

Fort Worth Independent School District

056 Riverside Middle School

2023-2024 Improvement Plan



Mission Statement

Our mission is to develop young men & women with active and creative minds, a sense of understanding and compassion for others, and the courage to act on it. We stress the total development of each child: moral, intellectual, social, emotional and physical.

Vision

Expect Success – Nothing Less.....Every Student, Every Day!

Value Statement

I am creating my future through:

Respect for Self

Respect for Others

Respect for Property

Respect for Learning

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Comprehensive Needs Assessment

Revised/Approved: May 30, 2023

Demographics

Demographics Summary

Riverside Middle School is located in the Carter-Riverside pyramid of schools in Fort Worth, TX. The campus supports close to 800 students in grades 6-8. Below you will find important details regarding the school community:

- Attendance has improved from below 90% in 2021-2022 to above 92% during the 2022-2023 school year.
- Currently, 64% of students are classified as Emerging Bilinguals. This has risen from 55% last year.
- The number of Economically Disadvantaged students has decreased from 94% to 89% while the homeless students rate has increased from 16% to 17%
- The last published mobility rate is 10% (2022 TAPR)
- Teaching staff is comprised of 53 teachers, with more than 21% of teachers having more than 10 years of experience (2022 TAPR)
- The percentage of early career teachers with less than 5 years experience has decreased from 36% to 30%.
- Students can earn up to more than 6 High School credits in Spanish, General Employability, Professional Communications, Biology, English 1, Algebra 1 and Geometry.

Demographics Strengths

- We have a newly formed PTA that has raised more than \$15,000 to support student achievement and teacher appreciation activities and events.
- The campus has made significant progress decreasing the amount and nature of disciplinary incidents.
 - Incidents resulting in a referral are on pace to decrease by 15% (as of April 17)
 - Suspensions are on pace to decrease by more than 50% (as of April 17)
 - Violent incidents, including fights or assault have decreased by more than 60% (as of April 17)
- The campus participates and coordinates pyramid events, connecting families from feeder elementary schools and the connecting high school to the campus. The annual Spring Festival brings thousands of families together for a family friendly community event.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The high mobility rate creates challenges with developing a consistent campus culture regarding routines and procedures. More than 100 students enter the school through out the year requiring regularly re-teaching expectations. **Root Cause:** Community mobility is a function of the affordable housing market and the reality of annual leases.

Problem Statement 2 (Prioritized): The number of students who are chronic absent influence the campus attendance rate disproportionately. **Root Cause:** Parents need access to resources that support attendance and student engagement at school

Problem Statement 3: Vaping incidents have increased from 40 to 58. **Root Cause:** Vape devices are small and easily hidden.

Student Learning

Student Learning Summary

Riverside Middle School's academic achievement was greatly impacted by the recent pandemic but the 2021-2022 school year recovered about half of the academic losses. Below is a summary of the most recent results.

- Prior to COVID the campus component score for student achievement was a component score of 33. The two years of virtual learning impact resulted in this score dropping to 20 in 2021.
- Most recently, student achievement rose from 20 to 26, during the 2021-2022 school year, which was the first year of full-time, fully in-person learning since 2018-2019.
 - In 2019, 64% of students were at the approaches grade level status on all STAAR tests. In 2021, the number dropped to 41%. By 2022, the number recovered to 50%
 - In 2019, 26% of students scored at the meets grade level or above category. In 2021, the number dropped to 15%. By 2022, the number recovered to 21%.
- ELA results are recovering faster than Math scores.
 - 59% of students were approaching grade level in ELA, while 47% were approaching grade level in math.
 - Math score improved by a greater rate of improvement but the drop resulting from the pandemic was more severe.
 - Math scores improved by 14% from 2021, when only 33% of students were approaching grade level in math.

Student Learning Strengths

Recent benchmark and STAAR results demonstrate encouraging progress.

- The percentage of students making progress on the 2022 STAAR improved to 59% of students, from 57% in 2019, the last time the number was measured.
 - 80% of 8th and 72% of 7th grade students met their progress targets in ELA.
- Interim assessments and Middle of Year MAP testing point towards progress in student learning.
- The number of students meeting growth projections in math have improved in every grade level.
 - 6th Grade math improved by 21%
 - 7th grade math improved by 4%
 - 8th grade math improved by 8%
- The campus performed above the district average in more than half of the interim assessments
 - 8th grade ELA, 7th and 8th grade math, 8th grade social studies and English 1
- English 1 benchmark scores ranked #2 out of all schools in Fort Worth ISD.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 28% of emerging bilingual students met standard in math, **Root Cause:** Teachers need to implement strategies for monitoring student performance throughout the lesson, rather than wait for common assessment results.

Problem Statement 2: Students meeting their MAP growth projections are less than 50% in every content. **Root Cause:** Teachers need to implement strategies for monitoring student performance throughout the lesson, rather than wait for common assessment results.

School Processes & Programs

School Processes & Programs Summary

Riverside Middle School uses a campus-based data dashboard to make decisions and monitor the progress of initiatives and interventions. The campus dashboard is a website that contains all professional development agendas, presentation and materials. The campus calendar contains important events such as athletics games, community town hall meetings organized by the campus, and faculty meetings. The Real-time Report Card measures student achievement based on common assessments and produces projections that are aligned with the state accountability system. Student have access to see their data from common assessment and can monitor their standard-based mastery in real time.

The campus works with the PTA to operate a school store, using a campus-created digital token, called Eagle Bucks. Students earn Eagle Bucks for grades, attendance and good citizenship. They can purchase items such as snack, school supplies and prizes. The campus recognizes outstanding students weekly during lunch assemblies.

School Processes & Programs Strengths

Riverside Middle School runs a 7-period school day from 9am to 4:30pm. Each day our Math and ELA teachers collaborate with grade level content teams in a PLC (professional learning community) for one period per day. This provides for aligned lesson plans and instructional best practices to be shared. Professional development is a foundational component of these sessions.

The campus leadership team sends out regular updates to all stakeholders via student created newsletter, social media, and classroom management systems like FOCUS and Blackboard. Teachers receive information through email and faculty meetings.

The campus is led by a series of leadership committees. The Student Support Team use data to identify students in need of support. The members of this team provide interventions such as creating student support plans, conducting referrals the FWISD family resource center and referrals to outside community agencies. Meeting with students during "lunch bunch" groups allows SST members to check on students' grades, attendance and social emotional needs. The Instructional Leadership team reviews student achievement and instructional observation data weekly, and uses the information to provide supports to teachers in need. The Campus Leadership team coordinates the effort of all committee members to ensure that the teams are working in alignment of the campus improvement plan.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PLC attendance, when not scheduled during the school day, is lower than desired **Root Cause:** The master schedule does allow for teacher PLC time for all teachers

Problem Statement 2: Not all contents are utilizing common assessments and the data generated by them **Root Cause:** Non-tested contents are not currently required to administer

Perceptions

Perceptions Summary

The campus uses a parent engagement calendar with links to lesson plans and notices about schoolwide events. The calendar of events includes Open House, Fall Festival and the Spring Pyramid event. These three large scale events are combined with monthly town halls, where parents, teachers and staff can discuss the issues most important at the time. Stakeholder feedback informs how school leadership monitors and adjusts existing systems. When needed, the campus will create new processes to meet the needs of stakeholder feedback. This campus is committed to cycles of continuous improvement.

Perceptions Strengths

Our campus is a hub of activity in the neighborhood. In addition to seasonal sporting events, we hold regular large scale campus events that are enjoyed by students, their families and members of the community. The Spring Festival, the Fall Festival and the Very Open House are three examples of important outdoor events that invite community participation. These events are often by hundreds of families and are an extension of our commitment to the Riverside community.

- 73% percent of surveyed students said that their teachers were quite or extremely respectful of them
- The campus conducted more than 10 community events in the 2022-2023 school year compared with 4 in the previous year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although hundreds of families attend our Fall and Spring Festivals, attendance at our monthly family engagement "Town Hall" events is less than 1% of student families. **Root Cause:** Communication regarding event details needs to improve.

Problem Statement 2: Only five families responded to the Panorama survey administered by Region 11. **Root Cause:** Communication regarding these feedback surveys needs to improve.

Priority Problem Statements

Problem Statement 1: The number of students who are chronic absent influence the campus attendance rate disproportionately.

Root Cause 1: Parents need access to resources that support attendance and student engagement at school

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 28% of emerging bilingual students met standard in math,

Root Cause 2: Teachers need to implement strategies for monitoring student performance throughout the lesson, rather than wait for common assessment results.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: PLC attendance, when not scheduled during the school day, is lower than desired

Root Cause 3: The master schedule does allow for teacher PLC time for all teachers

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Although hundreds of families attend our Fall and Spring Festivals, attendance at our monthly family engagement "Town Hall" events is less than 1% of student families.

Root Cause 4: Communication regarding event details needs to improve.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- T-TESS data
- T-PESS 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

District Goals

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 55% to 75% by May 2024.

Increase the percentage of Hispanic students who meet or exceed projected growth on MAP Growth Reading from 55% to 75% by May 2024.

Evaluation Data Sources: MAP End of Year Growth Measure

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Staff Responsible for Monitoring: Principal





Title I:

2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Data analyst Funding Sources: - Title I (211) - 211-13-6119-04N-056-30-510-000000-24F10 - \$84,472	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: PLC attendance, when not scheduled during the school day, is lower than desired Root Cause: The master schedule does allow for teacher PLC time for all teachers

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: Increase the percentage of students who score at masters or above in English 1 from 44% to 55% by May 2024.

Increase the percentage of Hispanic students who score at masters or above in English 1 from 40% to 50% by May 2024.

Evaluation Data Sources: STAAR EOC results

Strategy 1: Develop the capacity of teachers across content areas to implement Disciplinary Literacy as noted on the FWISD Disciplinary Literacy Framework.





Title I:

2.4

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: 4 days of tutoring for 30 weeks (September - April) Funding Sources: Tutoring - Title I (211) - 211-11-6116-04N-056-30-510-000000-24F10 - \$12,083.26, Tutoring - SCE (199 PIC 24) - 199-11-6116-001-056-24-273-000000- - \$11,968, Tutoring - SPED (199 PIC 23) - - \$10,546	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Provide professional learning and support to help build teacher capacity in providing content-based language instruction for emergent bilingual students.

Title I:





2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Results Driven Accountability**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: By September 31, create a comprehensive professional learning plan for all ELAR teachers serving emergent bilingual students.</p> <p>Intended Audience: ELAR teachers Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: FWISD Multilingual Education Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: By May 2023, all ELAR teachers will hold ESL supplemental certification in order to serve all emergent bilingual students.</p> <p>Intended Audience: ELAR teachers not ESL certified Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: FWISD Multilingual Education Delivery Method: In-person and virtual</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Only 28% of emerging bilingual students met standard in math, Root Cause: Teachers need to implement strategies for monitoring student performance throughout the lesson, rather than wait for common assessment results.</p>
School Processes & Programs
<p>Problem Statement 1: PLC attendance, when not scheduled during the school day, is lower than desired Root Cause: The master schedule does allow for teacher PLC time for all teachers</p>

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

School Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 44% to 65% by May 2024.

Increase the percentage of Hispanic students who meet or exceed projected growth on MAP Growth Mathematics from 44% to 65% by May 2024.

Evaluation Data Sources: MAP EOY

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.





Title I:

2.4

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Provide snacks for students in Instructional Recovery. Intended Audience: Students Funding Sources: Snacks for students - Title I (211) - 211-11-6499-04N-056-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: School Supplies for students Funding Sources: School supplies - Title I (211) - 211-11-6399-04N-056-30-510-000000-24F10 - \$9,750	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Field trips for students to learn about different jobs and industries. Funding Sources: Field trip transportation costs - Title I (211) - 211-11-6412-04N-056-30-510-000000-24F10 - \$5,250	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Only 28% of emerging bilingual students met standard in math, **Root Cause:** Teachers need to implement strategies for monitoring student performance throughout the lesson, rather than wait for common assessment results.

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

School Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 44% to 55% by May 2024. Increase the percentage of Emerging Bilingual who score at MEETS or above in Algebra 1 from 44% to 55% by May 2024.

Evaluation Data Sources: STAAR EOC in Algebra 1

Strategy 1: Develop the capacity of 6-8 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.





Title I:

2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Conduct PLC in small groups of teachers, using the PLC toolkit as the monitoring tool. Teachers will upload deliverables to the toolkit calendar as evidence of their planning. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Only 28% of emerging bilingual students met standard in math, Root Cause: Teachers need to implement strategies for monitoring student performance throughout the lesson, rather than wait for common assessment results.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 27% to 50% by May 2024.

Increase the percentage of Special Education students scoring at MEETS or above on STAAR Reading from 5% to 25% by May 2024.

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Title I:





2.4

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Maintain a parent engagement hotline from 7:30 am to 6:00 pm. Front office staff will support parents with understanding the parent engagement calendar that includes lesson plans and materials. They will also use the student data tracker to identify the skills students need help in and communicate this information with parents regularly.</p> <p>Intended Audience: Parents</p> <p>Provider / Presenter / Person Responsible: Front office</p> <p>Delivery Method: Phone calls and emails before, during and after school.</p> <p>Funding Sources: Extra duty for work outside of contract hours. - Title I (211) - 211-61-6116-04L-056-30-510-000000-24F10 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Only 28% of emerging bilingual students met standard in math, Root Cause: Teachers need to implement strategies for monitoring student performance throughout the lesson, rather than wait for common assessment results.</p>

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 21% to 45% by May 2024.

Increase the percentage of Emergent Bilingual students scoring at MEETS or above on STAAR Math from 18% to 38% by May 2024.

Evaluation Data Sources: STAAR results

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





Title I:

2.4

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Develop Professional Development Calendar for all faculty meetings, leadership meetings, and PLCs	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Only 28% of emerging bilingual students met standard in math, Root Cause: Teachers need to implement strategies for monitoring student performance throughout the lesson, rather than wait for common assessment results.</p>

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

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 28% to 20% by May 2024.

Evaluation Data Sources: Focus Attendance Data

Strategy 1: Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.





Title I:

2.6

- **TEA Priorities:**

Improve low-performing schools

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Community specialist Funding Sources: PC# - Title I (211) - 211-61-6129-04L-056-30-510-000000-24F10 - \$36,447	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: The number of students who are chronic absent influence the campus attendance rate disproportionately. Root Cause: Parents need access to resources that support attendance and student engagement at school</p>

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

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 1354 to 1000 by May 2024.
Decrease the number of discipline referrals by school personnel for African American students from 243 to 100 by May 2024.





Evaluation Data Sources: Focus Referral Reports

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

Title I:
2.6

- TEA Priorities:
Improve low-performing schools

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: ISS teacher Funding Sources: - Title I (211) - 211-11-6129-04N-056-30-510-000000-24F10 - \$33,763	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide students with supplies for student-led projects for Campus Career Fair Funding Sources: Supplies for student projects - Gifted & Talented (199 PIC 21) - - \$1,905, Supplies for student projects - CTE (199 PIC 22) - - \$9,275	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The number of students who are chronic absent influence the campus attendance rate disproportionately. Root Cause: Parents need access to resources that support attendance and student engagement at school

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

School Performance Objective 3: Decrease the number of out-of-school suspensions from 219 to 100 by May 2024

Decrease the number of out-of-school suspensions for African American students from 33 to 25 by May 2024.

Evaluation Data Sources: FOCUS referral data

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in the learner and culture descriptors as defined by the FWISD Instructional Framework.

Title I:





2.6

- **TEA Priorities:**

Improve low-performing schools

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Utilize Early Warning Indicator data to supervise key locations during transitions.	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: The number of students who are chronic absent influence the campus attendance rate disproportionately. Root Cause: Parents need access to resources that support attendance and student engagement at school</p>

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

School Performance Objective 4: Increase the quality of student and parent engagement activities during and outside of regular school hours, as evidenced by 100% stakeholder attendance and participation in at least one key strategic events or programs by May 2024.

Evaluation Data Sources: Sign ins logs

Strategy 1: Align and leverage programs, resources, and systems of support for existing academic advising.





Title I:

4.2

- **TEA Priorities:**

Improve low-performing schools

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Conduct at least 7 town halls and a Spring Festival. Funding Sources: Posters and flyers - Title I (211) - 211-61-6399-04L-056-30-510-000000-24F10 - \$6,000, Parent event supplies - Parent Engagement - 211-61-6399-04L-056-30-510-000000-24F10 - \$4,524	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Develop lunch volunteer program to provide VIP students with rewards of access to gym, outside picnic area, and/or VIP lounge based on Eagle Bucks rewards system	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Conduct lunch assemblies to teach mini-lessons on best practices for academics, behavior and attendance. Intended Audience: Students Provider / Presenter / Person Responsible: Guidance counselors Date(s) / Timeframe: ongoing	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 4 Problem Statements:

Perceptions

Problem Statement 1: Although hundreds of families attend our Fall and Spring Festivals, attendance at our monthly family engagement "Town Hall" events is less than 1% of student families. **Root Cause:** Communication regarding event details needs to improve.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Data Analyst	211-13-6119-04N-056-30-510-000000-24F10	\$84,472.00
1	2	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-056-30-510-000000-24F10	\$12,083.26
2	1	1	1	Snacks for students	Snacks or incentives for students	211-11-6499-04N-056-30-510-000000-24F10	\$5,000.00
2	1	1	2	School supplies	Supplies and materials for instructional use	211-11-6399-04N-056-30-510-000000-24F10	\$9,750.00
2	1	1	3	Field trip transportation costs	Transportation costs for students	211-11-6412-04N-056-30-510-000000-24F10	\$5,250.00
3	1	1	1	Extra duty for work outside of contract hours.	Extra duty for family engagement activities after hours	211-61-6116-04L-056-30-510-000000-24F10	\$20,000.00
4	1	1	1	PC#	Family Engagement Specialist	211-61-6129-04L-056-30-510-000000-24F10	\$36,447.00
4	2	1	1		Teacher Assistant	211-11-6129-04N-056-30-510-000000-24F10	\$33,763.00
4	4	1	1	Posters and flyers	Supplies and materials for parental involvement	211-61-6399-04L-056-30-510-000000-24F10	\$6,000.00
Sub-Total							\$212,765.26
Budgeted Fund Source Amount							\$212,765.26
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-056-24-273-000000-	\$11,968.00
Sub-Total							\$11,968.00
Budgeted Fund Source Amount							\$11,968.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Parent event supplies	Supplies and materials for parental involvement	211-61-6399-04L-056-30-510-000000-24F10	\$4,524.00
Sub-Total							\$4,524.00
Budgeted Fund Source Amount							\$4,524.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	2	Supplies for student projects	GENERAL SUPPLIES		\$1,905.00
Sub-Total							\$1,905.00
Budgeted Fund Source Amount							\$1,905.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	2	Supplies for student projects	GENERAL SUPPLIES		\$9,275.00
Sub-Total							\$9,275.00
Budgeted Fund Source Amount							\$9,275.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Tutoring	EXTRA DUTY - PROFESSIONAL		\$10,546.00
Sub-Total							\$10,546.00
Budgeted Fund Source Amount							\$10,546.00
+/- Difference							\$0.00
Grand Total Budgeted							\$250,983.26

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Grand Total Spent	\$250,983.26
						+/- Difference	\$0.00