfg"5"uvwfgpvu"yjq"Oggv"qt"Gzeggf"itcfg"ngxgn"gzrgevcvkqpu"qp"mg{"OCR"Hnwgpe{ kpfkecvqtu"kp"Gpinkuj"htqo""56"07 ' "vq"aa ' "d{"Oc{"42440

Kpetgcug"vjg"rgtegpvcig"qh"Mkpfgtictvgp"/"Itcfg"5"uvwfgpvu"yjq"Oggv"qt"Gzeggf"itcfg"ngxgn"gzrgevcvkqpu"qp"mg{"OCR"Hnwgpe{"kpfkecvqtu"kp"Urcpkuj"htqo 430;" ' "vq"aa ' ""d{"Oc{"42440

Kpetgcug"vjg"rgtegpvcig"qh"Chtkecp"Cogtkecp"uvwfgpvu"qt"vjg"uvwfgpv"itqwr"vjcv"ku"oquv"octikpcnk|gf"d{"kpuvtwevkqp"qp"qwt"ecorwu"*igpfgt."tceg."rtqitco. qvjgt+"htqo"520:" ' "vq"aa ' ""d{"Oc{"42440

Uvtcvgi{"3"Fgvcknu					Tgxkgyu			
Uvtcvgi{"3< Develop the capacity of teachers to look at student work and calibrating relevance, rigor and alignment for the related high leverage TEKS at each grade level.					**Hqtocvkxg**			**Uwooctkxg**
					Pqx	**Lcp**	**Oct**	**Lwpg**
Uvtcvgi{)u"Gzrgevgf"Tguwnv/Korcev< 100% of teachers will bring student work for calibration. 70% of work will show evidence of alignment to the related TEKS. 70% of walkthroughs will show instructional alignment to high leverage TEKS. **Uvchh"Tgurqpukdng"hqt"Oqpkvqtkpi**< Miller, Ramirez, Reed								
0% No Progress Accomplished → Continue/Modify ✗ Discontinue								

Goal 1: Gctn{"Nkvgtce{"

Kpetgcug"vjg"rgtegpvcig"qh"5tf"itcfg"uvwfgpvu"yjq"ueqtg"cv"oggvu"itcfg"ngxgn"qt"cdqxg"qp"UVCCT"Tgcfkpi"htqo"56 ' "vq"69 ' "d{"Cwiwuv"4246.

Performance Objective 3: Kpetgcug"vjg"rgtegpvcig"qh"Mkpfgtictvgp"vjtqwij"Itcfg"7"uvwfgpvu"yjq"oggv"qt"gzeggf"rtqlgevgf"itqyvj"qp"OCR"Itqyvj
Tgcfkpi"kp"Gpinkuj"htqo"6703" ' "vq"aa ' "d{"Oc{"4244."

Goal 2: Gctn{"Ocvj"

Kpetgcug"vjg"rgtegpvcig"qh"5tf"itcfg"uvwfgpvu"yjq"ueqtg"cv"oggvu"itcfg"ngxgn"qt"cdqxg"qp"UVCCT"Ocvjgocvkeu"htqo"56 % "vq"67 % "d{"Cwiwuv"42460

Performance Objective 1: Kpetgcug"vjg"rgtegpvcig"qh"RM"uvwfgpvu"yjq"ueqtg"Qp"Vtcem"qp"Ekteng"Ocvj"htqo"9507 % "vq"aa % ""d{"Oc{"42440"
Kpetgcug"vjg"rgtegpvcig"qh"Chtkecp"Cogtkecp"uvwfgpvu"qt"vjg"uvwfgpv"itqwr"vjcv"ku"oquv"octikpcnk|gf"d{"kpuvtwevkqp"qp"qwt"ecorwu"*igpfgt."tceg."rtqitco."qvjgt+"htqo"8305 % "vq"aa % ""d{"Oc{"42440

Uvtcvgi{"3"Fgvcknu	Tgxkgyu			
Uvtcvgi{"3< Improve the quality of Tier I Instruction by intentionally planning formative assessments during all components of Tier I Instruction.	**Hqtocvkxg**			**Uwooctkxg**
	Pqx	**Lcp**	**Oct**	**Lwpg**
Uvtcvgi{)u"Gzrgevgf"Tguwnl\o rcev< 100% of teachers will leave PLC Meetings with evidence of formative assessments to be used during Tier 1 instruction. Use of formative assessment strategies will be evident in 80% of all classroom walkthroughs. **Uvchh"Tgurqpukdng"hqt"Oqpkvqtkpi<** Miller, Ramirez, Classroom Teachers **VGC"Rtkqtkvkgu<** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **GUH"Ngxgtu<** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				
0%.— No Progress Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Gctn{"Ocvj"

Kpetgcug"vjg"rgtegpvcig"qh"5tf"itcfg"uvwfgpvu"yjq"ueqtg"cv"oggvu"itcfg"ngxgn"qt"cdqxg"qp"UVCCT"Ocvjgocvkeu"htqo"56 ' "vq"67 ' "d{"Cwiwuv"42460

Performance Objective 2: Kpetgcug"vjg"rgtegpvcig"qh"Mkpfgt"uvwfgpvu"yjq"ueqtg"Qp"Vtcem"qp"VZ/MGC"Ocvj"htqo"6604" ' "vq"aa ' ""d{"Oc{"42440
Kpetgcug""vjg"rgtegpvcig"qh"Chtkecp"Cogtkecp"uvwfgpvu"qt"vjg"uvwfgpv"itqwr"vjcv"ku"oquv"octikpcnk|gf"d{"kpuvtwevkqp"qp"qwt"ecorwu"*igpfgt."tceg."rtqitco.
qvjgt+"htqo"aa ' "vq"aa ' "d{"Oc{"42440

Uvtcvgi{"3"Fgvcknu				Tgxkgyu		
Uvtcvgi{"3: Develop the capacity of teachers to look at student work and calibrating relevance, rigor and alignment for the related high leverage TEKS at each grade level.				**Hqtocvkxg**		**Uwoocvkxg**
				Pqx	**Lcp**	**Oct**	**Lwpg**
Uvtcvgi{)u"Gzrgevgf"Tguwnv|Kompact: 100% of teachers will bring student work for calibration. 70% of work will show evidence of alignment to the related TEKS. 70% of walkthroughs will show instructional alignment to high leverage TEKS. **Uvchh"Tgurqpukdng"hqt"Oqpkvqtkpi:** Miller, Ramirez, Reed						
0% No Progress Accomplished → Continue/Modify ✕ Discontinue						

Goal 2: Gctn{"Ocvj"

Kpetgcug"vjg"rgtegpvcig"qh"5tf"itcfg"uvwfgpvu"yjq"ueqtg"cv"oggvu"itcfg"ngxgn"qt"cdqxg"qp"UVCCT"Ocvjgocvkeu"htqo"56 ' "vq"67 ' "d{"Cwiwuv"42460

Performance Objective 3: Kpetgcug"vjg"rgtegpvcig"qh"Mkpfgtictvgp"/"Itcfg"7"uvwfgpvu"yjq"Oggv"qt"Gzeggf"rtqlgevgf"itqyvj"qp"OCR"Itqyvj"htqo"6807" ' vq"aa ' ""d{"Oc{"42440""

Kpetgcug"vjg"rgtegpvcig"qh"Chtkecp"Cogtkecp"uvwfgpvu"qt"vjg"uvwfgpv"itqwr"vjcv"ku"oquv"octikpcnk|gf"d{"kpuvtwevkqp"qp"qwt"ecorwu"*igpfgt."tceg."rtqitco. qvjgt+"htqo"5:07" ' "vq"aa ' "d{"Oc{"42440

Uvtcvgi{"3"Fgvcknu	Tgxkgyu

Uvtcvgi{"3< Develop the capacity of teachers to look at student work and calibrating relevance, rigor and alignment for the related high leverage TEKS at each grade level.
 	
    Uvtcvgi{)u"Gzrgevgf"Tguwnv1Korcev< 100% of teachers will bring student work for calibration.
    70% of work will show evidence of alignment to the related TEKS.
    70% of walkthroughs will show instructional ignment to th grad	

Goal 2: Gctn{"Ocvj"

Kpetgcug"vjg"rgtegpvcig"qh"5tf"itcfg"uvwfgpvu"yjq"ueqtg"cv"oggvu"itcfg"ngxgn"qt"cdqxg"qp"UVCCT"Ocvjgocvkeu"htqo"56"'"vq"67"'"d{"Cwiwuv"42460

Performance Objective 4: Kpetgcug"vjg"rgtegpvcig"qh"Mkpfgt"uvwfgpvu"yjq"ueqtg"Qp"Vtcem"qp"VZ/MGC"Ocvj"htqo"660"4"'"vq"aa"'"d{"Oc{"42440
Kpetgcug""vjg"rgtegpvcig"qh"Chtkecp"Cogtkecp"uvwfgpvu"qt"vjg"uvwfgpv"itqwr"vjcv"ku"oquv"octikpcnk|gf"d{"kpuvtwevkqp"qp"qwt"ecorwu"*igpfgt."tceg."rtqitco."qvjgt+"htqo"aa"'"vq"aa"'"d{"Oc{"42440

Uvtcvgi{"3"Fgvcknu	Tgxkgyu
Uvtcvgi{"3< Develop the capacity of teachers to look at student work and calibrating relevance, rigor and alignment for the related high leverage TEKS at each grade level. **Uvtcvgi{)u"Gzrgevgf"Tguwnv1Korcev<** 100% of teachers will bring student work for calibration. 70% of work will show evidence of alignment to the related TEKS. 70% of walkthroughs will show instructional alignment to high leverage TEKS.	

Goal 3: ECOT"

Kpetgcug"vjg"rgtegpvcig"qh"uvwfgpvu"itcfwcvkpi"ykvj"c"ECOT"kpfkecvqt"htqo"65'"vq"6:'"d{"Lwpg"42460

Performance Objective 1:

Goal 4: Ngctpkpi"Gpxktqpogpv"*dcugf"qp"vjg"DQG"eqpuvtckpvu+

Gpuwtg"cnn"uvwfgpvu"jcxg"ceeguu"vq"c"uchg."uwrrqtvkxg"cpf"ewnvwtcnn{"tgurqpukxg"ngctpkpi"gpxktqpogpv0

Performance Objective 1: Fgetgcug"vjg"pwodgt"cpf"rgtegpvcig"qh"uwfgpvu"yjq"ctg"ejtqpkecnn{"cdugpv"htqo"47" ' "vq"44 ' "d{"Oc{"42440"
Fgetgcug"vjg"pwodgt"cpf"rgtegpvcig"qh"Chtkecp"Cogtkecp"uvwfgpvu"qt"vjg"uvwfgpv"itqwr"vjcv"ku"oquv"octikpcnk|gf"d{"kpuvtwevkqp"qp"qwt"ecorwu"*igpfgt.
tceg."rtqitco."qvjgt+htqo"58 ' "vq"55 ' ""d{"Oc{"42440

Uvtcvgi{"3"Fgvcknu		Tgxkgyu		
Uvtcvgi{"3< Develop a systematic strategy to address students that attendance rate is less than 95%.		**Hqtocvkxg**		**Uwoocvkxg**
Uvtcvgi{)u"Gzrgevgf"TguwnvlKorcev< 95% absent Daggett Elementary will make contact with parents of students with more than consecutive absences everyday.	**Pqx**	**Lcp**	**Oct**	**Lwpg**
Monitor the 6 week cycle reports for evidence of a reduction in chronic absenteeism.				
Hwpfkpi"Uqwtegu< Parent Engagement Funds - Title I (211) - 211-61-6299-04E-119-30-510-000000-22F10 - $2,966, SCE - SCE (199 PIC 24) - 199-11-6399-001-119-24-313-000000- - $5,148				
0% No Progress Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Ngctpkpi"Gpxktqpogpv"*dcugf"qp"vjg"DQG"eqpuvtckpvu+

Gpuwtg"cnn"uvwfgpvu"jcxg"ceeguu"vq"c"uchg."uwrrqtvkxg"cpf"ewnvwtcnn{"tgurqpukxg"ngctpkpi"gpxktqpogpv0

Performance Objective 2: Kpetgcug"rqukvkxg"tgurqpug"d{"uvwfgpvu"vq"vjg"ngctpkpi"gpxktqpogpv"qp"vjg"Rcpqtcoc"UGN"Uwtxg{"htqo"88'"vq"8;'"d{"Oc{
42440""

Kpetgcug"rqukvkxg"tgurqpug"d{"GNN"uvwfgpvu"qt"vjg"uvwfgpv"itqwr"vjcv"ku"oquv"octikpcnk|gf"d{"kpuvtwevkqp"qp"qwt"ecorwu"*igpfgt."tceg."rtqitco."qvjgt+"htqo
86""'"vq"89"'"d{"Oc{"42440

Gxcnwcvkqp"Fcvc"Uqwtegu< Formatively assess

Uvtcvgi{"3"Fgvcknu					
		Tgxkgyu			
Uvtcvgi{"3< Increase positive interaction with parents through "Pawsative Recognition" and use of the "Paw Board".		**Hqtocvkxg**			**Uwoocvkxg**
Uvtcvgi{)u"Gzrgevgf"Tguwnv1Kompcev< Increase positive relationships with students and parents.	**Pqx**	**Lcp**	**Oct**	**Lwpg**	
Uvchh"Tgurqpukdng"hqt"Oqpkvqtkpi< Miller and Ramirez					

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

Goal 4: Ngctpkpi"Gpxktqpogpv"*dcugf"qp"vjg"DQG"eqpuvtckpvu+

Gpuwtg"cnn"uvwfgpvu"jcxg"ceeguu"vq"c"uchg."uwrrqtvkxg"cpf"ewnvwtcnn{"tgurqpukxg"ngctpkpi"gpxktqpogpv0

Performance Objective 3: Fgetgcug"vjg"pwodgt"qh"kp"cpf"qwv"qh"uejqqn"uwurgpukqpu"hqt"Chtkecp"Cogtkecp"uvwfgpvu"qt"vjg"uvwfgpv"itqwr"vjcv"ku"oquv octikpcnk|gf"qp"qwt"ecorwu"*igpfgt."tceg."rtqitco."qvjgt+htqo"0;'"vq"07'"d{"Oc{"42440

Uvtcvgi{"3"Fgvcknu	Tgxkgyu			
Uvtcvgi{"3< Improve PBIS interventions, implementation of Restorative Practices and TBRI strategies in all classrooms and content areas with identifying the needs of Hispanic Students.	Hqtocvkxg			Uwoocvkxg
	Pqx	Lcp	Oct	Lwpg
0% No Progress Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Ngctpkpi"Gpxktqp o gpv"*dcug f"qp"v j g"DQG"eqpuvtckpvu+

Vkvng "K" *433+						
I qcn	**Qdlgevkxg**	**Uvtcvgi{**	**Tguqwtegu"Pggfgf**	**Fguetkrvkqp**	**Ceeqwpv"Eqfg**	**C o qwpv**
1	1	1	Title I Reading Teacher	Title I Teacher	211-11-6119-04E-119-30-510-000000-22F10	$60,670.00
1	1	1	Data Analyst	Data Analyst	211-13-6119-04E-119-30-510-000000-22F10	$73,725.93
1	1	1	Tutoring Funds	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-119-30-510-000000-22F10	$21,534.07
4	1	1	Parent Engagement Funds	Family Science Night	211-61-6299-04E-119-30-510-000000-22F10	$2,966.00
					Uwd/Vqvcn	$158,896.00
					Dwf i gvgf"Hwpf"Uqwteg"C o qwpv	$158,896.00
					-1/"Fkhhgtgpeg	$0.00
UEG"*3;;"RKE"46+						
I qcn	**Qdlgevkxg**	**Uvtcvgi{**	**Tguqwtegu"Pggfgf**	**Fguetkrvkqp**	**Ceeqwpv"Eqfg**	**C o qwpv**
4	1	1	SCE	Supplies and materials for instructional use	199-11-6399-001-119-24-313-000000-	$5,148.00
					Uwd/Vqvcn	$5,148.00
					Dwf i gvgf"Hwpf"Uqwteg"C o qwpv	$5,148.00
					-1/"Fkhhgtgpeg	$0.00
					I tcpf"Vqvcn	$164,044.00