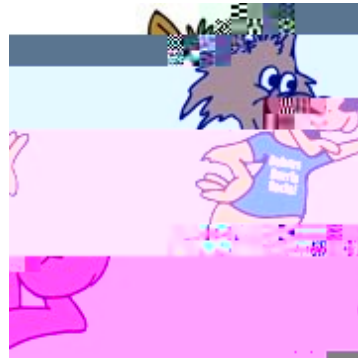


Fort Worth Independent School District

227 Dolores Huerta Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

"Preparing ALL students for success in college, career, and community leadership."

Vision

Vcdng"qh"Eqpvqpvu

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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.	17
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	21
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School Processes & Programs

Uejqq"Rtqeguugu" ("Rtqitc ou"Uwo o ct{

Motto

"Si Se Puede!"

Mission

"Preparing ALL students

organization.

Rtqdig o "Uvcvg o gpv"5*Rtkqtk|gf< ARD and 504 meetings were held to assure students receive what they need during district and standardized tests, however the scores for

Perceptions

Rgtegrvkqpu"Uw o o ct{

At Dolores Huerta Elementary we strive for academic success and excellence in all we do. We value a growth mindset, knowing we can always improve and encourage others to do so. We cannot do this work alone, and seek above all else to strengthen the bonds between students, staff, families, and our community. At Dolores Huerta, together we can build a bright future.

En la Escuela Primaria Dolores Huerta nos esforzamos por el éxito académico y la excelencia en todo lo que hacemos. Valoramos una mentalidad de crecimiento, sabiendo que siempre podemos mejorar y alentar a otros a hacerlo. No podemos hacer este trabajo solos, así que sobre todo, buscamos fortalecer los lazos entre los estudiantes, el personal, las familias y nuestra comunidad. En Dolores Huerta, juntos podemos construir un futuro brillante.

It is important that all students, staff, and community members at Dolores Huerta have a growth mindset. To foster this, we focus on the power of yet and the deep belief that everyone can improve and grow. In order to nurture this growth, our students will need the right support from their school and homes. We have a series of support programs in place to help us meet the needs of all students including MTSS, Section 504, Special Education, RISE, Gifted & Talented, ESL and Dual Language, Dyslexia, and Speech.

Rgtegrvkqpu"Uvtgpi vju

Our school counselor is scheduling weekly meetings with each homeroom to help students manage their feelings. Dolores Huerta Elementary offers many extracurricular activities that include academic clubs (STEM), musicals, cheer-leading, UIL, Battle of the Books, Science Fair, Spelling Bee, Reading Bee, soccer, softball, and chess club. Students in second through fifth grades are able to stay after school in the FWAS program.

Rtqdnig o "Uvcvg o gpr"6*Rtkqtkvk|gf< 57% of teachers at Dolores Huerta had positive perceptions about the amount and quality of feedback faculty and staff receive. Tqqv"Ecwug< pÀp0 p0`°€p€đ€0 €p0pÀ €0p 0°@•€0` •€P`@pÀ `0P€ @PpÀ 0 PÀpp€ 0` € À`@pÀ 0@ p0•€€pP`

Priority Problem Statements

Rtqdnq o "Uvcvg o gpv"3: The decrease in MTSS and dyslexia referrals from 33 in 19-20 to 19 in the 20-21 school year is showing us that teachers are having more difficulty identifying virtual students that might need services (504, Dyslexia, SPED)

Tqqv"Ecwug"3: Signs of each of the disabilities are not as visible through virtual instruction (interactions, behaviors, etc.)

Rtqdnq o "Uvcvg o gpv"3" Ctgc: Demographics

Rtqdnq o "Uvcvg o gpv"4: According to MAP Growth Reading scores 58% of Kindergarten students, 69% of first grade students and 64% of second grade students have reading levels that are below and far below grade level expectations.

Tqqv"Ecwug"4: Teachers do not have the training or consistent resources to teach explicit phonics lessons.

Rtqdnq o "Uvcvg o gpv"4" Ctgc: Student Learning

Rtqdnq o "Uvcvg o gpv"5: Based on reading benchmark data 60% of 5th grade students were approaching grade level in the 19-20 school year. However only 31% of students in the 20-21 school year are approaching grade level.

Tqqv"Ecwug"5: Teachers do not have the training to teach the fundamental four on a daily basis with an emphasis on vocabulary development.

Rtqdnq o "Uvcvg o gpv"5" Ctgc: Student Learning

Rtqdnq o "Uvcvg o gpv"6: According to the MAP Growth Middle of the year 2020-21 North Side Pyramid Campus Roster we had the least % of Met Growth BOY-MOY Math at 33% compared to 41% for the highest percent of growth in the roster.

Tqqv"Ecwug"6: Teachers are not always using DOL data or formative assessments to inform instruction.

Rtqdnq o "Uvcvg o gpv"6" Ctgc: Student Learning

Rtqdnq o "Uvcvg o gpv"7: While the student attendance rate at our campus is 90%, the Panorama student survey shows a 68% favorable rating for students focused on activities in class for 3rd-5th.

Tqqv"Ecwug"7: Teachers need to plan for the active engagement parts for each of the lessons.

Rtqdnq o "Uvcvg o gpv"7" Ctgc: Demographics

Rtqdnq o "Uvcvg o gpv"8: 93% of Dolores Huerta Elementary teachers completed 30 hours of PD, however these Professional Learning opportunities need to be reformed and

Tqqv"Ecwug"9: The lack of varied leadership roles in our school organization.

Rtqdig o "Uvcvg o gpv"9" Ctgc: School Processes & Programs

Rtqdig o "Uvcvg o gpv": ARD and 504 meetings were held to assure students receive what they need during district and standardized tests, however the scores for MAP Reading show only 42% growth in Kindergarten through 5th grade.

Tqqv"Ecwug": Students don't always show accurate ability in computer assessments.

Rtqdig o "Uvcvg o gpv": " Ctgc: School Processes & Programs

Rtqdig o "Uvcvg o gpv"; Based on the Panorama survey only 45% of 3rd-5th grade students at Dolores Huerta report that they can regulate their emotions consistently, sometimes negatively impacting their learning and engagement.

Uwrrqtv"U{uvgo"cpf"Qvjgt"Fcvc

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

Goals

Goal 1: Gctn{"Nkvgtce{"

Kpetgcug"vjg"rgtegpvcig"qh"5tf"itcfg"uwfpgpvu"yjq"ueqtg"cv"oggvu"itcfg"ngxgn"qt"cdqxxg"qp"UVCCT"Tgcfkpi"htqo"4: ' "vq"69 ' "d{"Cwiwuv"42460

Performance Objective 2: Kpetgcug"vjg"rgtegpvcig"qh"Mkpfgtictvgp"/" Itcfg"5"uwfpgpvu"yjq"Oggv"qt"Gzeggf"itcfg"ngxgn"gzrgevcvkqpu"qp"mg{"OCR"Hnwgpe{ kpfkecvqtu"kp"Gpinkuj"htqo""69 ' "vq"77 ' "d{"Oc{"42440"

Kpetgcug"vjg"rgtegpvcig"qh"Mkpfgtictvgp"/" Itcfg"5"uwfpgpvu"yjq"Oggv"qt"Gzeggf"itcfg"ngxgn"gzrgevcvkqpu"qp"mg{"OCR"Hnwgpe{"kpfkecvqtu"kp"Urcpkuj"htqo 56 ' "vq"62 ' ""d{"Oc{"42440"


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Vctigvgf"qt"GUH"Jki j"Rtkqtkv{


JD5" Iqcn


Gxcnwcvkqp"Fcvc"Uqwtegu< MAP Fluency

Uvtcvgi{"3" Fgvcknu	Tgxkyu			
<p>Uvtcvgi{"3< We will increase the understanding and implementation of quality Tier 1 instruction in Literacy by providing professional learning that is focused on the fundamental four and provide weekly planning time in PLC meetings with peers to focus on acceleration activities for students that are on and above grade level.</p> <p>Uvtcvgi{"u"Gzrgevgf" Tguwnvik o rcev< By June 2022, the percentage of students in Kindergarten-3rd grade meeting or exceeding grade level expectations will increase by 10% on the MAP Fluency indicators.</p> <p>Uvehh" Tgurqpukdng" hqt" Oqplvqt kpi< Teachers and administrators</p> <p>Vkvng" K"Uejqqnykfg" Gng o gpvu< 2.5 - VGC" Rtkqtkvkgu< Build a foundation of reading and math - GUH" Ngxgtu< Lever 5: Effective Instruction - Vctigvgf"Uwrrqtv"Uvtcvgi{</p> <p>Rtqdnq o "Uvcvg o gpvu< Student Learning 1</p> <p>Hwpfkpi"Uqwtegu< Teacher assistants - Title I (211) - 211-11-6129-04E-227-30-510-000000-22F10 - \$52,743</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lep	Oct	Lwpg

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Rtqdnq o "Uvcvg o gpvu"3: According to MAP Growth Reading scores 58% of Kindergarten students, 69% of first grade students and 64% of second grade students have reading levels that are below and far below grade level expectations. Tqqv" Ecvug: Teachers do not have the training or consistent resources to teach explicit phonics lessons.</p>

Goal 1: We will increase the understanding and implementation of quality Tier 1 instruction in Literacy by providing professional learning that is focused on the fundamental four and provide weekly planning time in PLC meetings with peers to focus on engagement, differentiated activities, aligning standards, analyzing assessments and adjusting instruction with a focus on interventions to match the needs of our students who are not meeting growth in the BOY and MOY administrations.

Performance Objective 3: By June 2022, we will have a 10% growth in Kindergarten through 5th grade students who meet or exceed projected growth on MAP Growth.
 Teachers and administration
 Build a foundation of reading and math - GUH
 Lever 5: Effective Instruction
 Student Learning 1, 3

Vct igvgf"qt"GUH" Jki j"Rtkqtkv{

JD5" I qcn

Gxcnwcvkqp" Fvcv"Uqwtegu< MAP Growth

Uvtcvgi{"3" Fgycknu	Tgxkgyu				
<p>Uvtcvgi{"3< We will increase the understanding and implementation of quality Tier 1 instruction in Literacy by providing professional learning that is focused on the fundamental four and provide weekly planning time in PLC meetings with peers to focus on engagement, differentiated activities, aligning standards, analyzing assessments and adjusting instruction with a focus on interventions to match the needs of our students who are not meeting growth in the BOY and MOY administrations.</p> <p>Uvtcvgi{"u"Gzrgevgf" Tguwnvlk o rcev< By June 2022, we will have a 10% growth in Kindergarten through 5th grade students who meet or exceed projected growth on MAP Growth.</p> <p>Uvehh" Tgurqpukdng" hqt" Oqplvqtkpi< Teachers and administration</p> <p>Vkvng" K" Uejqqnykfg" Gng o gpvu< 2.4, 2.6 - VGC" Rtkqtkvkgu< Build a foundation of reading and math - GUH</p> <p>Ngxgtu< Lever 5: Effective Instruction</p> <p>Rtqdnng o "Uvcvg o gpvu< Student Learning 1, 3</p>	Hqt o cvkxg			Uw o o cvkxg	
	Pqx	Lep	Oct	Lwpg	
	Empty cells for data	<p>Uvtcvgi{"4" Fgycknu</p>	Tgxkgyu		
<p>Uvtcvgi{"u"Gzrgevgf" Tguwnvlk o rcev< By June 2022, we will have at b increase of 30% growth in the f bbody</p>					

Student Learning

Reading Proficiency: According to MAP Growth Reading scores 58% of Kindergarten students, 69% of first grade students and 64% of second grade students have reading levels that are below and far below grade level expectations.

Goal 2: ~~Uvtevgi{"3" Fgvcknu~~

~~Kpetgcug"vjg"rgtegpvcig"qh"5tf"itcfg"uvwfgpvu"yjq"ueqtg"cv"oggvu"itcfg"ngxgn"qt"cdqxcg"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"*Gpinkuj+htqo"98' "vq":7' ""cpf"Ekteng"Ocvj*Urcpkuj+"htqo"8: ' "vq"9: ' "d{"Oc{"42440"~~

~~Kpetgcug"vjg"rgtegpvcig"qh"Gpinkuj."Geqqqokecnn{"Fkucfxcpcvci g""uvwfgpvu""htqo"89' "vq"97' ""d{"Oc{"42440~~

Gxcnvcvkqp"Fcvc"Uqwtegu< PK Circle Math

Uvtevgi{"3" Fgvcknu

Tgxkyu

~~Uvtevgi{"3" We will increase the understanding and implementation of quality Tier 1 instruction in Math by providing professional learning that is focused on early numeracy, problem solving and provide weekly planning time in PLC meetings with peers to focus on engagement, differentiated activities, aligning standards, analyzing assessments and adjusting instruction with a focus on our 504 and special education students.~~

~~Uvtevgi{"3" Gzrgevfg" Tguwnvko rcev< By June 2022, PK students who score On Track on Circle Math will increase by 10%.~~

~~Uvchh" Tgurqpukdng" hqt" Oqplvqt kpi< Teachers and administrators~~

T2 ~~Vkvng"K"Uej / x î fg"y g o gpvc<~~

Goal 2: Gctn{"Ocvj"

Kpetgcug"vjg"rgtegpvcig"qh"5tf"itcfcg"uvwfgpvu"yjq"ueqtg"cv"oggvu"itcfcg"ngxgn"qt"cdqxcg"qp"UVCCT"Ocvjgo cvkeu"htqo"56 ' "vq"67 ' "d{"Cwiwuv"42460

Performance Objective 2: Kpetgcug"vjg"rgtegpvcig"qh"Mkpfgt"uvwfgpvu"yjq"ueqtg"Qp"Vtcm"qp"VZ/MGC"Ocvj"htqo"5; ' "vq"6; ' ""d{"Oc{"42440

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Vctigvfg"qt"GUH"Jki j"Rtkqtkv{

Gxcnwcvkqp"Fcvc"Uqwtegu< TX-KEA Math

Uvtcvgi{"3"Fgvcknu

Tgxkyu

Uvtcvgi{"3< We will increase the understanding and implementation of quality Tier 1 instruction in Math by providing professional learning that is focused on early numeracy, problem solving and provide weekly planning time in PLC meetings with peers to focus on engagement, differentiated activities, aligning standards, analyzing assessments and adjusting instruction with a focus on our 504 and special education students.

Uvtcvgi{"u"Gzrgevfg" Tguwnvk o rcev< By June 2022, Kindergarten students who score On Track on TX-KEA assessments will increase by 10%.

Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Teachers and administrators

Vkvnq"K"Uejqqnykfg" Gng o gpvu< 2.4, 2.6 - VGC"Rtkqtkvkgu< Build a foundation of reading and math - GUH
Ngxgtu< Lever 5: Effective Instruction

Goal 2: Gctn{"Ocvj"

Kpetgcug"vjg"rgtegpvcig"qh"5tf"itcfcg"uvwfgpvu"yjq"ueqtg"cv"oggvu"itcfcg"ngxgn"qt"cdqxcg"qp"UVCCT"Ocvjgo cvkeu"htqo"56 ' "vq"67 ' "d{"Cwiwuv"42460

Performance Objective 3: Kpetgcug"vjg"rgtegpvcig"qh"Mkpfgtictvgp"/"I tcf"7"uvwfgpvu"yjq"Oggv"qt"Gzeggf"rtqlgevfg"itqyv"j"qp"OCR" I tqyv"j"Ocvj"htqo

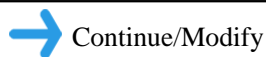
4; ' "vq"62 ' ""d{"Oc{"42440""

Kpetgcug"vjg"rgtegpvcig"qh"Urgekcn"Gfwecvkqp"uvwfgpvu"htqo"4; ' "vq"62 ' "d{"Oc{"42440

Vctigvgf"qt"GUH"Jki j"Rtkqtkv{

Gxcnwcvkqp"Fvc"Uqwtegu< MAP Growth

Uvtcvgi {"3" Fgvcknu	Tgxkgyu			
<p>Uvtcvgi {"3< We will increase the understanding and implementation of quality Tier 1 instruction in Math by providing professional learning that is focused on early numeracy, problem solving and provide weekly planning time in PLC meetings with peers to focus on engagement, differentiated activities, aligning standards, analyzing assessments and adjusting instruction with a focus on our at risk students.</p> <p>Uvtcvgi {u"Gzrgevfg" TguwnvK o rcev By June 2022, the percent of students in Kindergarten- 5th grade who Meet or Exceed projected growth on MAP growth will increase by 10%.</p> <p>Uvehh" Tgurqpukdng" hqt" Oqplvqt kpi< Teachers and administration</p> <p>Vkvng" K" Uejqqnykfg" Gng o gpvu< 2.4, 2.5 - VGC" Rtkqtkvkgu< Build a foundation of reading and math - GUH</p> <p>Ngxgtu< Lever 5: Effective Instruction</p> <p>Rtqdn go "Uvcvgo gpvu< Student Learning 3</p> <p>Hwpflpi" Uqwtegu< Materials and resources - SCE (199 PIC 24) - 199-11-6399-001-227-24-313-000000 - \$5,172</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Uvtcvgi {"4" Fgvcknu	Tgxkgyu			
<p>Uvtcvgi {"4< Improve the quality of Tier 1 instruction in Math by providing teachers time to pre-plan each six weeks period using the Instructional Framework Lesson Plan format to focus on engagement and differentiated activities for our 504 and special education students.</p> <p>Uvtcvgi {u"Gzrgevfg" TguwnvK o rcev 90% of lesson plan objectives will correlate with the district curriculum framework.</p> <p>Uvehh" Tgurqpukdng" hqt" Oqplvqt kpi< Instructional Coach and Administrators</p> <p>Vkvng" K" Uejqqnykfg" Gng o gpvu< 2.4, 2.5, 2.6</p> <p>Rtqdn go "Uvcvgo gpvu< Demographics 2, 3</p> <p>Hwpflpi" Uqwtegu< Materials for instruction - Title I (211) - 211-11-6399-04E-227-30-510-000000-22F10 - \$4,332</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg



Demographics

Goal 3: EEOT

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

Performance Objective 1: Kpetgcug"vjg"rgtegpvcig"qh"5/7"itcfg"uvwfgpvu"ueqtkpi"cv"OGGVU"qt"cdqxg"qp"UVCCCT"Tgcfkpi"htqo"44 ' "vq"57 ' ""d{"Oc{"42440

Kpetgcug"vjg"rgtegpvcig"qh"Urgekcn"Gfwecvkqp"uvwfgpvu"htqo"32 ' "vq"47 ' ""d{"Oc{"42440

Vctigygf"qt"GUH"Jki j"Rtkqtkv{

JD5" Iqcn

Gxcnwcvkqp"Fcvc"Uqwtegu< STAAR

Uvtcvgi{"3" Fgvcknu	Tgxkg yu
<p>Uvtcvgi{"3< Teachers will participate in continuous professional learning and data review process by aligning and analyzing assessments, adjusting instruction and providing students will interventions/accelerations based on individual student data with a focus on our Special Education population.</p> <p>Uvtcvgi{"u"Gzrgevfg" Tguwnvk o rcev< By June 2022, 3rd-5th grade students scoring at Meets or above on the STAAR Reading assessment will increase by 10%.</p> <p>Uvchh" Tgurqpukdnghqt" Oqpkvqtkpi< Data Analyst and Administrator</p> <p>Vkvnq"K"Uejqqnykfg" Gng o gpvu< 2.4, 2.5 - GUH"Ngxgtu< Lever 5: Effective Instruction</p> <p>Rtqdnq o "Uvcvg o gpvu< School Processes & Programs 2 - Perceptions 1, 4</p> <p>Hwpfkpi"Uqwtegu<</p>	

Demographics

Rtqdnng o "Uvcvg o gpn"4: The decrease in MTSS and dyslexia referrals from 33 in 19-20 to 19 in the 20-21 school year is showing us that teachers are having more difficulty identifying virtual students that might need services (504, Dyslexia, SPED) **Tqqv"Ecwug:** Signs of each of the disabilities are not as visible through virtual instruction (interactions, behaviors, etc.)

School Processes & Programs

Rtqdnng o "Uvcvg o gpn"4: Not all grades are represented in the leadership roles on campus. **Tqqv"Ecwug:** The lack of varied leadership roles in our school organization.

Perceptions

Rtqdnng o "Uvcvg o gpn"3: Based on the Panorama survey only 45% of 3rd-5th grade students at Dolores Huerta report that they can regulate their emotions consistently, sometimes negatively impacting their learning and engagement. **Tqqv"Ecwug:** Lack of consistent culturally-relevant SEL and emotional regulation practices in all classrooms.

Rtqdnng o "Uvcvg o gpn"5: Based on the Panorama survey only 32% of 3rd-5th grade students at Dolores Huerta report that they frequently or almost always discuss ideas from class at home. **Tqqv"Ecwug:** Need for continued communication with parents regarding curriculum and instruction.

Rtqdnng o "Uvcvg o gpn"6: 57% of teachers at Dolores Huerta had positive perceptions about the amount and quality of feedback faculty and staff receive. **Tqqv"Ecwug:** Did not schedule out time to have conversations regarding written communication and feedback with all teachers.

Goal 3: EEOT"


Goal 4: Ngctpkpi "Gpxktqp o gpv" *dcugf" qp" vjg" DQG" eqpuvtckpvu+
 Gpuwtg" cnn" uvwfgpvu" jcxg" ceeguu" vq" c" uchg. "uwr rqtvkxg" cpf" ewnwtcnn{ "tgurqpukxg" ngctpkpi "gpxktqp o gpv0


Performance Objective 1: Fgetgcug" vjg" pw o dgt" cpf" rgtegpvc ig" qh" uvwfgpvu" yjq" ctg" ej tqpkccnn{ "cdugpv" htq o "44 ' "vq"37 ' "d{ "Oc{ "42440"
 Fgetgcug" vjg" pw o dgt" cpf" rgtegpvc ig" qh" Geqqo keccnn{ "Fkuc fxcpcv igf" uvwfgpvu" htq o "45 ' "vq"38 ' ""d{ "Oc{ "42440"


Vct igvgf" qt" GUH" Jki j" Rtkqtkv{


Gxcnwckqp" Fcvc" Uqwtegu< Attendance Data

Uvtcvgi{"3" Fgvcknu	Tgxkg yu			
<p>Uvtcvgi{"3< The attendance committee with create a clear and well communicated plan for teachers and parents focused on early outreach and family support to help with student attendance.</p> <p>Uvtcvgi{"u" Gzrgevfg" Tguwvkl o rcev< By June 2022, the percentage of students who are chronically absent will decrease by 5% as measured by FOCUS reports.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Clerk, teachers, and administrators</p> <p>Vkvnng" K" Uejqqnykfg" Gng o gpvu< 3.1 - GUH" Ngxgtu< Lever 3: Positive School Culture</p> <p>Rtqdnng o "Uvcvg o gpvu< Perceptions 1, 2</p> <p>Hwpfkpi" Uqwtegu< Family Engagement Resources - Title I (211) - 211-61-6399-04L-227-30-510-000000-22F10 - \$2,741</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Perceptions
<p>Rtqdnng o "Uvcvg o gpv"3: Based on the Panorama survey only 45% of 3rd-5th grade students at Dolores Huerta report that they can regulate their emotions consistently, sometimes negatively impacting their learning and engagement. Tqqv" Ecwug: Lack of consistent culturally-relevant SEL and emotional regulation practices in all classrooms.</p>

Goal 4: Ngctpkpi "Gpxktqp o gpv"*dcugf"qp"vjg"DQG"eqpuvtckpvu+
 Gpuwtg"cnm"uvwfgpvu"jcxg"ceeguu"vq"c"uchg."uwr rqtvkxg"cpf"ewvwtcm{"tгурqpukxg"ngctpkpi "gpxktqp o gpv0

Performance Objective 2: Kpetgcug"rqukvkxg"tгурqpug"d{"uvwfgpvu"vq"vjg"ngctpkpi "gpxktqp o gpv"qp"vjg"Rcpqtc o c"UGN"Uwtxg{"htq o "85 ' "vq"95 ' "d{"Oc{
 42440

Gxcnwcvkqp"Fcvc"Uqwtegu< Panorama Student Survey

Uvtcvgi{"3"Fgycknu	Tgxkgyu
<p>Uvtcvgi{"3< We will build teacher capacity to create a classroom that promotes a culturally responsive learning environment with an increased awareness on active student engagement and regular communication between the school and home.</p> <p>Uvtcvgi{"u"Gzrgevff"Tguwnvk o rcev< By June 2022, 85% of teachers will have a culturally responsive learning environment and will use culturally responsive strategies as needed as measured by lesson plans.</p>	

Goal 4: Ngctpkpi "Gpxktqp o gpv"*dcugf"qp"vjg"DQG"eqpuvtckpvu+
 Gpuwtg"cnm"uvwfgpvu"jcxg"ceeguu"vq"e"uchg."uwr rqtvkxg"cpf"ewnvwtcm{"tgurqpukxg"ngctpkpi "gpxktqp o gpv0

Performance Objective 3: Fgetgcug"vjg"pw o dgt"qh"kp"cpf"qww"qh"uejqqn"uwur gpukqpu"htq"uvwfgpvu"htq o "5"vq"3"d{"Oc{"42440

Gxcnwcvkqp"Fvc"Uqwtegu< Discipline data in FOCUS

Uvtcvgi {"3" Fgvcknu	Tgxkgyu	
<p>Uvtcvgi {"3< Teachers will have a classroom built on routine and clear expectations for the students where the objectives are posted and updated daily. High quality student work is posted to praise a growth mindset in each student.</p> <p>Uvtcvgi {"u"Gzrgevfg" Tguwnvko rcev< The number of out of school suspensions will decrease from 6 in the 2019-2020 school year to 3 in the 2021-2022 school year as measured in FOCUS reports.</p> <p>Uvchh" Tgurqpukdng"htq" Oqpkvqtksi< Assistant Principal/ Counselor</p> <p>Vkvnq"K"Uejqqnykfg" Gng o gpvu< 2.6 - GUH"Ngxgtu< Lever 3: Positive School Culture</p> <p>Rtqdnq o "Uvcvg o gpvu< Perceptions 1</p>	Hqt o cvkxg	
	Pqx	Uw o o cvkxg
	Lcp	

Goal 4: Ngctpkpi "Gpxktq o gpv"*dcugf"qp"vjg"DQG"eqpuvtckpvu+
 Gpuwtg"cnm"uvwfgpvu"jcxg"ceeguu"vq"e"uchg."uwr rqtvkxg"cpf"ewnvtcm{"tgurqpukxg"ngctpkpi"gpixktq o gpv0

Performance Objective 4: Kpetgcug"vjg"rqukvkxg"rgtegrvkqp"qh"rctgpvu"qp"Gpici g o gpv"qp"vjg"fkuvtkev)u"Rctgpv"Uwtxg{"htq o": ; ' "vq";5 ' "d{"Oc{"42440

Gxcnvcvkqp"Fvc"Uqwtegu< Panorama survey

Uvtcvgi {"3"Fgvcknu	Tgxkyu	
<p>Uvtcvgi {"3< Dolores Huerta Elementary will have a welcoming environment for all visitors in person and over the phone so that a clear line of communication can be available with the school and the community.</p> <p>Uvtcvgi {"u"Gzrgevfg" Tguwnvko rcev< By May 2021 there will be a positive increase of at least 3% of parents who have a positive perception of the school as measured by Panorama survey.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqt kpi< Office staff</p> <p>Vkvnng"K"Uejqqnykfg" Gng o gpvu< 3.2 - GUH"Ngxgtu< Lever 3: Positive School Culture</p> <p>Rtqdnng o "Uvcvg o gpvu< Student Learning 2 - Perceptions 1</p>	Hqt o cvkxg	

Campus Funding Summary

Vknv"K"*433+						
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1	2					