

Fort Worth Independent School District
147 Morningside Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

Empowering ALL students to attain high levels of academic proficiency and to become lifelong learners who value and show respect for themselves and each other.

Vision

Efficacy, Equity, Excellence, and Empowered Students!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	16
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.	17
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.	22
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	29
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	33
Campus Funding Summary	38
Addendums	39

Comprehensive Needs Assessment

Revised/Approved: April 7, 2021

Demographics

Demographics Summary

Student Demographics

46.2 % African American

50.2% Hispanic

5.9% Caucasian

88.9% ED

9.7% SPED

36.1% ELLs

Teaching Staff

17.6% African American

44.1% Hispanic

35.3% Caucasian

23.6% Males

76.4% Females

Teacher Experience

8.6% New Teachers

32.5% 1-5 Years of experience

8.8% 6-10 years of experience

35.3% 11-20 Years of Experience

14.8% Over 20 years of Experience

Location: Historic South East Fort Worth

Demographics Strengths

- Large population of Hispanic teachers to meet the needs of Hispanic student population
- Over 50% of teachers have at least 15 years of teaching experience
- 63% of teaching staff have remained teaching at Morningside ES for at least 5 years or more

Problem Statements Identifying Demographics Needs

Problem Statement 1: Morningside ES has 50.2% Hispanic students and 46.2% Hispanic teachers; whereas, the African American student population is 46.2% and we have a disproportionate amount of African American teacher representation with 17.6%. **Root Cause:** Lack of intentionality with recruiting highly qualified African American teachers to go through the interview process.

Student Learning

Student Learning Summary

MAP

Math 2017-2021					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2020-2021	1	51	164.9	21.9	161
Fall 2020-2021	1	49	154.4	19.6	152
Winter 2019-2020	1	52	163.5	15.3	164
Fall 2019-2020	1	56	146.9	14.7	147
Spring 2018-2019	1	68	171.6	18.9	176
Winter 2018-2019	1	67	163.4	17.2	167
Fall 2018-2019	1	69	147.6	15.5	147
Spring 2017-2018	1	68	177.8	14.7	179
Winter 2017-2018	1	66	169.8	13.8	171
Fall 2017-2018	1	69	164.7	12.6	164
Winter 2019-2020	2	26	179.9	12.1	184
Fall 2019-2020	2	28	169.6	9.1	172
Winter 2017-2018	2	1			
Winter 2020-2021	2	50	175.4	20	176
Fall 2020-2021	2	46	168.7	19	169
Winter 2019-2020	2	32	175.7	18	175
Fall 2019-2020	2	32	170.8	22.8	176
Spring 2018-2019	2	56	192.7	16.8	193
Winter 2018-2019	2	58	187.8	16.8	187
Fall 2018-2019	2	62	176.1	14.5	177
Spring 2017-2018	2	79	186.8	19.8	183
Winter 2017-2018	2	79	176.3	14.9	177
Fall 2017-2018	2	81	171.4	15.7	172
Winter 2020-2021	3	55	184.7	14.5	186
Fall 2020-2021	3	56	178.0	14.9	179
Winter 2019-2020	3	56	192.6	14.0	194
Fall 2019-2020	3	53	182.1	12.9	183
Spring 2018-2019	3	75	191.7	16.4	196
Winter 2018-2019	3	77	188.3	15.3	190
Fall 2018-2019	3	74	177.2	14.4	180
Spring 2017-2018	3	94	197.3	11.6	198
Winter 2017-2018	3	96	190.5	13.0	190
Fall 2017-2018	3	103	184.2	12.5	183
Winter 2020-2021	4	53	203.1	14.6	204
Fall 2020-2021	4	47	195.7	15.9	196
Winter 2019-2020	4	59	196.1	16.4	198
Fall 2019-2020	4	60	191.0	14.9	193

Math 2017-2021

Spring 2018-2019	4	77	203.3	16.6	205
Winter 2018-2019	4	80	200.2	14.6	200
Fall 2018-2019	4	85	193.3	13.4	194
Spring 2017-2018	4	81	209.8	15.9	209
Winter 2017-2018	4	82	204.0	14.1	205
Fall 2017-2018	4	87	199.6	12.9	199
Winter 2020-2021	5	51	203.7	14.6	206
Fall 2020-2021	5	51	199.1	16.0	206
Winter 2019-2020	5	79	204.9	16.6	209
Fall 2019-2020	5	80	202.6	15.7	206
Spring 2018-2019	5	76	214.2	16.6	214
Winter 2018-2019	5	80	213	17.4	215
Fall 2018-2019	5	85	206.2	16.6	209
Spring 2017-2018	5	85	218	17.4	222
Winter 2017-2018	5	87	216.4	16.2	219
Fall 2017-2018	5	90	212.1	14.8	214
Winter 2020-2021	K	47	155.6	23	150
Fall 2020-2021	K	51	144.6	21.4	139

Reading 2017-2021

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2020-2021	1	27	160.9	19.4	153
Fall 2020-2021	1	27	148.9	12	149
Winter 2020-2021	1	23	159.1	22.9	153
Fall 2020-2021	1	21	150.5	21.8	150
Winter 2020-2021	2	49	168.9	17.2	171
Fall 2020-2021	2	44	162.4	15.1	164
Winter 2020-2021	2	24	168.9	16.1	169
Fall 2020-2021	2	22	166.2	19.5	162
Winter 2020-2021	3	54	181.1	18.1	183
Fall 2020-2021	3	54	176.6	16.7	177
Winter 2020-2021	3	25	174.6	14.3	169
Fall 2020-2021	3	26	173.5	13.9	170
Winter 2020-2021	4	53	196.5	20.5	200
Fall 2020-2021	4	49	193	20.3	194
Winter 2020-2021	5	50	197.8	16.6	202
Fall 2020-2021	5	50	191.2	22.1	197
Fall 2020-2021	5	1			
Winter 2020-2021	K	36	151	26.1	141
Fall 2020-2021	K	40	139.8	15.9	137
Winter 2020-2021	K	23	151.6	26.1	141
Fall 2020-2021	K	21	143	25.7	134

Reading 2017-2021

Historical STAAR DATA

3rd grade, Reading:

2018: Approaches (71%), Meets (32%), Masters (16%)

2019: Approaches (46%), Meets (24%), Masters (13%)

4th grade, Reading:

2018: Approaches (56%), Meets (34%), Masters (21%)

2019: Approaches (58%), Meets (26%), Masters (12%)

5th grade, Reading:

2018: Approaches (72%), Meets (38%), Masters (17%)

2019: Approaches (75%), Meets (41%), Masters (23%)

4th grade, Writing:

2018: Approaches (51%), Meets (33%), Masters (8%)

2019: Approaches (47%), Meets (26%), Masters (13%)

3rd grade, Math:

2018: Approaches (59%), Meets (21%), Masters (5%)

2019: Approaches (51%), Meets (21%), Masters (8%)

4th grade, Math:

2018: Approaches (58%), Meets (36%), Masters (20%)

2019: Approaches (53%), Meets (25%), Masters (13%)

5th Grade Math:

2018: Approaches (80%), Meets (43%), Masters (22%)

Student Learning Strengths

- 5th grade reading scores increased in 2018 and 2019 in all three categories (approaches, meets & masters)
- Kindergarten, 1st grade, 2nd grade and 4th grade surpassed the national norm for math on the NWEA MAP assessment.
- 1st grade students surpassed the national norm for reading in spanish and english on the NWEA MAP assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All cohorts are not progressing academically on the NWEA MAP. For example, the current 3rd grade RIT score on the NWEA MAP math for the winter 2020-2021 school year was 184.7, which is below the national norm, whereas, when they were 1st graders, they scored 163.4, which is above the national norm.

Root Cause: Lack of intentional vertical planning opportunities to engage, share, establish, implement, and maintain campus-wide math instructional best practices. (5.1)

Problem Statement 2 (Prioritized): All cohorts, except 1st grade, are performing far below the national norm on the NWEA MAP reading assessment. 2nd grade-168.9; national norm- 172 3rd grade- 181.1; national norm- 187 4th grade-196.5; national norm- 197 5th grade-197.8; national norm- 204 **Root Cause:** Lack of explicit and systematic foundational reading instruction, such as phonics and phonemic awareness, as well as, the lack of teaching comprehension skills, such as inferencing, through complex text (5.1).

Problem Statement 3 (Prioritized): In 2020-2021, across all KG-5th grade levels, Hispanic students on average have less scholars on or above grade levels than African American scholars measured on the NWEA MAP Reading Assessment. Data set: K (AA 40%, H35%), 1st (AA 36%, H 33%), 2ND (AA 24%, H 20%, 3RD (27% AA, H 20%), 4TH (AA 57%, H 35%), 5TH (AA 26% H 19%) **Root Cause:** Lack of training on how to implement the bilingual model, limited resources for ELLs, and implementation of ELL best practices during daily instruction. Limited evidence of intentionally prioritizing and selecting skills and complex texts that meet the rigor of the grade level/STAAR test followed by the development of progressively rigorous text dependent questions. (5.1 and 5.3)

Problem Statement 4 (Prioritized): Per NWEA MAP Math assessment data, 24% of our 2nd grade African American scholars are on or above grade level; however, when they were 1st graders, 26% were on grade level. **Root Cause:** Lack of PD to show our teachers how to disaggregate their scholar's data by subgroups to intentionally set growth goals, progress monitor and target their individual learning gaps while providing high quality Tier 1 instruction (5.3).

Problem Statement 5 (Prioritized): Per NWEA MAP Math assessment data, 14% of our 3rd grade African American scholars are on or above grade level; however, when they were 2nd graders, 40% were on grade level. **Root Cause:** Lack of PD to show our teachers how to disaggregate their scholar's data by subgroups to intentionally set growth goals, progress monitor and target their individual learning gaps while providing high quality Tier 1 instruction (5.3).

Problem Statement 6 (Prioritized): Per NWEA MAP Math assessment data, 27% of our 5th grade Hispanic scholars are on or above grade level; however, when they were 4th graders, 38% were on grade level. **Root Cause:** Lack of training on how to effectively teach Math concepts to ELLs while implementing best practices during daily instruction (manipulatives, word walls, sentence stems, visual supports, graphic organizers) (5.1). Lack of PD to show our teachers how to disaggregate their scholar's data by subgroups to intentionally set growth goals, progress monitor and target their individual learning gaps while

School Processes & Programs

School Processes & Programs Summary

Instructional

- Weekly PLCs
- Coaching and Feedback cycle
- Six week Campus growth walks to identify campus trends to update PD/PLCs plan
- Team and one on one data meetings
- Planning sessions with teachers
- Modeling and co-teaching with teachers
- Two-way and One-way bilingual classrooms

Curricular

- Neuhaus and Esperanza phonics program implemented in KG-2nd grade
- KG-3rd grade teachers participating in Reading Academies
- FWISD planning with instructional frameworks
- Implementation of the FWISD lesson structure
- The Fundamental Four

Personnel

- Hiring committee: ILT, teachers, and district level
- Coaches have a designated caseload of teachers
- Internal and FWISD surveys to gather, analyze, and respond to teacher feedback
- High focus on teacher and staff incentives (woot wagon, teacher/staff of the month)
- Highlight implementation of high leverage instructional practices on campus newsletter and social media
- Create a sense of community and belonging through the House system

Organizational

- Clear and defined roles and responsibilities
- Clear expectations on the components of Tier 1 instruction at MES
- School-wide procedures are clear, specific, updated continuously, and responsive to the needs of the scholars and community (COVID-19)
- School master calendar is constantly updated and shared with staff in advance
- Recurring meetings such as faculty meetings, PLCs, MTSS, ARDS, 504s are highly structured and implemented with fidelity

Administrative

- Clear protocols for customer service, scholar enrollment and scheduling
- Clear protocols for requesting materials
- Faculty Handbook explicitly outlines school-wide expectations, processes, and systems
- Weekly leadership meetings
- Monitoring and prioritizing of budget expenditures

School Processes & Programs Strengths

Processes and Programs

- School wide expectations/procedures for scholars and staff are visibly posted around the campus
- Clean and welcoming environment
- 1:1 with technology in PreK-5th Grade
- Differentiated instructional programs including Lexia Core5 and Pathblazers
- All teaching and TA positions are filled with certified personnel
- Neuhaus and Espiranza in grades K-2
- Reading interventionist provides interventions for 1/2 grade scholars
- One-way and two-way bilingual program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to Branching Minds, 6 out of 7 grade levels are below the recommended percentage (20% of scholars from each grade level) needing tiered interventions.) 20-21' Active MTSS by Grade Level PreK- 0% Kindergarten- 2% 1st Grade- 7% 2nd Grade-12% 3rd Grade-13% 4th Grade- 22% 5th Grade- 15%
Root Cause: With the transition from Review360 to Branching Minds, teachers are not as knowledgeable on the different components, in addition to, the lack of consistency with progress monitoring interventions and updating information in Branching Minds (5.3).

Problem Statement 2 (Prioritized): According to the 2020-2021 teacher survey, 55% of teachers responded favorably to the perception of the amount and quality of feedback and coaching they receive. **Root Cause:** Lack of consistency in providing feedback to ALL teachers, regardless of the tier and level of experience, and relevancy to their grade level and content.

Perceptions

Perceptions Summary

- Ron Clark Academy House system implementation
- Hospitality Committee
- Instructional Leadership Team
- Cultural Leadership Team
- Operations Leadership Team
- Grade Level Chairs
- Lead teachers
- SBDM
- CERC Committee

Perceptions Strengths

- 93% of staff perceive our campus as an inviting work environment
- 90% of staff perceive that our teachers educate all students
- All students and staff belong a house (Ron Clark
- 92% of all staff are returning back to Morningside.
- 83% of students feel supported by staff
- Guests and visitors consistently report a positive atmosphere on our campus
- The discipline referral rate continues to decline.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the 2020-2021 teacher survey, 67% of teachers responded favorably to the perception that they can improve their teaching over time and differentiate to meet the needs of all scholars. **Root Cause:** Teachers were unable to participate in learning walks to improve upon their teaching practices and engage in outside professional development opportunities to build capacity.

Problem Statement 2 (Prioritized): According to the 2020-2021 student survey, 44 out of 162 (27%) scholars perceive themselves as not belonging on campus. **Root Cause:** Lack of consistent use of restorative circles in their designated SEL block, as well as, teachers incorporating and promoting the house system in their classroom.

Priority Problem Statements

Problem Statement 1: All cohorts are not progressing academically on the NWEA MAP. For example, the current 3rd grade RIT score on the NWEA MAP math for the winter 2020-2021 school year was 184.7, which is below the national norm, whereas, when they were 1st graders, they scored 163.4, which is above the national norm.

Root Cause 1: Lack of intentional vertical planning opportunities to engage, share, establish, implement, and maintain campus-wide math instructional best practices. (5.1)

Problem Statement 1 Areas: Student Learning

Problem Statement 2: All cohorts, except 1st grade, are performing far below the national norm on the NWEA MAP reading assessment. 2nd grade-168.9; national norm- 172 3rd grade- 181.1; national norm- 187 4th grade-196.5; national norm- 197 5th grade-197.8; national norm- 204

Root Cause 2: Lack of explicit and systematic foundational reading instruction, such as phonics and phonemic awareness, as well as, the lack of teaching comprehension skills, such as inferencing, through complex text (5.1).

Problem Statement 2 Areas: Student Learning

Problem Statement 3: In 2020-2021, across all KG-5th grade levels, Hispanic students on average have less scholars on or above grade levels than African American scholars measured on the NWEA MAP Reading Assessment. Data set: K (AA 40%, H35%), 1st (AA 36%, H 33%), 2ND (AA 24%, H 20%, 3RD (27% AA, H 20%), 4TH (AA 57%, H 35%), 5TH (AA 26% H 19%)

Root Cause 3: Lack of training on how to implement the bilingual model, limited resources for ELLs, and implementation of ELL best practices during daily instruction. Limited evidence of intentionally prioritizing and selecting skills and complex texts that meet the rigor of the grade level/STAAR test followed by the development of progressively rigorous text dependent questions. (5.1 and 5.3)

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Per NWEA MAP Math assessment data, 24% of our 2nd grade African American scholars are on or above grade level; however, when they were 1st graders, 26% were on grade level.

Root Cause 4: Lack of PD to show our teachers how to disaggregate their scholar's data by subgroups to intentionally set growth goals, progress monitor and target their individual learning gaps while providing high quality Tier 1 instruction (5.3).

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Per NWEA MAP Math assessment data, 14% of our 3rd grade African American scholars are on or above grade level; however, when they were 2nd graders, 40% were on grade level.

Root Cause 5: Lack of PD to show our teachers how to disaggregate their scholar's data by subgroups to intentionally set growth goals, progress monitor and target their individual learning gaps while providing high quality Tier 1 instruction (5.3).

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Per NWEA MAP Math assessment data, 27% of our 5th grade Hispanic scholars are on or above grade level; however, when they were 4th graders, 38% were on grade level.

Root Cause 6: Lack of training on how to effectively teach Math concepts to ELLs while implementing best practices during daily instruction (manipulatives, word walls,

sentence stems, visual supports, graphic organizers) (5.1). Lack of PD to show our teachers how to disaggregate their scholar's data by subgroups to intentionally set growth goals, progress monitor and target their individual learning gaps while

Problem Statement 6 Areas: Student Learning

Problem Statement 7: According to Branching Minds, 6 out of 7 grade levels are below the recommended percentage (20% of scholars from each grade level) needing tiered interventions.) 20-21' Active MTSS by Grade Level PreK- 0% Kindergarten- 2% 1st Grade- 7% 2nd Grade-12% 3rd Grade-13% 4th Grade- 22% 5th Grade- 15%

Root Cause 7: With the transition from Review360 to Branching Minds, teachers are not as knowledgeable on the different components, in addition to, the lack of consistency with progress monitoring interventions and updating information in Branching Minds (5.3).

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: According to the 2020-2021 teacher survey, 55% of teachers responded favorably to the perception of the amount and quality of feedback and coaching they receive.

Root Cause 8: Lack of consistency in providing feedback to ALL teachers, regardless of the tier and level of experience, and relevancy to their grade level and content.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: According to the 2020-2021 student survey, 44 out of 162 (27%) scholars perceive themselves as not belonging on campus.

Root Cause 9: Lack of consistent use of restorative circles in their designated SEL block, as well as, teachers incorporating and promoting the house system in their classroom.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: According to the 2020-2021 teacher survey, 67% of teachers responded favorably to the perception that they can improve their teaching over time and differentiate to meet the needs of all scholars.

Root Cause 10: Teachers were unable to participate in learning walks to improve upon their teaching practices and engage in outside professional development opportunities to build capacity.

Problem Statement 10 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR EL progress measure data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment 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
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: July 2, 2021

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 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 88% to 93% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 84% to 93% by May 2022.

Increase the percentage of PK ED Hispanic students who score On Track on Circle Phonological Awareness in Spanish from 84% to 93% by May 2022.

Evaluation Data Sources: Circle Phonological Awareness

Strategy 1 Details	Reviews			
Strategy 1: All Pre-K teachers will progress monitor, using data trackers, to ensure that at least 80% of Pre-K students make progress on phonological awareness per the circle assessment. Strategy's Expected Result/Impact: Circle data will show a 5% growth in Phonological awareness from Wave 1 to Wave 2. Staff Responsible for Monitoring: PK Teachers Ms. Holland- FWCP Early Childhood Coach Ms. Day- Instructional Coach Ms. Kinchion-Assistant Principal Ms. Cuarenta- Principal ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All PreK-5th teachers will participate in bi-weekly 60 minute PLC meetings and 90 minute data meetings using the (DDI structure) to analyze student work/ data, identify instructional gaps, and inform planning for Tier 1 instruction.	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy's Expected Result/Impact: Effective 90-minute PLCs using the DDI structure for Pre-K teachers will inform phonological awareness planning for targeted Tier 1 instruction to positively impact student achievement with a focus African-American and ELs.</p> <p>Staff Responsible for Monitoring: PK Teachers Ms. Holland- FWCP Early Childhood Coach Ms. Day- Instructional Coach Ms. Kinchion-Assistant Principal Ms. Cuarenta- Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: All cohorts, except 1st grade, are performing far below the national norm on the NWEA MAP reading assessment. 2nd grade-168.9; national norm- 172 3rd grade- 181.1; national norm- 187 4th grade-196.5; national norm- 197 5th grade-197.8; national norm- 204 Root Cause: Lack of explicit and systematic foundational reading instruction, such as phonics and phonemic awareness, as well as, the lack of teaching comprehension skills, such as inferencing, through complex text (5.1).</p>

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 35% 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 18% to 50% by May 2022.

Increase the percentage of K-3rd Special Education students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish and English from 10% to 50% by May 2022.

Evaluation Data Sources: MAP Fluency

Strategy 1 Details	Reviews			
<p>Strategy 1: All K-5 teachers will create effective lesson plans with clear learning objectives to deliver Tier 1 instructions following the FWISD Literacy, Biliteracy Framework (4 Fundamentals of Literacy) and ELPS to meet the diverse needs of all scholars.</p> <p>Strategy's Expected Result/Impact: -100% of K-3rd grade lesson plans will identify FWISD Literacy and Biliteracy Framework (4 Fundamentals of Literacy) components being used in each daily lesson as measured by written plans, lesson plan feedback, and instructional delivery during walkthroughs.</p> <p>All students in K-3 will increase by 20% after each administration of MAP Fluency and transition from foundational reading skills to oral reading skills.</p> <p>Staff Responsible for Monitoring: K-3 Teachers</p> <p>Ms. Hughes Ms. Day Ms. Kinchion Ms. Cuarenta</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: PreK K-5th teachers will participate in weekly 60 minute PLC meetings and 90 minute data meetings using the (DDI structure) to analyze student work/ data, identify instructional gaps, and inform planning for Tier 1 instruction. Strategy's Expected Result/Impact: All students in K-3 will increase by 20% after administration of MAP Fluency and transition from foundational reading skills to oral reading skills. Staff Responsible for Monitoring: ILT: Vanessa Cuarenta Nealie Kinchion Anna Hughes Shana Day TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: All cohorts, except 1st grade, are performing far below the national norm on the NWEA MAP reading assessment. 2nd grade-168.9; national norm- 172 3rd grade- 181.1; national norm- 187 4th grade-196.5; national norm- 197 5th grade-197.8; national norm- 204 Root Cause: Lack of explicit and systematic foundational reading instruction, such as phonics and phonemic awareness, as well as, the lack of teaching comprehension skills, such as inferencing, through complex text (5.1).</p> <p>Problem Statement 3: In 2020-2021, across all KG-5th grade levels, Hispanic students on average have less scholars on or above grade levels than African American scholars measured on the NWEA MAP Reading Assessment. Data set: K (AA 40%, H35%), 1st (AA 36%, H 33%), 2ND (AA 24%, H 20%, 3RD (27% AA, H 20%), 4TH (AA 57%, H 35%), 5TH (AA 26% H 19%) Root Cause: Lack of training on how to implement the bilingual model, limited resources for ELLs, and implementation of ELL best practices during daily instruction. Limited evidence of intentionally prioritizing and selecting skills and complex texts that meet the rigor of the grade level/STAAR test followed by the development of progressively rigorous text dependent questions. (5.1 and 5.3)</p>

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 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 41% to 55% by May 2022.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 35% to 50% by May 2022.

Increase the percentage of KG-5th grade Spanish Testers who meet or exceed projected growth on MAP Growth Reading from 35% to 50% by May 2022.

Evaluation Data Sources: MAP Growth

Strategy 1 Details	Reviews			
<p>Strategy 1: All K-5th teachers will effectively deliver Tier 1 Reading Comprehension lesson with formative assessments and premade teacher exemplars, aligned to the depth and complexity of the standards for the their grade. (5.1)</p> <p>Strategy's Expected Result/Impact: -Effective tier 1 instruction will increase teacher capacity in delivering strong tier 1 instruction that meets the depth and complexity of grade-level standards and be able to identify student gaps in learning daily through the tracking of mastery of formative assessments and aggressive monitoring.</p> <p>-The percentage of 2nd-5th students who Meets or Exceeds on MAP Growth will increase by RP 14% and Spanish 15% by May 2022.</p> <p>Staff Responsible for Monitoring: KG-5 Teachers</p> <p>Ms. Day Ms. Kinchion Ms. Cuarenta</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Substitutes - Title I (211) - 211-11-6112-04E-147-30-510-000000-22F10 - \$1,500, Library books - Title I (211) - 211-12-6329-04E-147-30-510-000000-22F10 - \$2,000, Reading Materials for Classroom - Title I (211) - 211-11-6329-04E-147-30-510-000000-22F10 - \$3,000, Extra duty for PD - Title I (211) - 211-11-6116-0PD-147-30-510-000000-22F10 - \$3,000, Reading Materials for PD - Title I (211) - 211-13-6329-04E-147-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: All K-5th teachers will participate in 90 minute PLC meetings using the DDI structure to analyze weekly formative assessment data for high leverage standards, identify instructional gaps and drive the focus of intentional small groups. Strategy's Expected Result/Impact: The percentage of KG-2nd students who score MEET or Exceeds on MAP Reading Fluency will increase by 15% by May 2022. Staff Responsible for Monitoring: Ms. Hughes Ms. Day Ms. Kinchion Ms. Cuarenta TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

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Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: All cohorts, except 1st grade, are performing far below the national norm on the NWEA MAP reading assessment. 2nd grade-168.9; national norm- 172 3rd grade- 181.1; national norm- 187 4th grade-196.5; national norm- 197 5th grade-197.8; national norm- 204 Root Cause: Lack of explicit and systematic foundational reading instruction, such as phonics and phonemic awareness, as well as, the lack of teaching comprehension skills, such as inferencing, through complex text (5.1).</p> <p>Problem Statement 3: In 2020-2021, across all KG-5th grade levels, Hispanic students on average have less scholars on or above grade levels than African American scholars measured on the NWEA MAP Reading Assessment. Data set: K (AA 40%, H35%), 1st (AA 36%, H 33%), 2ND (AA 24%, H 20%, 3RD (27% AA, H 20%), 4TH (AA 57%, H 35%), 5TH (AA 26% H 19%) Root Cause: Lack of training on how to implement the bilingual model, limited resources for ELLs, and implementation of ELL best practices during daily instruction. Limited evidence of intentionally prioritizing and selecting skills and complex texts that meet the rigor of the grade level/STAAR test followed by the development of progressively rigorous text dependent questions. (5.1 and 5.3)</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 PK students who score ON Track on Circle Math from 86% to 95% by May 2022.

Increase the percentage of Spanish testers from 53% to 63% by May 2022.

Evaluation Data Sources: CLI- Circle

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK K-5th teachers will participate in bi-weekly 90 minute PLC meetings and bi-weekly 60 minute PLC meetings using the (DDI structure) to analyze student work/ data, identify instructional gaps, and inform planning for Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: - Effective 90-minute PLCs using the DDI structure for all Pre-K math teachers will inform targeted Tier 1 instruction and progress monitoring to the depth and complexity of the Pre-K guidelines.</p> <p>-The percentage of PK students who score ON TRACK on Circle will increase by RP 9% and Spanish 19% by May 2022.</p> <p>Staff Responsible for Monitoring: PK Teachers</p> <p>Ms. Hughes, Data Analysis</p> <p>Ms. Day, Instructional Coach</p> <p>Ms. Kinchion, Assistant Principal</p> <p>Ms. Cuarenta, Principal</p> <p>Ms. Holland, FWCP Early Child Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Develop the capacity of all Pre-K Math teachers by ensuring their conceptual knowledge of the Math Pre-K Guidelines. Teachers will apply the three levels of mathematical understanding (CRA) ensuring the use of mathematical manipulatives and math journals. Teachers will develop a grade level scope and sequence (Standard-Based Planning Calendar) to plan for progression of learning. Strategy's Expected Result/Impact: All Pre-K Math Teachers will identify levels of mathematical understanding through progression of learning in their Standard-Based Planning Calendars. Pre-K student's conceptual understanding of grade level Pre-K guidelines will enhance the mastery of CLI scores from 53% to 63% mastery for Hispanic students. Staff Responsible for Monitoring: PK Teachers Ms. Hughes, Data Analysis Ms. Day, Instructional Coach Ms. Kinchion, Assistant Principal Ms. Cuarenta, Principal Ms. Holland, FWCP Early Child Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 6		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: All Pre-K- Kindergarten Math teachers will execute targeted small group math lessons, based on formative assessment of daily Tier 1 instruction and CLI/ TX-KEA assessment data. Strategy's Expected Result/Impact: All Pre-K teachers will analyze CLI and daily formative assessment data to identify student gaps in learning and drive small group instruction providing all students with scaffolds and/or differentiation. Staff Responsible for Monitoring: PK Teachers Ms. Hughes, Data Analysis Ms. Day, Instructional Coach Ms. Kinchion Assistant Principal Ms. Cuarenta, Principal Ms. Holland, FWCP Early Child Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 6		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: All cohorts, except 1st grade, are performing far below the national norm on the NWEA MAP reading assessment. 2nd grade-168.9; national norm- 172 3rd grade- 181.1; national norm- 187 4th grade-196.5; national norm- 197 5th grade-197.8; national norm- 204 Root Cause: Lack of explicit and systematic foundational reading instruction, such as phonics and phonemic awareness, as well as, the lack of teaching comprehension skills, such as inferencing, through complex text (5.1).

Student Learning

Problem Statement 6: Per NWEA MAP Math assessment data, 27% of our 5th grade Hispanic scholars are on or above grade level; however, when they were 4th graders, 38% were on grade level. **Root Cause:** Lack of training on how to effectively teach Math concepts to ELLs while implementing best practices during daily instruction (manipulatives, word walls, sentence stems, visual supports, graphic organizers) (5.1). Lack of PD to show our teachers how to disaggregate their scholar's data by subgroups to intentionally set growth goals, progress monitor and target their individual learning gaps while

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 76% to 85% by May 2022.

Increase the percentage of Hispanic students who score On Track on TX-KEA Math from 41% to 60% by May 2022.

Evaluation Data Sources: TX-KEA

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK K-5th teachers will participate in bi-weekly 90 minute PLC meetings and bi-weekly 60 minute PLC meetings using the (DDI structure) to analyze student work/ data, identify instructional gaps, and inform planning for Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Effective 90-minute PLCs using the DDI structure for all kindergarten math teachers will inform targeted Tier 1 instruction and progress monitoring to the depth and complexity of the TEKS.</p> <p>Staff Responsible for Monitoring: KG Teachers Ms. Day, Instructional Coach Ms. Hughes, Data Analysis Ms. Cuarenta, Principal Ms. Kinchion, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop the capacity of all Kindergarten Math teachers by ensuring their conceptual knowledge of grade level TEKS. Teachers will apply the three levels of mathematical understanding (CRA) ensuring the use of mathematical manipulatives and math journals. Teachers will develop a grade level scope and sequence (Standard Based Planning Calendar) to plan for progression of learning.</p> <p>Strategy's Expected Result/Impact: All Kindergarten Math Teachers will identify levels of mathematical understanding through progression of learning in their Standard-Based Planning Calendars. Kindergarten student's conceptual understanding of grade level TEKS will enhance the mastery of TX-KEA proficiency scores to 85% mastery.</p> <p>Staff Responsible for Monitoring: KG Teachers Ms. Day, Instructional Coach Ms. Hughes, Data Analysis Ms. Cuarenta, Principal Ms. Kinchion, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: All Pre-K- Kindergarten Math teachers will execute targeted small group math lessons, based on formative assessment of daily Tier 1 instruction and CLI/ TX-KEA assessment data. Strategy's Expected Result/Impact: Kindergarten students will increase their mastery of TX-KEA proficiency scores to 85% mastery. All kindergarten teachers will analyze TX-KEA and daily formative assessment data to identify student gaps in learning and drive small group instruction providing all students with scaffolds and/or differentiation. Staff Responsible for Monitoring: KG Teachers Ms. Day, Instructional Coach Ms. Hughes, Data Analysis Ms. Cuarenta, Principal Ms. Kinchion, Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 6		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 6: Per NWEA MAP Math assessment data, 27% of our 5th grade Hispanic scholars are on or above grade level; however, when they were 4th graders, 38% were on grade level. Root Cause: Lack of training on how to effectively teach Math concepts to ELLs while implementing best practices during daily instruction (manipulatives, word walls, sentence stems, visual supports, graphic organizers) (5.1). Lack of PD to show our teachers how to disaggregate their scholar's data by subgroups to intentionally set growth goals, progress monitor and target their individual learning gaps while





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 Math from 44% to 60% by May 2022.

Increase the percentage of Hispanic students who Meet or Exceed projected growth on MAP Growth Math from 41% to 60% by May 2022.

Evaluation Data Sources: MAP Growth

Strategy 1 Details	Reviews			
Strategy 1: PreK K-5th teachers will participate in bi-weekly 90 minute PLC meetings and bi-weekly 60 minute PLC meetings using the (DDI structure) to analyze student work/ data, identify instructional gaps, and inform planning for Tier 1 instruction. Strategy's Expected Result/Impact: Effective 90-minute PLCs using the DDI structure for all 3-5th grade math teachers will inform targeted Tier 1 instruction and progress monitoring to the depth and complexity of the TEKS. Staff Responsible for Monitoring: KG-5th Teachers Ms. Day, Instructional Coaches Ms. Hughes, Data Analysis Ms. Cuarenta, Principal Ms. Kinchion, Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop the capacity of all K-5th grade Math teachers by ensuring their conceptual knowledge of grade level TEKS. Teachers will apply the three levels of mathematical understanding (CRA) ensuring the use of mathematical manipulatives and math journals. Teachers will develop a grade level scope and sequence (Standard Based Planning Calendar) to plan for progression of learning. Strategy's Expected Result/Impact: All K-5th Math Teachers will identify levels of mathematical understanding through progression of learning in their Standard-Based Planning Calendars. K-5th student conceptual understanding of grade level TEKS will enhance MAP Growth scores by a 20% increase. Staff Responsible for Monitoring: KG-5th Teachers Ms. Day, Instructional Coach Ms. Hughes, Data Analysis Ms. Cuarenta, Principal Ms. Kinchion, Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 6: Per NWEA MAP Math assessment data, 27% of our 5th grade Hispanic scholars are on or above grade level; however, when they were 4th graders, 38% were on grade level. Root Cause: Lack of training on how to effectively teach Math concepts to ELLs while implementing best practices during daily instruction (manipulatives, word walls, sentence stems, visual supports, graphic organizers) (5.1). Lack of PD to show our teachers how to disaggregate their scholar's data by subgroups to intentionally set growth goals, progress monitor and target their individual learning gaps while</p>

Goal 3: CCMR





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

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 30% to 50% by May 2022.

Increase the percentage of 3-5 African American students at MEETS from 20% to 50% by May 2022.

Evaluation Data Sources: Benchmarks and STAAR test

Strategy 1 Details		Reviews			
Strategy 1: PreK K-5th teachers will participate in bi-weekly 90 minute PLC meetings and bi-weekly 60 minute PLC meetings using the (DDI structure) to analyze student work/ data, identify instructional gaps, and inform planning for Tier 1 instruction. Strategy's Expected Result/Impact: 50% of students in 3rd-5th will score meets or above on STAAR Reading by May 2022. Staff Responsible for Monitoring: 3rd-5th Teachers Ms. Hughes, Data Analysis Ms. Day, Instructional Coach Ms. Kinchion, Assistant Principal Ms. Cuarenta, Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Administrators, Data Analysts and Instructional Coaches will provide grade level teams and individual teachers support with tier 1 instruction by providing coaching, monitoring, observation and feedback, consistently. Strategy's Expected Result/Impact: -100% percent of teachers will engage in culturally responsive tier 1 instruction incorporating the fundamental four as measured by lesson plan feedback and instructional walks. -50% of students in 3rd-5th will score meets or above on STAAR Reading by May 2022. Staff Responsible for Monitoring: PK-5th Teachers Ms. Hughes, Data Analysis Ms. Day, Instructional Coach Ms. Kinchion, Assistant Principal Ms. Cuarenta, Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3, 4 Funding Sources: Materials - Title I (211) - 211-11-6399-04E-147-30-510-000000-22F10 - \$19,521, Data Analyst - Title I (211) - 211-13-6119-04E-147-30-510-000000-22F10 - \$73,199		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: All K-5 teachers will create effective lesson plans with clear learning objectives to deliver Tier 1 instructions following the FWISD Literacy, Biliteracy Framework (4 Fundamentals of Literacy) and ELPS to meet the diverse needs of all scholars. Strategy's Expected Result/Impact: -100% of K-3rd grade lesson plans will identify FWISD Literacy and Biliteracy Framework (4 Fundamentals of Literacy) components being used in each daily lesson as measured by written plans, lesson plan feedback, and instructional delivery during walkthroughs. All students in K-3 will increase by 20% after each administration of MAP Fluency and transition from foundational reading skills to oral reading skills. Staff Responsible for Monitoring: K-3 Teachers Ms. Hughes Ms. Day Ms. Kinchion Ms. Cuarenta TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students will participate in extended school day opportunities (tutoring and Saturday Camps) to compact learning of identified low-performing high-leverage TEKS. Staff Responsible for Monitoring: Ms. Hughes- Data Analysis Funding Sources: Tutoring - SCE (199 PIC 24) - 199-11-6116-001-147-24-313-000000- - \$3,516, Tutoring - Title I (211) - 211-11-6127-04E-147-30-510-000000-22F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: All cohorts, except 1st grade, are performing far below the national norm on the NWEA MAP reading assessment. 2nd grade-168.9; national norm- 172 3rd grade- 181.1; national norm- 187 4th grade-196.5; national norm- 197 5th grade-197.8; national norm- 204 Root Cause: Lack of explicit and systematic foundational reading instruction, such as phonics and phonemic awareness, as well as, the lack of teaching comprehension skills, such as inferencing, through complex text (5.1).</p> <p>Problem Statement 3: In 2020-2021, across all KG-5th grade levels, Hispanic students on average have less scholars on or above grade levels than African American scholars measured on the NWEA MAP Reading Assessment. Data set: K (AA 40%, H35%), 1st (AA 36%, H 33%), 2ND (AA 24%, H 20%, 3RD (27% AA, H 20%), 4TH (AA 57%, H 35%), 5TH (AA 26% H 19%) Root Cause: Lack of training on how to implement the bilingual model, limited resources for ELLs, and implementation of ELL best practices during daily instruction. Limited evidence of intentionally prioritizing and selecting skills and complex texts that meet the rigor of the grade level/STAAR test followed by the development of progressively rigorous text dependent questions. (5.1 and 5.3)</p> <p>Problem Statement 4: Per NWEA MAP Math assessment data, 24% of our 2nd grade African American scholars are on or above grade level; however, when they were 1st graders, 26% were on grade level. Root Cause: Lack of PD to show our teachers how to disaggregate their scholar's data by subgroups to intentionally set growth goals, progress monitor and target their individual learning gaps while providing high quality Tier 1 instruction (5.3).</p>





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 29% to 40% by May 2022.
Increase the percentage of 3-5 African American students at MEETS from 16% to 40% by May 2022.

Evaluation Data Sources: Benchmarks and STAAR test

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of all K-5th grade Math teachers by ensuring their conceptual knowledge of grade level TEKS. Teachers will apply the three levels of mathematical understanding (CRA) ensuring the use of mathematical manipulatives and math journals. Teachers will develop a grade level scope and sequence (Standard Based Planning Calendar) to plan for progression of learning</p> <p>Strategy's Expected Result/Impact: All K-5th Math Teachers will identify levels of mathematical understanding through progression of learning in their Standard-Based Planning Calendars. 3rd-5th grade students' conceptual understanding of grade level TEKS will increase the percentage of students at Meets or above on Math STAAR to 40% by May 2022.</p> <p>Staff Responsible for Monitoring: KG-5th Teachers Ms. Hughes, Data Analysis Ms. Day, Instructional Coach Ms. Kinchion, Assistant Principal Ms. Cuarenta, Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All K-5th grade teachers will develop and implement a campus-wide mathematical thinking process where students have the opportunity to acquire and demonstrate mathematical understanding by formulating a plan or strategy, evaluating, justifying, and determining the reasonableness of their work.</p> <p>Strategy's Expected Result/Impact: Students will solve real-world problems by demonstrating and determining the reasonableness of their solutions using the campus-wide mathematical thinking process increasing the percentage of 3rd-5th grade students Meeting or above on the STAAR Math to 40% by May 2022.</p> <p>Staff Responsible for Monitoring: KG-5th Teachers Ms. Hughes, Data Analysis Ms. Day, Instructional Coach Ms. Kinchion, Assistant Principal Ms. Cuarenta, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: PreK K-5th teachers will participate in bi-weekly 90 minute PLC meetings and bi-weekly 60 minute PLC meetings using the (DDI structure) to analyze student work/ data, identify instructional gaps, and inform planning for Tier 1 instruction. Strategy's Expected Result/Impact: Effective 90-minute PLCs using the DDI structure for all 3-5th grade math teachers will inform targeted Tier 1 instruction and progress monitoring to the depth and complexity of the TEKS. Staff Responsible for Monitoring: KG-5th Teachers Ms. Hughes, Data Analysis Ms. Day, Instructional Coach Ms. Kinchion, Assistant Principal Ms. Cuarenta, Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 6		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Students will participate in extended school day opportunities (tutoring and Saturday Camps) to compact learning of identified low-performing high-leverage TEKS. Staff Responsible for Monitoring: Ms. Hughes, Data Analysis Funding Sources: Tutoring - Title I (211) - 211-11-6116-04E-147-30-510-000000-22F10 - \$4,000		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: All cohorts are not progressing academically on the NWEA MAP. For example, the current 3rd grade RIT score on the NWEA MAP math for the winter 2020-2021 school year was 184.7, which is below the national norm, whereas, when they were 1st graders, they scored 163.4, which is above the national norm. Root Cause: Lack of intentional vertical planning opportunities to engage, share, establish, implement, and maintain campus-wide math instructional best practices. (5.1)</p> <p>Problem Statement 6: Per NWEA MAP Math assessment data, 27% of our 5th grade Hispanic scholars are on or above grade level; however, when they were 4th graders, 38% were on grade level. Root Cause: Lack of training on how to effectively teach Math concepts to ELLs while implementing best practices during daily instruction (manipulatives, word walls, sentence stems, visual supports, graphic organizers) (5.1). Lack of PD to show our teachers how to disaggregate their scholar's data by subgroups to intentionally set growth goals, progress monitor and target their individual learning gaps while</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 27% to 10% by May 2022.

Decrease the number and percentage of incoming 3rd grade students who are chronically absent from 49% to 30% by May 2022.

Evaluation Data Sources: Focus and FWCP attendance reports





Strategy 1 Details		Reviews			
Strategy 1: Attendance Success Team will be meet twice per six weeks to monitor and improve attendance for chronically absent students with a specific focus on African-American students by assigning students to attendance team members that will partner with the parents, identify needs & secure , provide incentives, post attendance trackers that are visible throughout the school to foster staff student ownership of achieving goal. Strategy's Expected Result/Impact: Decrease in chronic absences by 17% (whole school) and 19% (3rd grade) by May 2022. Staff Responsible for Monitoring: Counselor, Case Manager, AP, Data Analyst, Clerk, and Coaches. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

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 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 61% to 85% by May 2022.

Increase positive response by SPED students to the learning environment on the Panorama SEL Survey from 54% to 75% by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: All teachers will have protected time in their instructional schedules to implement practices and policies with fidelity such as restorative circles and additional restorative practices such as respect agreements will be created with students on the first week of school. Strategy's Expected Result/Impact: Increase positive student responses by 24% (all 3rd-5th) and 21% (3-5th sped students) by May 2022. Staff Responsible for Monitoring: Mr. Uran Ms. Willis Ms. Cuarenta Ms. Kinchion TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators and teachers demonstrate high expectations for all students by assigning staff members and students to a G.R.I.T house and participate in monthly house meetings, academic and conduct challenges, and strategies to ensure that all scholars succeed. Strategy's Expected Result/Impact: Increase positive student responses by 24% (all 3rd-5th) and 21% (3-5th sped students) by May 2022. Staff Responsible for Monitoring: Ms. Day Mr. Uran Ms. Kinchion Ms. Cuarenta TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Perceptions





Problem Statement 2: According to the 2020-2021 student survey, 44 out of 162 (27%) scholars perceive themselves as not belonging on campus. **Root Cause:** Lack of consistent use of restorative circles in their designated SEL block, as well as, teachers incorporating and promoting the house system in their classroom.

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 White from 5% to 0% by May 2022.

Strategy 1 Details		Reviews			
Strategy 1: All teachers will have protected time in their instructional schedules, Morning Meeting, to implement practices and policies with fidelity such as restorative circles and additional restorative practices such as respect agreements will be created with students on the first week of school. Strategy's Expected Result/Impact: Increase positive student responses by 24% (all 3rd-5th) and 21% (3-5th sped students) by May 2022. Staff Responsible for Monitoring: Mr. Uran Ms. Willis Ms. Cuarenta Ms. Kinchion TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: According to the 2020-2021 student survey, 44 out of 162 (27%) scholars perceive themselves as not belonging on campus. Root Cause: Lack of consistent use of restorative circles in their designated SEL block, as well as, teachers incorporating and promoting the house system in their classroom.

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: Increase the positive perception of parents on Engagement on the district's Parent Survey from 83% to 90% by May 2022.

Evaluation Data Sources: FWISD Stakeholder survey

Strategy 1 Details	Reviews			
Strategy 1: A series of family events such as parent conferences every nine weeks will take place to engage parents in the process of refining our mission, vision and values to foster authentic and collaborative relationships between administrators, teachers, parents and students. Strategy's Expected Result/Impact: Increase of parents positive perception by 7% on the district parent survey. Staff Responsible for Monitoring: Parent Liaison Ms. Kinchion Ms. Cuarenta TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Family Engagement Activities - Title I (211) - 211-61-6499-04L-147-30-510-000000-22F10 - \$2,006	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	3	1	Substitutes	Subs for supplemental instruction	211-11-6112-04E-147-30-510-000000-22F10	\$1,500.00
1	3	1	Library books	Reading materials for library use	211-12-6329-04E-147-30-510-000000-22F10	\$2,000.00
1	3	1	Reading Materials for Classroom	Reading materials for classroom use	211-11-6329-04E-147-30-510-000000-22F10	\$3,000.00
1	3	1	Extra duty for PD	Extra duty pay for PD after hours	211-11-6116-0PD-147-30-510-000000-22F10	\$3,000.00
1	3	1	Reading Materials for PD	Reading materials for professional development	211-13-6329-04E-147-30-510-000000-22F10	\$3,000.00
3	1	2	Materials	Supplies and materials for instructional use	211-11-6399-04E-147-30-510-000000-22F10	\$19,521.00
3	1	2	Data Analyst	Data Analyst	211-13-6119-04E-147-30-510-000000-22F10	\$73,199.00
3	1	4	Tutoring	Tutors without degree	211-11-6127-04E-147-30-510-000000-22F10	\$3,000.00
3	2	4	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-147-30-510-000000-22F10	\$4,000.00
4	4	1	Family Engagement Activities	Snacks for parents to promote participation	211-61-6499-04L-147-30-510-000000-22F10	\$2,006.00
Sub-Total						\$114,226.00
Budgeted Fund Source Amount						\$114,226.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
3	1	4	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-147-24-313-000000-	\$3,516.00
Sub-Total						\$3,516.00
Budgeted Fund Source Amount						\$3,516.00
+/- Difference						\$0.00
Grand Total						\$117,742.00

Addendums