Fort Worth Independent School District

043 Wedgwood 6Th Grade Center

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

We believe all students have value and deserve every opportunity to be successful, life-long learners and productive citizens of the community.

Vision

Empower all students through knowledge and personal growth.

Value Statement

At Wedgwood 6th Grade, we align our practices and policies using the lens of equity in order to strengthen the connection with students and staff and to promote personal health and wellness for all.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The 371 students at Wedgwood 6th grade make up a diverse group of students. The campus serves 40 student identified as Gifted and Talents, 49 students receiving Special Education services, 39 students who receive 504 services, and 129 students who are Limited English Proficient.

Languages spoken at the campus: English, Spanish, Arabic, Burmese, Nepali, Vietnamese, Cambodian, French, German, Farsi, Haitian, Thai, and Other Languages

The campus offers Theatre Arts, Art, Band, Choir, CTE, and Moving to Wellness as elective courses for our students. Students who perform well in elementary math are able to take Accelerated Math which teaches 6th-8th grade standards in one year and students take the 8th grade STAAR Math assessment at the end of the school year.

Demographics Strengths

PTA activated this year with community and staff becoming active members.

Partnership with Catholic Charities provides information regarding resources available for families in the area.

Communication with students, family and community via Wedgwood 6th Facebook page.

Weekly family letters sent to keep families updated on upcoming campus events.

Fort Worth After School provide students the opportunity to participate in a variety of enrichment activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus has seen declining enrollment since 2017 when 454 students were enrolled. In 2018, 445 students were enrolled, 2019 had 427 students, 2020 had 352 students, and the campus is projected to have 329 students in 2021. In the last 5 years, the campus has lost 125 students to neighboring districts and charter schools. **Root Cause:** The campus has not reviewed data at a depth needed to address the interconnectedness of multiple measures of data specifically focused on student performance, perceptions, and school processes.

Student Learning

Student Learning Strengths

Daily PLCs available for reading and math , provides teachers the opportunity to analyze student expectations for content area and plan instruction that addresses the rigor of the standards.

Dyslexia services provided for identified students.

Students given opportunities throughout the week to work on individualized and targeted learning activities via MyPath(reading and math) or Lexia(reading).

ELA students given opportunity to practice English listening and speaking skills prior to taking TELPAS using the Summit K-12 program.

After school tutoring offered for core contents .

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): During the 2020-2021 school year, an average of 34% Hispanic students compared to 44% of African American students in 6th grade met the projected growth from Beginning of Year to Middle of Year on the MAP Reading assessment and did not meet the NWEA 50% expected growth target. **Root Cause:** Teacher capacity needs to be developed within the PLC to intentionally focus on quality lesson planning for Tier 1 instruction in order to meet the needs of all student groups.

Problem Statement 2 (Prioritized): During the 2020-2021 school year, an average of 35% African American students compared to 43% of Hispanic students in 6th grade met the projected growth from Beginning of Year to Middle of Year on the MAP Math assessment and did not meet the NWEA 50% expected growth target. **Root Cause:** Teacher capacity needs to be developed within the PLC to intentionally focus on quality lesson planning for Tier 1 instruction in order to meet the needs of all student groups.

School Processes & Programs

School Processes & Programs Summary

Teachers are provided with a Teacher Handbook at the beginning of the school year, and a review of key information is conducted in the middle of the year.

The campus meets daily for PLCs in all content areas. For the 2021-2022 school year, Reading and Math will meet daily for PLCs.

Expectations and Look Fors by campus administrators is shared in a weekly newsletter. Walkthrough feedback and coaching is provided regularly to teachers.

School Processes & Programs Strengths

The campus has a clear, written PLC Protocol which outlines expectations for each day.

Clear expectations for Lesson Plan have been provided for the entire campus using one template.

The FWISD Lesson Structure was provided to all teachers on campus and expected to post key transitions in the classroom. The FWISD Lesson Structure also directly aligns to the campus Lesson Plan template.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus has not built enough teacher capacity to support the leadership team in understanding the root cause of low student performance and addressing the high quality instructional practices needed to move the campus forward. **Root Cause:** The capacity of the leadership team needs to be developed through job-embedded professional development in order to develop opportunities that are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Perceptions

Perceptions Summary

2020-2021 Panorama Student and Teacher Survey Results can be found in the Addendum.

Perceptions Strengths

2020-2021 Panorama Student and Teacher Survey Results can be found in the Addendum.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Out of 239 responses from SEL student data, 42% of students overall perceive there is a connection with their teacher in the classroom, which correlates to the 45% that are excited to attend class. **Root Cause:** Teachers have not developed a skill-set to look at their data more frequently in order to adjust in-the-moment and to make future lesson modifications so lessons are more equity-centered, provide rigorous tasks to provide productive struggles, and include pre-planned supports to meet the academic needs of students.

Priority Problem Statements

Problem Statement 1: The campus has not built enough teacher capacity to support the leadership team in understanding the root cause of low student performance and addressing the high quality instructional practices needed to move the campus forward.

Root Cause 1: The capacity of the leadership team needs to be developed through job-embedded professional development in order to develop opportunities that are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Out of 239 responses from SEL student data, 42% of students overall perceive there is a connection with their teacher in the classroom, which correlates to the 45% that are excited to attend class.

Root Cause 2: Teachers have not developed a skill-set to look at their data more frequently in order to adjust in-the-moment and to make future lesson modifications so lessons are more equity-centered, provide rigorous tasks to provide productive struggles, and include pre-planned supports to meet the academic needs of students.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: During the 2020-2021 school year, an average of 34% Hispanic students compared to 44% of African American students in 6th grade met the projected growth from Beginning of Year to Middle of Year on the MAP Reading assessment and did not meet the NWEA 50% expected growth target.

Root Cause 3: Teacher capacity needs to be developed within the PLC to intentionally focus on quality lesson planning for Tier 1 instruction in order to meet the needs of all student groups.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: During the 2020-2021 school year, an average of 35% African American students compared to 43% of Hispanic students in 6th grade met the projected growth from Beginning of Year to Middle of Year on the MAP Math assessment and did not meet the NWEA 50% expected growth target.

Root Cause 4: Teacher capacity needs to be developed within the PLC to intentionally focus on quality lesson planning for Tier 1 instruction in order to meet the needs of all student groups.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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 Hispanic students who meet or exceed projected growth on MAP Growth Reading from 47% to 52% by May 2022. (2021 Fall BOY MAP data shows that 47% of Hispanic students met growth projection from Fall 2020 to Fall 2021)

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Improve the quality of Tier I instruction and strengthen the commitment to knowing all students academically, socially and emotionally to ensure equity in meeting the unique needs of each student based on their strengths in order to foster academic achievement and sense of belonging in the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: At least 85% of students will be engaged in rigorous daily learning experiences. At least 70% of students will meet or exceed their identified Lexia PowerUp weekly usage minutes. NWEA MAP Growth data for all student groups will show an increase above 2.5% from BOY to MOY **Staff Responsible for Monitoring:** ILT **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Supplies and Materials - Title I (211) - 211-11-6399-04E-043-30-510-000000-22F10 - $3,999, Transportation for students for tutoring - Title I (211) - 211-11-6412-04E-043-30-510-000000-22F10 - $500, Reading materials for classroom use - Title I (211) - 211-11-6329-04E-043-30-510-000000-22F10 - $2,389, Software and Technology - Title I (211) - 211-11-6396-04E-043-30-510-000000-22F10 - $5,584, Extra Duty Pay for Tutoring - Title I (211) - 211-11-6116-04E-043-30-510-000000-22F10 - $500, Snacks or Incentives for Students - Title I (211) - 211-11-6499-04E-043-30-510-000000-22F10 - $350, Instructional Materials/Supplies - SCE (199 PIC 24) - 199-11-6399-001-043-24-243-000000- - $1,606.50				

Strategy 2 Details	Reviews			
Strategy 2: Develop the ILT's capacity through job embedded professional development to facilitate adult learning, model instructional practices and implement Observation & Feedback cycles.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The ILT will meet on a weekly basis to discuss core leadership tasks that are scheduled on weekly calendars (observations, debriefs, team meetings) and based on clear, written, and transparent roles and responsibilities. Principal will monitor CIP and TIP implementation and hold task owners accountable for execution of the work. 85% of teachers will respond positively on the EOY Panorama SEL survey to feedback and coaching questions. **Staff Responsible for Monitoring:** ILT **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Book Study Materials/Supplies - Title I (211) - 211-13-6399-04E-043-30-510-000000-22F10 - $1,000, Data Analyst - Title I (211) - 211-13-6119-04E-043-30-510-000000-22F10 - $70,794, Book Study Materials/Supplies - Title I (211) - 211-13-6329-04E-043-30-510-000000-22F10 - $1,500				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: During the 2020-2021 school year, an average of 34% Hispanic students compared to 44% of African American students in 6th grade met the projected growth from Beginning of Year to Middle of Year on the MAP Reading assessment and did not meet the NWEA 50% expected growth target. **Root Cause**: Teacher capacity needs to be developed within the PLC to intentionally focus on quality lesson planning for Tier 1 instruction in order to meet the needs of all student groups.

School Processes & Programs
Problem Statement 1: The campus has not built enough teacher capacity to support the leadership team in understanding the root cause of low student performance and addressing the high quality instructional practices needed to move the campus forward. **Root Cause**: The capacity of the leadership team needs to be developed through job-embedded professional development in order to develop opportunities that are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

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 African American students who meet or exceed projected growth on MAP Growth Mathematics from 45% to 50% by May 2022. (2021 Fall BOY MAP data shows that 45% of African American students met growth projection from Fall 2020 to Fall 2021)

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Improve the quality of Tier I instruction and strengthen the commitment to knowing all students academically, socially and emotionally to ensure equity in meeting the unique needs of each student based on their strengths in order to foster academic achievement and sense of belonging in the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 85% of students will be engaged in rigorous daily learning experiences 70% of students will meet or exceed the required usage for MyPath. NWEA MAP Growth data for all student groups will show an increase above 2.5% from BOY to MOY **Staff Responsible for Monitoring:** ILT **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Snacks or Incentives for Students - Title I (211) - 211-11-6499-04E-043-30-510-000000-22F10 - $350, Extra Duty for Tutoring - Title I (211) - 211-11-6116-04E-043-30-510-000000-22F10 - $500, Software and Technology - Title I (211) - 211-11-6396-04E-043-30-510-000000-22F10 - $5,584, Instructional Materials/Supplies - SCE (199 PIC 24) - 199-11-6399-001-043-24-243-000000- - $1,606.50, Transportation for students attending tutoring - Title I (211) - 211-11-6412-04E-043-30-510-000000-22F10 - $500, Math supplies for classroom use - Title I (211) - 211-11-6399-04E-043-30-510-000000-22F10 - $2,000				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Develop the ILT's capacity through job embedded professional development to facilitate adult learning, model instructional practices and implement Observation & Feedback cycles.	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: The ILT will meet on a weekly basis to discuss core leadership tasks that are scheduled on weekly calendars (observations, debriefs, team meetings) and based on clear, written, and transparent roles and responsibilities.
 	
Principal will monitor CIP and TIP implementation and hold task owners accountable for execution of the work.
 	
85% of teachers will respond positively on the EOY Panorama SEL survey to feedback and coaching questions.
    Staff Responsible for Monitoring: ILT
    TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction
    Problem Statements: School Processes & Programs 1				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: During the 2020-2021 school year, an average of 35% African American students compared to 43% of Hispanic students in 6th grade met the projected growth from Beginning of Year to Middle of Year on the MAP Math assessment and did not meet the NWEA 50% expected growth target. **Root Cause**: Teacher capacity needs to be developed within the PLC to intentionally focus on quality lesson planning for Tier 1 instruction in order to meet the needs of all student groups.
School Processes & Programs
Problem Statement 1: The campus has not built enough teacher capacity to support the leadership team in understanding the root cause of low student performance and addressing the high quality instructional practices needed to move the campus forward. **Root Cause**: The capacity of the leadership team needs to be developed through job-embedded professional development in order to develop opportunities that are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

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 6th grade students scoring at MEETS or above on STAAR Reading from 23.6% to 30% by May 2022.

    Evaluation Data Sources: Interim campus/district assessments, STAAR

Strategy 1 Details	Reviews			
Strategy 1: All teachers will utilize PLCs to plan lessons that are on grade level designed for students needing the most instructional, pre-planned supports that will result in student engagement with productive struggle.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 85% of lessons and student work observed are aligned to the appropriate level of rigor for the standard. 90% of coaching conversations documented in STRIVE and NTC reports will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity. 85% of teachers will respond positively on the EOY Panorama SEL survey to feedback and coaching questions. **Staff Responsible for Monitoring:** ILT **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - Perceptions 1 **Funding Sources:** Instructional Materials/Supplies - Title I (211) - 211-11-6399-04E-043-30-510-000000-22F10 - $2,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: During the 2020-2021 school year, an average of 34% Hispanic students compared to 44% of African American students in 6th grade met the projected growth from Beginning of Year to Middle of Year on the MAP Reading assessment and did not meet the NWEA 50% expected growth target. **Root Cause**: Teacher capacity needs to be developed within the PLC to intentionally focus on quality lesson planning for Tier 1 instruction in order to meet the needs of all student groups.

Perceptions
Problem Statement 1: Out of 239 responses from SEL student data, 42% of students overall perceive there is a connection with their teacher in the classroom, which correlates to the 45% that are excited to attend class. **Root Cause**: Teachers have not developed a skill-set to look at their data more frequently in order to adjust in-the-moment and to make future lesson modifications so lessons are more equity-centered, provide rigorous tasks to provide productive struggles, and include pre-planned supports to meet the academic needs of students.

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 6th grade students scoring at MEETS or above on STAAR Math from 26.1% to 30% by May 2022.

    Evaluation Data Sources: Interim campus/district assessments, STAAR

Strategy 1 Details	Reviews			
Strategy 1: All teachers will utilize PLCs to plan lessons that are on grade level designed for students needing the most instructional, pre-planned supports that will result in student engagement with productive struggle.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 85% of lessons and student work observed are aligned to the appropriate level of rigor for the standard. 90% of coaching conversations documented in STRIVE and NTC reports will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity. 85% of teachers will respond positively on the EOY Panorama SEL survey to feedback and coaching questions. **Staff Responsible for Monitoring:** ILT **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - Perceptions 1 **Funding Sources:** Instructional Supplies - Title I (211) - 211-11-6399-04E-043-30-510-000000-22F10 - $2,000				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: During the 2020-2021 school year, an average of 35% African American students compared to 43% of Hispanic students in 6th grade met the projected growth from Beginning of Year to Middle of Year on the MAP Math assessment and did not meet the NWEA 50% expected growth target. **Root Cause**: Teacher capacity needs to be developed within the PLC to intentionally focus on quality lesson planning for Tier 1 instruction in order to meet the needs of all student groups.

Perceptions
Problem Statement 1: Out of 239 responses from SEL student data, 42% of students overall perceive there is a connection with their teacher in the classroom, which correlates to the 45% that are excited to attend class. **Root Cause**: Teachers have not developed a skill-set to look at their data more frequently in order to adjust in-the-moment and to make future lesson modifications so lessons are more equity-centered, provide rigorous tasks to provide productive struggles, and include pre-planned supports to meet the academic needs of students.

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 African American students who are chronically absent from 34.3% to 20% by May 2022.

Evaluation Data Sources: Attendance

Strategy 1 Details	Reviews			
Strategy 1: Implement effective classroom routines (First 5, Last 5) and instructional strategies (Academic Monitoring) schoolwide to reflect, adjust and deliver instruction that meets the needs of each student.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The ILT will meet on a weekly basis to discuss core leadership tasks that are scheduled on weekly calendars (observations, debriefs, team meetings) and based on clear, written, and transparent roles and responsibilities. Principal will monitor CIP and TIP implementation and hold task owners accountable for execution of the work. EOY campus and/or Panorama Survey data will demonstrate a 10% increase for all students in the areas of Sense of Belonging and Teacher-Student Relationships. **Staff Responsible for Monitoring:** ILT **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1 **Funding Sources:** Campus Culture Resources - Title I (211) - 211-11-6399-04E-043-30-510-000000-22F10 - $250				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Out of 239 responses from SEL student data, 42% of students overall perceive there is a connection with their teacher in the classroom, which correlates to the 45% that are excited to attend class. **Root Cause**: Teachers have not developed a skill-set to look at their data more frequently in order to adjust in-the-moment and to make future lesson modifications so lessons are more equity-centered, provide rigorous tasks to provide productive struggles, and include pre-planned supports to meet the academic needs of students.

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 to the learning environment on the Panorama SEL Survey by Asian students from 54.2% to 60% by May 2022.

Evaluation Data Sources: Panorama SEL Survey

Strategy 1 Details	Reviews			
Strategy 1: Improve the quality of Tier I instruction and strengthen the commitment to knowing all students academically, socially and emotionally to ensure equity in meeting the unique needs of each student based on their strengths in order to foster academic achievement and sense of belonging in the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The ILT will meet on a weekly basis to discuss core leadership tasks that are scheduled on weekly calendars (observations, debriefs, team meetings) and based on clear, written, and transparent roles and responsibilities. Principal will monitor CIP and TIP implementation and hold task owners accountable for execution of the work. EOY campus and/or Panorama Survey data will demonstrate a 10% increase for all students in the areas of Sense of Belonging and Teacher-Student Relationships. **Staff Responsible for Monitoring:** ILT **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1 **Funding Sources:** Extra duty for family engagement - Title I (211) - 211-61-6116-04L-043-30-510-000000-22F10 - $100				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Out of 239 responses from SEL student data, 42% of students overall perceive there is a connection with their teacher in the classroom, which correlates to the 45% that are excited to attend class. **Root Cause**: Teachers have not developed a skill-set to look at their data more frequently in order to adjust in-the-moment and to make future lesson modifications so lessons are more equity-centered, provide rigorous tasks to provide productive struggles, and include pre-planned supports to meet the academic needs of students.

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 percentage of in and out of school suspensions for African American students that are disproportionately referred for disciplinary action from from 14.3% to 10% by May 2022. (number to reflect amount of SOC that are asked to leave the classroom due to disciplinary reasons)

Evaluation Data Sources: Attendance, Grades, Discipline Referrals

Strategy 1 Details	Reviews			
Strategy 1: Improve the quality of Tier I instruction and strengthen the commitment to knowing all students academically, socially and emotionally to ensure equity in meeting the unique needs of each student based on their strengths in order to foster academic achievement and sense of belonging in the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The ILT will meet on a weekly basis to discuss core leadership tasks that are scheduled on weekly calendars (observations, debriefs, team meetings) and based on clear, written, and transparent roles and responsibilities.				
Principal will monitor CIP and TIP implementation and hold task owners accountable for execution of the work.				
EOY campus and/or Panorama Survey data will demonstrate a 10% increase for all students in the areas of Sense of Belonging and Teacher-Student Relationships.				
Staff Responsible for Monitoring: ILT				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				
Problem Statements: Student Learning 1, 2 - Perceptions 1				
Funding Sources: Supplies/Materials for parental involvement - Title I (211) - 211-61-6399-04L-043-30-510-000000-22F10 - $303, Extra Duty Pay for Staff PD - Title I (211) - 211-11-6116-0PD-043-30-510-000000-22F10 - $750, Extra duty for counseling services - Title I (211) - 211-31-6116-04E-043-30-510-000000-22F10 - $200				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: During the 2020-2021 school year, an average of 34% Hispanic students compared to 44% of African American students in 6th grade met the projected growth from Beginning of Year to Middle of Year on the MAP Reading assessment and did not meet the NWEA 50% expected growth target. **Root Cause**: Teacher capacity needs to be developed within the PLC to intentionally focus on quality lesson planning for Tier 1 instruction in order to meet the needs of all student groups.

Student Learning
Problem Statement 2: During the 2020-2021 school year, an average of 35% African American students compared to 43% of Hispanic students in 6th grade met the projected growth from Beginning of Year to Middle of Year on the MAP Math assessment and did not meet the NWEA 50% expected growth target. **Root Cause**: Teacher capacity needs to be developed within the PLC to intentionally focus on quality lesson planning for Tier 1 instruction in order to meet the needs of all student groups.

Perceptions
Problem Statement 1: Out of 239 responses from SEL student data, 42% of students overall perceive there is a connection with their teacher in the classroom, which correlates to the 45% that are excited to attend class. **Root Cause**: Teachers have not developed a skill-set to look at their data more frequently in order to adjust in-the-moment and to make future lesson modifications so lessons are more equity-centered, provide rigorous tasks to provide productive struggles, and include pre-planned supports to meet the academic needs of students.

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 participation of parents on the district's Parent Survey from 4 total responses to 50% of the student population by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: Create an inclusive and welcoming environment that engages all families in critical aspects of student learning by ensuring equity in personalizing the supports for addressing social, emotional, and academic needs in addition to college and career preparation and postsecondary success.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 50% of parents respond favorably to the EOY Panorama Survey pertaining to positive perceptions for Engagement questions. Increase the percentage of parents signed up for the Parent Portal by 10% At least 25% of the parents will attend at least 1 campus event by EOY. **Staff Responsible for Monitoring:** ILT, Family Engagement Specialist, Support Staff **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Snacks for parents - Title I (211) - 211-61-6499-04L-043-30-510-000000-22F10 - $250, Extra Duty for Family Engagement - Title I (211) - 211-61-6116-04L-043-30-510-000000-22F10 - $1,000, Take home resources for parents - Title I (211) - 211-61-6329-04L-043-30-510-000000-22F10 - $200				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Out of 239 responses from SEL student data, 42% of students overall perceive there is a connection with their teacher in the classroom, which correlates to the 45% that are excited to attend class. **Root Cause**: Teachers have not developed a skill-set to look at their data more frequently in order to adjust in-the-moment and to make future lesson modifications so lessons are more equity-centered, provide rigorous tasks to provide productive struggles, and include pre-planned supports to meet the academic needs of students.

Campus Funding Summary

				Title I (211)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04E-043-30-510-000000-22F10	$3,999.00
1	1	1	Transportation for students for tutoring	Transportation costs for students	211-11-6412-04E-043-30-510-000000-22F10	$500.00
1	1	1	Reading materials for classroom use	Reading materials for classroom use	211-11-6329-04E-043-30-510-000000-22F10	$2,389.00
1	1	1	Software and Technology	Technology for instructional use	211-11-6396-04E-043-30-510-000000-22F10	$5,584.00
1	1	1	Extra Duty Pay for Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-043-30-510-000000-22F10	$500.00
1	1	1	Snacks or Incentives for Students	Snacks or incentives for students	211-11-6499-04E-043-30-510-000000-22F10	$350.00
1	1	2	Book Study Materials/Supplies	Supplies and materials for professional development	211-13-6399-04E-043-30-510-000000-22F10	$1,000.00
1	1	2	Data Analyst	Data Analyst	211-13-6119-04E-043-30-510-000000-22F10	$70,794.00
1	1	2	Book Study Materials/Supplies	Reading materials for professional development	211-13-6329-04E-043-30-510-000000-22F10	$1,500.00
2	1	1	Snacks or Incentives for Students	Snacks or incentives for students	211-11-6499-04E-043-30-510-000000-22F10	$350.00
2	1	1	Extra Duty for Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-043-30-510-000000-22F10	$500.00
2	1	1	Software and Technology	Technology for instructional use	211-11-6396-04E-043-30-510-000000-22F10	$5,584.00
2	1	1	Transportation for students attending tutoring	Transportation costs for students	211-11-6412-04E-043-30-510-000000-22F10	$500.00
2	1	1	Math supplies for classroom use	Supplies and materials for instructional use	211-11-6399-04E-043-30-510-000000-22F10	$2,000.00
3	1	1	Instructional Materials/Supplies	Supplies and materials for instructional use	211-11-6399-04E-043-30-510-000000-22F10	$2,000.00
3	2	1	Instructional Supplies	Supplies and materials for instructional use	211-11-6399-04E-043-30-510-000000-22F10	$2,000.00

Title I (211)

Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	1	1	Campus Culture Resources	Supplies and materials for instructional use	211-11-6399-04E-043-30-510-000000-22F10	$250.00
4	2	1	Extra duty for family engagement	Extra duty for family engagement activities after hours	211-61-6116-04L-043-30-510-000000-22F10	$100.00
4	3	1	Supplies/Materials for parental involvement	Supplies and materials for parental involvement	211-61-6399-04L-043-30-510-000000-22F10	$303.00
4	3	1	Extra Duty Pay for Staff PD	Extra duty pay for PD after hours	211-11-6116-0PD-043-30-510-000000-22F10	$750.00
4	3	1	Extra duty for counseling services	Extra duty for counseling services after hours	211-31-6116-04E-043-30-510-000000-22F10	$200.00
4	4	1	Snacks for parents	Snacks for parents to promote participation	211-61-6499-04L-043-30-510-000000-22F10	$250.00
4	4	1	Extra Duty for Family Engagement	Extra duty for family engagement activities after hours	211-61-6116-04L-043-30-510-000000-22F10	$1,000.00
4	4	1	Take home resources for parents	Take home books for parental engagement	211-61-6329-04L-043-30-510-000000-22F10	$200.00
					Sub-Total	$102,603.00
					Budgeted Fund Source Amount	$102,603.00
					+/- Difference	$0.00

SCE (199 PIC 24)

Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Instructional Materials/Supplies	Supplies and materials for instructional use	199-11-6399-001-043-24-243-000000-	$1,606.50
2	1	1	Instructional Materials/Supplies	Supplies and materials for instructional use	199-11-6399-001-043-24-243-000000-	$1,606.50
					Sub-Total	$3,213.00
					Budgeted Fund Source Amount	$3,213.00
					+/- Difference	$0.00
					Grand Total	$105,816.00