

Hqtv" Y qtvj "Kp fgrgp fgpv"Uejqqn" Fkuvtkv

3:6" Y qtvj " J gki jvu" Gng o gpvct { "Uejqqn

4243/4244" Ec o rwu" K o rtq xg o gpv" Rncp



Okuukqp"Uvcvg o gpv

- ALL students deserve high-quality instruction in a way that meets their needs.

- Community and parent partnerships are key.
- In setting goals and achieving them.
- In integrating culture and equitable practices.
- In embracing new challenges.

Vcdng"qh"Eqpvgpvu

Eq o rtg jgpukxg" Pggfu"Cuuguu o gpv	7
Fg o qi tcr jkeu	7
Uvwfgpv"Ngctpkpi	8
Uejqqn"Rtqeguugu" ("Rtqi tco u	9
Rgtegrvkqpu	;
Rtkqtkv{ "Rtqdn g o "Uvcvg o gpvu	33
Eq o rtg jgpukxg" Pggfu"Cuuguu o gpv" Fcvc" Fqew o gpvcvkqp	34
I qcnu	37
I qcn"3<"Gctn{ "Nkvtgce{ "kpetgcug"v jg"rgtegpvc i g"qh"5tf" i tcf g"uvwfgpvu" y j q"ueqtg"cv" o ggvu" i tcf g"ngxgn"qt"cdq xg"qp"UVCCT" Tgc fkp i "htq o "56 ' "vq"69 ' "d{ "Cw i wuv"42460	38
I qcn"4<"Gctn{ "Ocv j" kpetgcug"v jg"rgtegpvc i g"qh"5tf" i tcf g"uvwfgpvu" y j q"ueqtg"cv" o ggvu" i tcf g"ngxgn"qt"cdq xg"qp"UVCCT" Ocv j g o cvkeu"htq o "56 ' "vq"67 ' "d{ "Cw i wuv"42460	3:
I qcn"5<"EEOT" kpetgcug"v jg"rgtegpvc i g"qh"uvwfgpvu" i tcf wcvkpi" ykvj" c"EEOT" kpfkecvqt"htq o "65 ' "vq"6: ' "d{ "Lwpg"42460	43
I qcn"6<"Ngctpkpi" Gpxktqp o gpv" *dcugf" qp"v jg" DQG" eqpvtckpvu+ "Gpuwtg" cmm" uvwfgpvu" jcxg" ceeguu" vq" c"uchg. "uwr rqtvkxg" cpf" ewnvwtcmm{ "tgu rqpukxg" ngctpkpi" gpxktqp o gpv\0	45
Ukv g/Dcugf" Fgekukqp" Ocmkpi" Eq o o kvvgg	49
Ec o ruw" Hwp flkpi" Uw o oct{	4;

Average class size 18 students

Student Learning

Student Learning Summary

Worth Heights Elementary met standard for 2019 STAAR, received 2 distinctions and a grade of 86-B from TEA. Previously in 2018 WH received all 6 distinctions for STAAR and a grade of A.

Student literacy progress through strong fidelity to monitoring literacy levels grades K-3rd through Fountas and Pinnell assessment every 6 weeks. In addition, Accelerated Reader is used to support student reading motivation and grow independent reading levels. In reading and math STAAR assessments, students grade 3-5 have had a steady increase in scores over the past 5 years.

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Student Learning Strengths

Worth Heights has many strengths some of the many notable strengths in the area of student learning include:

- Strong fidelity to monitoring literacy levels grades K-3rd through Fountas and Pinnell assessment every 6 weeks.
- Data driven planning and intentional PLC processes
- Aligned and targeted instruction
- Continuously building a climate of intrinsically motivated students
High student participation and engagement

- Low teacher attrition which leads to experience, knowledge and consistency
- Professional development that is focused on blended and virtual learning best practices
- Implementation of a detailed and specific COVID plan; instructional, wellness, and safety
Resources purchased to enhance and ease virtual and in person learning (cordless microphones, tripods for recording, document

-Strong Family Communications Liaison that provides support and coordinates volunteer opportunities.

Perceptions Strengths

Worth Heights has many strengths some of the many notable strengths in the area of Perceptions are:

- 85% of student feel supported through their relationships with with friends, family, and adults at school.
- 100% of staff inidcate Worth Heights has an inviting work environment (per stakeholder survey)
- 91% of staff indicate positive staff-leadership relationships.
- Strong FCL with connections to community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Y qtvj " J gki j vu" j cu" c"ncem"qh" fktgev" rctgpvcn" kpxqnxg o gpv" y kvj "qpn {"52" o g o dgtu"cevkg"kp"RVC."cu" y gnn"cu"2"eq o o wpkv {" rctvpgtu"cevkgn { kpxqnxgf0 **Root Cause:** Fgetgcug"kp"vjg"qwtgcej"cpf"hqnnqy"vj tqw i j"vq"i ckp"pgy" o g o dgtu"cpf"eq o o wpkv {" rctvpgtu0

Rtkqtkv{"Rtqdng o "Uvcvg o gpvu

Problem Statement 1 < kp"vjg"42/43"uejqn"{gct"cvvgpfcpeg"jcu"ftqrrgf"htq"qwt"Jkurcpke"rqrwncvkqp"htqo";8 ' "uejqn"ykfg"vq";509" ' "cu"qh"Crtkn"4243"rgt"CFS"fcvc"tgrqtvu0

Root Cause 1 < kpeqpukuvgpv"o qpkvqtkpi"cpf"kpegpvkxk|kpi"fwtkpi"c"pqp"vtcfkvkqpcn"uejqn"{gct0

Problem Statement 1 Areas < Fgoqitcrjkeu

Problem Statement 2 < Ewttgpv"42/43"6vj"itcf"Jkurcpke"o cng"tgcfkpi"uvwfgpvu"ocfg"3"rqkpv"itqyv"j"htqo"hcnn"vq"ykpvt"y jkej"y cu"607"rqkpvu"dgnqy"vjg"rtqlgevgf"itqyv"j"dcugf qp"42/43"OQ["OCR"fcvc0

Root Cause 2 < Vjg"ecorwu"jcupv"rtkqtkv|gf"cfcrvki"kpvtwevkqp"vq"oggv"vjg"nkygtce{"pggfu"qh"qwt"6vj"itcf"Jkurcpke"ocngu0

Problem Statement 2 Areas < Uvwfgpv"Ngctkpi

Problem Statement 3

- Rctgpv"uwtxg{u"cpflqt"qvjgt"hgghdcem
- Eq o o wpkv{"uwtxg{u"cpflqt"qvjgt"hgghdcem

Support Systems and Other Data

- Qti cpk|cvkqpcn"uvtwevwtg"fcvc
- Rtqeguugu"cpf"rtqegfwtg"ht"vgcejki"cpf"ngctpkpi."kpenwfkpi"rtqitco"ko rno gpcvckqp
- Eq o o wpkecvkqpu"fcvc
- Dwf igvulgpvkvng o gpvu"cpf"gzrgpfkwtgu"fcvc
- Uvwf{"qh"dguv"rtcevkegu
- Cevkqp"tgugtej"tguwnvu
- Qvjgt"cfkqpcn"fcvc

Goal 1: Early Literacy

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.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 37% to 50% by May 2022.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 36% to 50% by May 2022.

Increase the percentage of English special education students or the student group that is most marginalized by instruction on our campus from 19 % to 35% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: DQ [/OQ [/GQ ["OCR"Hnwgpe{"fcvc

Strategy 1 Details	Reviews
<p>Strategy 1: Ko rtqyg"swcnkv{"Vkg"3"kpvtwevkqp"d{"dwknfki"vgcejgt"ecrcekv{"kp"vjg"ctgc"qh"nkvg"tce{"vjtqwi j"fcvc""cpcn{uku. kpvtwevkqpcn"rncppki."gzrnkekv"nguuqp"fgnkxgt{"cpf"kpctgcug"ceeguu"vq"fxgtug"kpvtwevkqpcn"ocvgtkcnu"cpf"tguqwtegu0</p> <p>Strategy's Expected Result/Impact: kpetgcug"vjg"rgtegpvc ig"qh"Mkpfgtictvgp"/" I tcf"5"uwf"fgpvu" yjq"Oggv</p>	

Goal 2: Early Math

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.

Performance Objective 1: Increase the percentage of English PK students who score On Track on Circle Math from 65% to 70% by May 2022.

Increase the percentage of English ED students or the student group that is most marginalized by instruction on our campus from 65% to 70% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: DQ [/OQ [/GQ ["EKTENG"fcvc

Strategy 1 Details	Reviews			
<p>Strategy 1: K o r t q x g " s w c n k v { " V k g t " 3 " k p u v t w e v k q p " d { " d w k n f k p i " v g c e j g t " e c r c e k v { " k p " v j g " c t g c " q h " o c v j " v j t q w i j " f c v c " " c p c n { u k u . k p u v t w e v k q p c n " r n c p p k p i . " g z r n k e k v " n g u u q p " f g n k x g t { " c p f " k p e t g c u g " c e e g u u " v q " f k x g t u g " k p u v t w e v k q p c n " o c v g t k c n u " c p f " t g u q w t e g u 0</p> <p>Strategy's Expected Result/Impact: K p e t g c u g " v j g " r g t e g p v c i g " q h " G p i n k u j " R M " u v w f g p v u " y j q " u e q t g " Q p " V t c e m " q p E k t e n g " O c v j " h t q o " 8 5 ' " v q " 8 : ' " " d { " O c { " 4 2 4 4 0 "</p> <p>K p e t g c u g " v j g " r g t e g p v c i g " q h " G p i n k u j " G F " u v w f g p v u " q t " v j g " u v w f g p v " i t q w r " v j c v " k u " o q u v " o c t i k p c n k g f " d { " k p u v t w e v k q p q p " q w t " e c o r w u " h t q o " 8 2 ' " v q " 8 7 ' " " d { " O c { " 4 2 4 4 0 "</p> <p>Staff Responsible for Monitoring: R t k p e k r c n . " C R . " F c v c " c p c n { u v . " R M " v g c e j g t u</p> <p>TEA Priorities: D w k n f " c " h q w p f c v k q p " q h " t g c f k p i " c p f " o c v j " / " ESF Levers: N g x g t " 4 < " G h h g e v k x g . " Y g m / U w r r q t v g f V g c e j g t u . " N g x g t " 6 < " J k i j / S w c n k v { " E w t t k e w n w o . " N g x g t " 7 < " G h h g e v k x g " K p u v t w e v k q p</p> <p>Problem Statements: U e j q q n " R t q e g u u g u " (" R t q i t c o u 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	"	"	"	"

Pq"Rtqi tguu
 Creeq o r n k u j g f
 Eqpvkpwgl Oq fkh {
 Fkueqpvkpwg

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1 < E w t t g p v " 4 2 / 4 3 " 5 t f " i t c f g " J k u r c p k e " o c n g " o c v j " u v w f g p v u " o c f g " 6 " r q k p v u " i t q y v j " h t q o " h c m " v q " y k p v g t " y j k e j " y c u " 5 0 7 " r q k p v u " d g n q y " v j g " r t q l g e v g f " i t q y v j " d c u g f q p " 4 2 / 4 3 " O Q [" O C R " f c v c 0 Root Cause < N c e m " q h " h q w p f c v k q p c n " o c v j " u m k n u " f w g " v q " k p v g t t w r v k q p u " k p " k p u v t w e v k q p " c p f " k p e q p u k u v g p v " u e c h h q n f k p i 0</p>

Goal 2: Early Math

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.

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 32% to 70% by May 2022.

Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus from 41% to 70% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: DQ [/OQ [/GQ ["VZ/MGC" fvc

Strategy 1 Details	Reviews			
<p>Strategy 1: K o r t q x g " s w c n k v { " V k g t " 3 " k p u v t w e v k q p " d { " d w k n f k p i " v g c e j g t " e c r c e k v { " k p " v j g " c t g c " q h " o c v j " v j t q w i j " f c v c " " c p c n { u k u . k p u v t w e v k q p c n " r n c p p k p i . " g z r n k e k v " n g u u q p " f g n k x g t { " c p f " k p e t g c u g " c e e g u u " v q " f k x g t u g " k p u v t w e v k q p c n " o c v g t k c n u " c p f " t g u q w t e g u 0</p> <p>Strategy's Expected Result/Impact: K p e t g c u g " v j g " r g t e g p v c i g " q h " M k p f g t " u v w f g p v u " y j q " u e q t g " Q p " V t c e m " q p V Z / M G C " O c v j " h t q o " ; ' " v q " 3 5 ' " " d { " O c { " 4 2 4 4 0</p> <p>K p e t g c u g " v j g " r g t e g p v c i g " q h " G N N " u v w f g p v u " q t " v j g " u v w f g p v " i t q w r " v j c v " k u " o q u v " o c t i k p c n k g f " d { " k p u v t w e v k q p " q p " q w t e c o r w u " h t q o " " 4 ' " v q " 9 ' " d { " O c { " 4 2 4 4 0</p> <p>Staff Responsible for Monitoring: R t k p e k r c n . " C R . " F c v c " c p c n { u v . " M k p f g t " v g c e j g t u</p> <p>TEA Priorities: D w k n f " c " h q w p f c v k q p " q h " t g c f k p i " c p f " o c v j " / " ESF Levers: N g x g t " 4 < " G h h g e v k x g . " Y g m / U w r r q t v g f V g c e j g t u . " N g x g t " 6 < " J k i j / S w c n k v { " E w t t k e w n w o . " N g x g t " 7 < " G h h g e v k x g " K p u v t w e v k q p</p> <p>Problem Statements: U e j q q n " R t q e g u u g u " (" R t q i t c o u 3</p>	Formative			Summative
	Nov	Jan	Mar	June
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Pq"Rtqi tguu



Ceeq o r n k u j g f



Eqpvkpwgl Oq fkh {



Fkueqpvkpwg

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1 < E w t t g p v " 4 2 / 4 3 " 5 t f " i t c f g " J k u r c p k e " o c n g " o c v j " u v w f g p v u " o c f g " 6 " r q k p v u " i t q y v j " h t q o " h c n n " v q " y k p v g t " y j k e j " y c u " 5 0 7 " r q k p v u " d g n q y " v j g " r t q l g e v g f " i t q y v j " d c u g \$</p>

Goal 2: Early Math

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.

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 52% to 70% by May 2022.

Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus from 34% to 50% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: DQ [/OQ [/GQ ["OCR" I tqyv j"fcvc

Strategy 1 Details	Reviews
<p>Strategy 1: Ko rtqyg"swcnkv{"Vlgt"3"kpvtwevkqp"d{"dwknfkipi"vgcejgt"ecrcekv{"kp"vjg"ctgc"qh"ocvj"vj tqwi j"fcvc""cpcn{uku. kpvtwevkqpcn"rncppkpi."gzrnkekv"nguuqp"fgnkxgt{"cpf"kpctgcug"ceeguu"vq"fkxgtug"kpvtwevkqpcn"ocvgtkcnu"cpf"tguqwtegu0</p> <p>Strategy's Expected Result/Impact: Kpetgcug"vjg"rgtegpvcig"qh"Mkpfgtictvgp"/"I tcfg"7"uwfpgpvu"y jq"Oggv qt"Gzeggf"rtqlgevgf"itqyv j"qp"OCR" I tqyv j"htqo"53 ' "vq"57 ' ""d{"Oc{"42440"" Kpetgcug"vjg"rgtegpvcig"qh"urgekcn"gfwevkqp"uwfpgpvu"qt"vjg"uwfpgpv"itqwr"vjcv"ku"o quv"o cti kpcnk gf"d{ kpvtwevkqp"qp"qwt"ec o rwu"htqo ""42 ' "vq"47 ' "d{"Oc{"42440</p> <p>Staff Responsible for Monitoring: Rtkpekrcn."CR."Fcvc"cpn{uv."vgcejgtu</p> <p>TEA Priorities: Dwknf"c"hqwpfcvkqp"qh"tgcfkpi"cpf"ocvj"/"ESF Levers: Ngxgt"3<"Uvtqpi"Uejqqn"Ngc fgtujkr cpf"Rncppkpi."Ngxgt"4<"Ghhgevkxg."Y gnm/Uwr rqtvgf"Vgcejgtu."Ngxgt"6<"Jki j/Swcnkv{"Ewttkewnwo."Ngxgt"7<"Ghhgevkxg"kpvtwevkqp</p> <p>Problem Statements: Uejqqn"Rtqeguugu" ("Rtqitcou 3</p> <p>Funding Sources: Uwduvkvvvgu"/"Vkvng"K"*433+/"433/33/8334/2RF/3:6/52/732/222222=-</p>	

Goal 3: CCMR

Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 34% to 60% by May 2022.

Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus from 37% to 50% by May 2022.

Evaluation Data Sources: 5tf/7vj"UVCCT" o cvj"tgrqtvu"cpf"HYKUF"dgpej o ctm"tgrqtvu

Strategy 1 Details	Reviews			
<p>Strategy 1: K o r t q x g " s w c n k v { " V k g t " 3 " k p u v t w e v k q p " d { " d w k n f k p i " v g c e j g t " e c r c e k v { " k p " v j g " c t g c " q h " o c v j " v j t q w i j " f c v c " c p c n { u k u . k p u v t w e v k q p c n " r n c p p k p i . " g z r n k e k v " n g u u q p " f g n k x g t { " c p f " k p e t g c u g " c e e g u u " v q " f k x g t u g " k p u v t w e v k q p c n " o c v g t k c n u " c p f " t g u q w t e g u 0</p> <p>Strategy's Expected Result/Impact: k p e t g c u g " v j g " r g t e g p v c i g " q h " 5 / 7 " i t c f g " u v w f g p v u " u e q t k p i " c v " O G G V U " q t c d q x g " q p " U V C C T " O c v j " h t q o " " 7 2 " ' " v q " 7 : " ' d { " O c { " 4 2 4 4 0</p> <p>k p e t g c u g " v j g " r g t e g p v c i g " q h " G N N " u v w f g p v u " q t " v j g " u v w f g p v " i t q w r " v j c v " k u " o q u v " o c t i k p c n k g f " d { " k p u v t w e v k q p " q p " q w t e c o r w u " h t q o " " 6 : " ' " v q " 7 7 " ' " d { " O c { " 4 2 4 4 0</p> <p>Staff Responsible for Monitoring: R t k p e k r c n . " C R . " f c v c " c p c n { u v . " v g c e j g t u</p> <p>TEA Priorities: D w k n f " c " h q w p f c v k q p " q h " t g c f k p i " c p f " o c v j " / " ESF Levers: N g x g t " 3 < " U v t q p i " U e j q q n " N g c f g t u j k r c p f " R n c p p k p i . " N g x g t " 4 < " G h h g e v k x g . " Y g m / U w r r q t v g f " V g c e j g t u . " N g x g t " 6 < " J k i j / S w c n k v { " E w t t k e w n w o . " N g x g t " 7 < " G h h g e v k x g " k p u v t w e v k q p</p> <p>Problem Statements: U e j q q n " R t q e g u u g u " (" R t q i t c o u 3</p> <p>Funding Sources: I g p g t c n " U w r r n k g u " / " V k v n g " k " * 4 3 3 + " / " 4 3 3 / 3 3 / 8 5 ; ; / 2 6 G / 3 : 6 / 5 2 / 7 3 2 / 2 2 2 2 2 / 4 4 H 3 2 " / " & 3 5 . 9 3 6</p>	Formative			Summative
	Nov	Jan	Mar	June
	"	"	"	"

Pq"Rtqitguu

Creeq o rnku jgf

EqpvkpwglOqfkh{

Fkueqpvkpwg

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1 < E w t t g p v " 4 2 / 4 3 " 5 t f " i t c f g " J k u r c p k e " o c n g " o c v j " u v w f g p v u " o c f g " 6 " r q k p v u " i t q y v j " h t q o " h c m " v q " y k p v g t " y j k e j " y c u " 5 0 7 " r q k p v u " d g n q y " v j g " r t q l g e v g f " i t q y v j " d c u g f q p " 4 2 / 4 3 " O Q [" O C R " f c v c 0 Root Cause < N c e m " q h " h q w p f c v k q p c n " o c v j " u m k m u " f w g " v q " k p v g t t w r v k q p u " k p " k p u v t w e v k q p " c p f " k p e q p u k u v g p v " u e c h h q n f k p i 0</p>

Goal 4: Learning Environment (based on the BOE constraints)

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

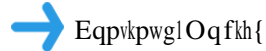
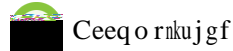
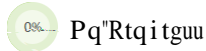
Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 20% to 16% by May 2022.

Decrease the number and percentage of ED students or the student group that is most marginalized by instruction on our campus from 21% to 16% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: CFS"cwvpgfcpeg"tgrqtvu."HYKUF"HQEWU"cwvpgfcpeg"tgrqtvu."Rcpqtcoc"uwtxg{"tgrqtvu

Strategy 1 Details	Reviews			
<p>Strategy 1: Hc o kn {"Eq o o wpkecvkqu"Nkckuqp"cpf"uvchh"y km"eqmcdqtcvg"vq"rtqxfkg"vctigvgf"rctgpp"gp ic ig o gpv"uvtcvg i kgu vq"cmn"hc o knkgu"vj cv"etgcvg"ci"tgcvgt"ugpug"qh"dgnqp i kpi"cpf"kpetgcug"cyctgpguu"qp"vjg"ko rqtvcpeg"qh"fckn {"cwvpgfcpeg"cpf rctgpp"rctvpgtujkru0</p> <p>Strategy's Expected Result/Impact: Fgetgcug"vjg"pw o dgt"cpf"rtgtpvcig"qh"uvwfgpvu"y j q"ctg"ej tqpkccm { cdugpv"htq o "3; ' "vq"37 ' "d {"Oc {"42440"</p> <p>Fgetgcug"vjg"pw o dgt"cpf"rtgtpvcig"qh"GF"uvwfgpvu"qt"vjg"uvwfgpv"itqwr"vj cv"ku"o quv"o ct i kpcnk g f" d { kpvtwevkqp"qp"qwt"ec o rwu"htq o "3; ' "vq"37 ' ""d {"Oc {"42440</p> <p>Staff Responsible for Monitoring: Rtkpekrca."CR."Eqwpugnqt."Fcv"cpn { uv."vgcejgtu."Engtm."HEN</p> <p>TEA Priorities: Dwknf"chqwpfcvkqp"qh"tgcfkpi"cpf"o cvj"/"ESF Levers: Ngxgt"3<"Uvtqpi"Uejqqn"Ngcftujkr cpf"Rncppkpi."Ngxgt"4<"Ghhgevkxg."Y gnn/Uwr rqtvgf"Vgcejgtu."Ngxgt"5<"Rqukvkxg"Uejqqn"Ewnvwtg."Ngxgt"7<"Ghhgevkxg"Kpvtwevkqp</p> <p>Problem Statements: Fgoqitcrjkeu 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	"	"	"	"



Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1 < Kp"vjg"42/43"uejqn" { gct"cwvpgfcpeg"jcu"ftqrrgf"hq"qwt"J kurcpke"rqrwncvkqp"htq o "; 8 ' "uejqn"ykfg"vq"; 509" ' "cu"qh"Crtn"4243"rgt"CFS"fcvc"tgrqtvu0</p> <p>Root Cause < Kpeqpukuygpv"o qpkvqtkpi"cpf"kpegpvkxk kpi"fwtkpi"cpqp"vtcfvkqpcn"uejqn" { gct0</p>

Goal 4:

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 3: Decrease the number of in and out of school suspensions for ELL students or the student group that is most marginalized on our campus (gender, race, program, other) from 0% to 0% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: CFS"fcvc"tgrqtvu."HQEWU"fkuernkpg"tgrqtvu

Strategy 1 Details	Reviews
<p>Strategy 1: Etgcvg"encuutqq o u"vjcv"rtq o qvg"ewnwttcm{"tgu rqpukxg"ngctpkpi "cpf"kpetgcug"uwvfgpv"gp ic ig o gpv"vj tqwi j gswkvc dng"ceeguu"vq"fkxgtug"kpvtwevkqpcn" o cvgtkcnu"cpf"tguqwtegu)</p> <p>Strategy's Expected Result/Impact: Fgetgcug"vjg"pw o dgt"qh"kp"cpf"qvv"qh"uejqqn"uwurgpukqpu"ht"GNN uwvfgpvu"qt"vjg"uwvfgpv" i tqwr"vjcv"ku" o quv" o ct ikpcnk gf"qp"qwt"ec o rwu"*igpfgt."tceg."rtqitc o ."qvjgt+"htq o 2 ' "vq"2 ' "d{"Oc{"42440</p> <p>Staff Responsible for Monitoring: Rtkpekrcn.""CR."Eqwpugnqt."vgcejgtu</p> <p>TEA Priorities: Dwknf"c"hwppfcvkqp"qh"tgcfkpi "cpf" o cvj "/"ESF Levers: Ngxgt"5<"Rqukvkxg"Uejqqn"Ewnwvtg. Ngxgt"7<"Ghhgevkxg"kpvtwevkqp</p> <p>Problem Statements: Fgoqitcrjkeu</p>	

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 4:

Ukvg/Dcugf" Fgekukqp" Ocmkpi" Eq o o kvvgg

Committee Role	Name	Position
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Committee Role	Name	Position
Eq o o w p k v { " T g r t g u g p v c v k x g " 3		

E c o r w u " H w p f k p i " U w o o c t {

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
3	4	3	Vkvnq"3"Vgcejgt"Cuukuvcpv	Vgcejgt"Cuukuvcpv	433/33/834;/26G/3:6/52/732/222222/44H32	&3:.532022
3	4	3	Ewnvwtcnn{"tngxcpv"cpf"wr fcygf"nkdttct{"dqpmu	Tgcfkpi"ocvgtkenu"hqt nkdttct{"wug	433/34/854;/26G/3:6/52/732/222222/44H32	&8.222022
3	5	3	I gpgtcn"Uwr rnkgu	Uwr rnkgu"cpf"ocvgtkenu"hqt kpuvtwekqpcn"wug	433/33/85 ; ;/26G/3:6/52/732/222222/44H32	&36.222022
3	5	3	Fcvc"Cpcn{uv	Fcvc"Cpcn{uv	433/35/833;/26G/3:6/52/732/222222/44H32	&97.248022
4	5	3	Uwdukwvngu	Uwdu"hqt"rtqhgukqpcn fgxgnqr o gpv	433/33/8334/2RF/3:6/52/732/222222/44H32	&:.222022
5	3	3	Tgcfkpi"Ocvgtkenu"hqt"vjg"encuutqq o <"ejcrvgt"dqpmu. Uejqncuvke"Pg yu."F {pc o cvj."Ceegngtcygf"Tgcfgt."gve0	Tgcfkpi"ocvgtkenu"hqt encuutqq o "wug	433/33/854;/26G/3:6/52/732/222222/44H32	&37.222022
5	4	3	Uwdukwvngu			