

Fort Worth Independent School District
107 Burton Hill Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

It is the mission of Burton Hill Elementary to provide a high quality academic and social-emotional education for ALL student that prepares them for success in the real world.

Vision

Acceleration of Instruction for Academic and Social-Emotional Learning for ALL Students

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Comprehensive Needs Assessment

Revised/Approved: March 22, 2021

Demographics

Demographics Summary

Burton Hill Elementary (BHE) is located in Westworth Village and is a neighborhood school within the Fort Worth ISD. In addition to the neighborhood students, BHE also services The Naval Air Station Joint Reserve Base Fort Worth and we have over 60 students from military families. In addition to the students from military families, our campus is represented by many diverse populations for a total of 386 students with 310 in-person and 76 participating virtually. Our student population consists of 55 % Hispanic, 28% White, 11% African American, 4% Two or More, and 2% Other. 13% of our students are Limited English Proficient (LEP). We are a Title I campus, meaning that a majority of our students' families are below the national poverty level, with 59% of our students qualifying for free or reduced lunch. We have pre-kindergarten through fifth grade with Early Childhood Special Education for students as young as 3 years old. Our special education programs educate students in self-contained special education classes and inclusion classes. Our special education students range in variety of diagnosis with 19% of our student population participating in one of our programs or models, including speech. Likewise, we have 8.5% of our students identified as having dyslexia and receiving interventions and or strategies to help them be successful in their learning. In addition to our special education and dyslexia programs, we currently offer three different Spanish programs with the Spanish Immersion and 50/50 Dual Language programs being phased out at the end of the 2022-23 school year. Additionally, our campus offers a Gifted and Talented program for grades kindergarten through fifth grade with 12% of our student identified as gifted and talented.

Attendance increased from 2018-19 rate of 95.9% to 96.1% in 2019-20 and is currently at 95.73% for 2020-21. With the most absences coming from 5th grade this school year. The attendance based on race in descending order of greatest population is Hispanic/Latino 95.3%, White 96%, African American 94.24%, 2 or More 94%, Asian 95.29%, American Indian/Alaska Native 95.25%, AND Native Hawaiian/Pacific Islander 95%.

The campus mission statement is, "It is the mission of Burton Hill Elementary to provide a high-quality academic and social-emotional education for **ALL** students that prepares them for success in the real world." The vision statement changes each year based on that specific school year and where the campus needs to go. The philosophy of the school is to provide an education that is based on a balance between academics, social emotion skills and building honorable character traits.

With the restrictions in place for COVID-19, we did not have the parent volunteer hours that we have had in prior years. In prior years, we have volunteers who donate on 750 to 1000 hours to the school. The volunteers consist of primarily parents with community support from UPS, Burton Hill Baptist Church, and the Westworth Church of Christ. During the 2020-21 school year, with the COVID-19 protocols and the campus closed to all visitor, we estimate that we will have about 200 volunteer hours. The volunteer hours are primarily boosted by our PTO. Generally, the PTO's main fundraiser for BHE is a "Walkathon". During the 2020-21 school year this was switch to a "Read-a-thon" because of COVID-19 campus protocols. The funds are spent on academic needs, the physical environment needs including beautification, social-emotional needs, and professional development needs. The PTO has been a powerful support to BHE for the past nine years.

Demographics Strengths

The demographic strengths for BHE is the diversity of student populations, including but not limited to our special education students, students of military families, a range of socio-economic classes, and students of varying races.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 10.2% of the 394 students are chronically absent based with the highest sub-group of students with chronic absents being Economically Disadvantaged students at 15.5%. **Root Cause:** There has been a lack of information shared with parents on the value and importance of regular school attendance by school .

Student Learning

Student Learning Summary

During the 2018-2019 school year, BHE received an A Rating and earned all six of the Distinctions we were eligible for by TEA. The distinctions included Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25%: Comparative Academic Growth (#1), Top 25%: Comparative Closing the Gaps (#1), and Postsecondary Readiness. During the 2019-2020 school year, there was no STAAR assessment given by the Texas Education Agency (TEA). The data that was used during the 2020-21 school year to measure student growth and learning is NWEA MAP Reading and Math.

The MAP data comparison between 2019-20 and 2020-21 school years in mathematics by grade-level shows first grade increase from 50% to 61%, second grade decreased from 88% to 61%, third grade increased from 74% to 88%, fourth grade remained at 70%, fifth grade decreased from 72% to 70% for students at or above grade-level. There is no 2019-20 MAP data for kindergarten. The Middle of the Year 2020-21 kindergarten data shows 61% of the students on or above grade-level. When comparing the data by cohort for the current 2nd, 3rd, 4th, and 5th graders, the second-grade class had an increase of 11% of the students on or above grade level, third and fifth grade have the 0% increase, and fourth grade has a 4% decrease.

This is the first year for MAP data for reading, so there is no comparison of data for 2019-20 and 2020-21. We could look at the growth of students from the beginning of the school year (BOY) and middle of the school year (MOY) for 2020-21, but we do not believe the BOY data is valid. Most of the assessments were taken by students at home and many students reported receiving help from parents. Therefore, the data that will be used at this time will be the MOY data. When looking at students who were above the 60th percentile, kindergarten 44%, first grade 43%, second grade 25%, third grade 61%, fourth grade 51, and fifth grade 52%.

Student Learning Strengths

BHE has been a high achieving school for many years. The MAP testing in mathematics shows that students are progressing in their learning and achievement as expected. The growths are not to the level needed for all students to be at or above grade level. Math is a strength comparatively.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2nd Grade Hispanic Students MAP Reading Growth Performance on or above grade-level was 35% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 181 (RIT Score) is 65%. **Root Cause:** There was a lack of emphasis on Daily Language Objectives in PK-2nd Grades classrooms.

Problem Statement 2 (Prioritized): 2nd Grade Hispanic Students MAP Math Growth Performance on or above grade-level was 47% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 184 (RIT Score) is 53%. **Root Cause:** There is a lack of 2nd grade Hispanic students reading on or above grade-level.

School Processes & Programs

School Processes & Programs Summary

The process for developing focused improvement plans begins with the review of the appropriate data by the different stakeholders, including campus administration team, campus leadership team, faculty, and Site Based Decision Making Team. The data will be reviewed by the different groups who provide feedback to help identify root causes, goals, action steps and progress monitoring. This could include professional development (PD). In addition to PD directly related to focused improvement plans, PD is determined throughout the school year as identified by Campus Leadership Team and/or Administration Team based on walkthroughs and teacher, teacher feedback, and student data.

Currently BHE uses Restorative Practices, Honorable Character, and LLI programs. These are all aligned with our vision, mission, goals and values to accelerate academic and social-emotional success of our students and to prepare them for success in the real world by having the skills these programs provide. These skills include fostering strong personal traits that support community and family building, collaborative conflict resolution, and on grade-level reading by third grade.

The programs that we offer at BHE are Spanish programs, Special Education, Gift and Talented, and Dyslexia. Currently, BHE has three different Spanish models. There is a DLI 50/50 model and Spanish Immersion model that are both in grades three through fifth grade and are being phased out. The current Spanish program in grades K-2nd grade is a Dual Language Immersion Program that is a 80/20 model that is being changed to mirror the current Fort Worth ISD model of Two-Way Dual Language that will increase the English instruction each year by 10% until it is a 50/50 program. Our dual language students are a part of the two-way programs. We currently have 23% of our students participating in one of the three programs.

Likewise, we have several special education programs and models at BHE. We offer Early Education programs that allow students with special needs to begin school as young of three-years old. These programs include Special Education Self-Contained, Special Education Inclusion PK, and Special Education Inclusion K. Additionally, we provide self-contained classes for students in grades first through fifth grade who need more specialize instruction to support their learning needs. As well, we offer an inclusion program in which students are enrolled in a general education classroom and receive push-in support from a special education teacher. We currently have 19% of our students participating on one of our special education programs or models.

In addition, we have a dyslexia program that identifies students through teacher referrals, MAP reading data points, the RTI process and/or parent referrals. When a student is referred for testing, the school counselor completes the paperwork with the needed academic information provided by the classroom teacher(s). Testing is completed by a District Dyslexia Department tester. Those individuals identified as having dyslexia are provided 504 services that may include the dyslexia program that provides 4 days of instruction each week for 45 minutes each day. We currently have 8.5% of our students identified as dyslexic and who receives supports through 504 services.

The Gift and Talented Program is based on the district model that identifies students beginning in kindergarten through observational lessons that members of the district GT team facilitate. Students in other grades are identified by a committee that reviews nominees testing, parent questionnaire, teacher questionnaire, and a student portfolio. The students in the GT program participate in the online program that includes a curriculum in specific areas of giftedness that incorporates Renzulli and Tynker. We currently have 12% of our students participating in GT services.

As part of our instructional plan, we are a one-to-one technology campus. All students use their technology to complete at least one hour a week in both reading and math Pathblazers. In addition, grades third through fifth use the Google Classroom as part of their instruction and lessons. Likewise, in grades second through fifth all students complete at least one online reading article and activity. All students participate in online MAP testing at least three times a year.

The emphasis on instruction is based on the FWISD Instructional Framework of Planning, Instruction, Assessing, and Reflection. The focus for classroom instruction is on the Lesson Structure based on alignment from Standards Based Learning Objectives, Activation of Learning, Modeling, Interactive Practice, Independent Practice, and Closure. The use of the Fundamental 5, especially Purposeful Talk and Lesson Frames in part of the Lesson Structure. The primary steps for supporting the teaching and learning is professional development (PD). The PD initiated at the start of the year and continues throughout the year in PLCs, Faculty Meetings and through bulletins that include video and written exemplars. The use of campus leaders to provide PD is preferred by school administration. Additionally, teachers are supported through lesson plan feedback and classroom walkthroughs with feedback based on the FWISD Walkthrough Proration Guide by school administration.

Campus administration supports teachers in creating their own broad plans and specific plans based on the district scope and sequence and the current student data. The teachers are provided PLCs time to plan specific plans that focuses on Demonstrations of Learning and reteaching/intervention plans. The weekly lesson plans include Student Expectation (TEKS), Resources, Lesson Frame (Objective), Guiding Questions for Higher Order Thinking, Activation of Prior Knowledge, Modeling, Guided Practice, Independent Practice, Writing/Reading Opportunities, Collaboration Plan/Accountable Talk/Inquiry, Differentiation, Closure/Reflection.

The campus has a master schedule that includes special rotations that provide planning periods, lunches, assistant duties and scheduled PLCs that have a draft plan for the school year.

The classroom management is based on Restorative Practices and building relationships of trust with the students. The teachers and students develop together a class Respect Agreement. Additionally, the classes have Positive Behavioral Interventions and Supports (PBIS) in place. All classrooms provide a positive rewards system in place. Between the Restorative Practices and the PBIS there are few discipline referrals at BHE.

School Processes & Programs Strengths

Burton Hill offers a quality education that is build on both social-emotional learning and academics. There is a clear vision and mission that drives the instructional practices and programs for the students. The programs focus on students and supporting them in their academic journey.

The use of Restorative Practices and PBIS that promotes students being in the classroom to support learning.

The use of the FWISD Instructional Framework and formatted lesson plans based on the FWISD Lesson Structure.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 39% of BHE 3rd-5th Grade students reported that they are able to self-regulate as indicated by the responses on the 2020-21 Panorama Survey, which is in the lowest percentile nationwide showing that 61% are unable to self-regulate. **Root Cause:** Lack of social-emotional emphasis on student self-regulation while implementing COVID-19 safety protocols.

Perceptions

Perceptions Summary

Burton Hill has a wonderful culture and climate built on the motto of "We are Family!" There have been four office referrals for the school year of 2020-21. All of which were Caucasian students, which does not follow the demographic breakdown of the campus. The white students are over represented, but this is because of social-emotional concerns with these specific students and is not race related. Most incidents in the classrooms are handled through Restorative practices and circles. The main goal is for students to remain in the classroom for instruction and not to be sent out of the instructional environment.

The staff turnover is low at Burton Hill. The primary loss of faculty comes from retirements and promotions. During the 2019-20 school year we lost three staff members. Two retired and one became a special education teacher and we did not have a position on our campus. During the 2020-21 school year we have another teacher retiring, one who resigned because of COVID-19, and another teacher who resigned to help husband with his small business. There is one teacher who has applied for a district position that would be a promotion. All of these positions over the last three years have absorbed the campus teacher leveling based on students' numbers. These were all positions that were being closed on the campus.

One of the reasons for the staff retention is the grade-level leaders provided to support all teachers in addition to the administrative staff. Likewise, when a new teacher is hired at BHE they are given a mentor based on grade-level/content area/program. Mentors participate in the district mentor program in order to know how to best support the new teacher.

The climate and culture survey shows that students feel safe at BHE with students feeling they have supportive relationships and a sense of belonging with survey results showing us in the 60th-79th percentile in these areas. The areas of concern based on the student survey is students' Social Awareness and Emotional Regulation. The concerns being that students feel they struggle in conveying how they feel (43%), not being able to disagree with others without arguing (49%), being unable to get themselves out of a bad mood (30%).

The climate and culture survey shows that teachers feel there is a good relationship between staff and administration and that administration has a faculty growth mindset with both scoring in the 60th-79th percentile. Additionally, the teacher survey shows that school administration is providing quality feedback and coaching with a score in the 80th to the 99th percentile. However, only 56% of the teachers feel that they can find resources for working with students with unique learning needs, only 52% feel comfortable having a conversation about race based on the things occurring in the world today, and only 50% feel comfortable discussing race-related topics with students.

The SBDM expressed that BHE is a nurturing environment with positive experiences for the students because of the many different opportunities for students with clubs, dances, events, and teachers who connect with students and their families. They also expressed the ability of the school to adapt quickly to the needs brought about by COVID-19 and the protocols for safety that continue to be reinforced. They also mentioned the strong PTO support that directly contributes to the students and staff.

Perceptions Strengths

All stakeholders see BHE as a student centered campus that is built on relationship that fosters a positive school community and culture.

The school administration has a clear vision and mission for the school that builds teacher capacity.

BHE is a campus where families want their children to attend and a place staff want to work.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 50% of BHE Teachers feel uncomfortable discussing race-related topics with students as measured by the 2020-21 Panorama Survey. **Root Cause:** There is a lack of priority and clear expectations on race related conversations in the classrooms.

Priority Problem Statements

Problem Statement 1: 2nd Grade Hispanic Students MAP Reading Growth Performance on or above grade-level was 35% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 181 (RIT Score) is 65%.

Root Cause 1: There was a lack of emphasis on Daily Language Objectives in PK-2nd Grades classrooms.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 2nd Grade Hispanic Students MAP Math Growth Performance on or above grade-level was 47% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 184 (RIT Score) is 53%.

Root Cause 2: There is a lack of 2nd grade Hispanic students reading on or above grade-level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 39% of BHE 3rd-5th Grade students reported that they are able to self-regulate as indicated by the responses on the 2020-21 Panorama Survey, which is in the lowest percentile nationwide showing that 61% are unable to self-regulate.

Root Cause 3: Lack of social-emotional emphasis on student self-regulation while implementing COVID-19 safety protocols.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 10.2% of the 394 students are chronically absent based with the highest sub-group of students with chronic absents being Economically Disadvantaged students at 15.5%.

Root Cause 4: There has been a lack of information shared with parents on the value and importance of regular school attendance by school .

Problem Statement 4 Areas: Demographics

Problem Statement 5: 50% of BHE Teachers feel uncomfortable discussing race-related topics with students as measured by the 2020-21 Panorama Survey.

Root Cause 5: There is a lack of priority and clear expectations on race related conversations in the classrooms.

Problem Statement 5 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
- Planning and decision making committee(s) meeting data

Student Data: Assessments

- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data

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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and 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
- Communications data
- Study of best practices

Goals

Revised/Approved: May 20, 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 79.4% to 90% by May 2022.

Increase the percentage of Hispanic Students from 73.3% to 83% by May 2022.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Circle Phonological Awareness English

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Improve quality TIER I Instruction in literacy through aligned planning that is based on student data, FWISD Instructional Framework, Language Objective Lesson Frames, and aligned lesson delivery.</p> <p>Strategy's Expected Result/Impact: 1) Based on the Teacher Walkthrough Proration Guide, all teachers will receive 50% of their observational feedback in the form of coaching. 2) 90% of lessons and student work observed are aligned with FWISD Instructional Framework and the appropriate rigor of the standards for all students.</p> <p>Staff Responsible for Monitoring: 1) Principal and Assistant Principal 2) Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: Improve quality Professional Learning Communities to drive TIER I Instruction in literacy through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and Social Emotional Learning.</p> <p>Strategy's Expected Result/Impact: 1) 25% of PLCs will be focused on TIER I Literacy Instructional Practices, led by Title I Reading Teacher, that impact all students with a focus on the lowest scoring marginalized groups as demonstrated by the PLC calendar. 2) 25% of PLCs will examine student data, including student work that encompasses marginalized groups, and/or instructional plans to help drive TIER I Instruction for all literacy teachers as demonstrated by the PLC calendar.</p> <p>Staff Responsible for Monitoring: School Administration, Title I Reading Teacher, and Campus Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Title I Teacher - Title I (211) - 211-11-6119-04E-107-30-510-000000-22F10 - \$53,655</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: 10.2% of the 394 students are chronically absent based with the highest sub-group of students with chronic absents being Economically Disadvantaged students at 15.5%. Root Cause: There has been a lack of information shared with parents on the value and importance of regular school attendance by school .</p> |
| Student Learning |
| <p>Problem Statement 1: 2nd Grade Hispanic Students MAP Reading Growth Performance on or above grade-level was 35% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 181 (RIT Score) is 65%. Root Cause: There was a lack of emphasis on Daily Language Objectives in PK-2nd Grades classrooms.</p> <p>Problem Statement 2: 2nd Grade Hispanic Students MAP Math Growth Performance on or above grade-level was 47% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 184 (RIT Score) is 53%. Root Cause: There is a lack of 2nd grade Hispanic students reading on or above grade-level.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: 39% of BHE 3rd-5th Grade students reported that they are able to self-regulate as indicated by the responses on the 2020-21 Panorama Survey, which is in the lowest percentile nationwide showing that 61% are unable to self-regulate. Root Cause: Lack of social-emotional emphasis on student self-regulation while implementing COVID-19 safety protocols.</p> |

Perceptions

Problem Statement 1: 50% of BHE Teachers feel uncomfortable discussing race-related topics with students as measured by the 2020-21 Panorama Survey. **Root Cause:** There is a lack of priority and clear expectations on race related conversations in the classrooms.

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 45.3% to 65% by May 2022.

Increase the percentage of Hispanic students from 36.2% to 55% by May 2022.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP Fluency

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Improve quality TIER I Instruction in literacy through aligned planning that is based on student data, FWISD Instructional Framework, Language Objective Lesson Frames, and aligned lesson delivery.</p> <p>Strategy's Expected Result/Impact: 1) Based on the Teacher Walkthrough Proration Guide, all teachers will receive 50% of their observational feedback in the form of coaching. 2) 90% of lessons and student work observed are aligned with FWISD Instructional Framework and the appropriate rigor of the standards for all students.</p> <p>Staff Responsible for Monitoring: 1) Principal and Assistant Principal 2) Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Supplies and Materials for TIER I Literacy Instruction - SCE (199 PIC 24) - 199-11-6399-001-107-24-313-000000- - \$1,020</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: Improve quality Professional Learning Communities to drive TIER I Instruction in literacy through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and Social Emotional Learning.</p> <p>Strategy's Expected Result/Impact: 1) 25% of PLCs will be focused on TIER I Literacy Instructional Practices, led by Title I Reading Teacher, that impact all students with a focus on the lowest scoring marginalized groups as demonstrated by the PLC calendar.</p> <p>2) 25% of PLCs will examine student data, including student work that encompasses marginalized groups, and/or instructional plans to help drive TIER I Instruction for all literacy teachers as demonstrated by the PLC calendar.</p> <p>Staff Responsible for Monitoring: School Administration, Title I Reading Teacher, and Campus Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 1: 2nd Grade Hispanic Students MAP Reading Growth Performance on or above grade-level was 35% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 181 (RIT Score) is 65%. Root Cause: There was a lack of emphasis on Daily Language Objectives in PK-2nd Grades classrooms.</p> |
| <p>Problem Statement 2: 2nd Grade Hispanic Students MAP Math Growth Performance on or above grade-level was 47% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 184 (RIT Score) is 53%. Root Cause: There is a lack of 2nd grade Hispanic students reading on or above grade-level.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: 39% of BHE 3rd-5th Grade students reported that they are able to self-regulate as indicated by the responses on the 2020-21 Panorama Survey, which is in the lowest percentile nationwide showing that 61% are unable to self-regulate. Root Cause: Lack of social-emotional emphasis on student self-regulation while implementing COVID-19 safety protocols.</p> |
| Perceptions |
| <p>Problem Statement 1: 50% of BHE Teachers feel uncomfortable discussing race-related topics with students as measured by the 2020-21 Panorama Survey. Root Cause: There is a lack of priority and clear expectations on race related conversations in the classrooms.</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 37.7% to 60% 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 40.6% to 60% by May 2022.

Increase the percentage of ELL students from 28.2% to 50% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Improve quality TIER I Instruction in literacy through aligned planning that is based on student data, FWISD Instructional Framework, Language Objective Lesson Frames, and aligned lesson delivery.</p> <p>Strategy's Expected Result/Impact: 1) Based on the Teacher Walkthrough Proration Guide, all teachers will receive 50% of their observational feedback in the form of coaching. 2) 90% of lessons and student work observed are aligned with FWISD Instructional Framework and the appropriate rigor of the standards for all students.</p> <p>Staff Responsible for Monitoring: 1) Principal and Assistant Principal 2) Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: Improve quality Professional Learning Communities to drive TIER I Instruction in literacy through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and Social Emotional Learning.</p> <p>Strategy's Expected Result/Impact: 1) 25% of PLCs will be focused on TIER I Literacy Instructional Practices, led by Title I Reading Teacher, that impact all students with a focus on the lowest scoring marginalized groups as demonstrated by the PLC calendar. 2) 25% of PLCs will examine student data, including student work that encompasses marginalized groups, and/or instructional plans to help drive TIER I Instruction for all literacy teachers as demonstrated by the PLC calendar.</p> <p>Staff Responsible for Monitoring: School Administration, Title I Reading Teacher, and Campus Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 1: 2nd Grade Hispanic Students MAP Reading Growth Performance on or above grade-level was 35% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 181 (RIT Score) is 65%. Root Cause: There was a lack of emphasis on Daily Language Objectives in PK-2nd Grades classrooms.</p> |
| <p>Problem Statement 2: 2nd Grade Hispanic Students MAP Math Growth Performance on or above grade-level was 47% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 184 (RIT Score) is 53%. Root Cause: There is a lack of 2nd grade Hispanic students reading on or above grade-level.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: 39% of BHE 3rd-5th Grade students reported that they are able to self-regulate as indicated by the responses on the 2020-21 Panorama Survey, which is in the lowest percentile nationwide showing that 61% are unable to self-regulate. Root Cause: Lack of social-emotional emphasis on student self-regulation while implementing COVID-19 safety protocols.</p> |
| Perceptions |
| <p>Problem Statement 1: 50% of BHE Teachers feel uncomfortable discussing race-related topics with students as measured by the 2020-21 Panorama Survey. Root Cause: There is a lack of priority and clear expectations on race related conversations in the classrooms.</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 85.3% to 90% by May 2022.

Increase the percentage of Hispanic students from 80% to 90% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Circle Math

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Improve quality TIER I Instruction in math through aligned planning that is based on student data, FWISD Instructional Framework, Language Objective Lesson Frames, and aligned lesson delivery.</p> <p>Strategy's Expected Result/Impact: 1) Based on the Teacher Walkthrough Proration Guide, all teachers will receive 50% of their observational feedback in the form of coaching. 2) 90% of lessons and student work observed are aligned with FWISD Instructional Framework and the appropriate rigor of the standards for all students.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Improve quality Professional Learning Communities to drive TIER I Instruction in math through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and Social Emotional Learning.</p> <p>Strategy's Expected Result/Impact: 1) 25% of PLCs will be focused on TIER I Math Instructional Practices that impact all students with a focus on the lowest scoring marginalized groups as demonstrated by the PLC calendar. 2) 25% of PLCs will examine student data, including student work that encompasses marginalized groups, and/or instructional plans to help drive TIER I Instruction for all math teachers as demonstrated by the PLC calendar.</p> <p>Staff Responsible for Monitoring: School Administration and Campus Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: 10.2% of the 394 students are chronically absent based with the highest sub-group of students with chronic absents being Economically Disadvantaged students at 15.5%. Root Cause: There has been a lack of information shared with parents on the value and importance of regular school attendance by school . |
| Student Learning |
| Problem Statement 1: 2nd Grade Hispanic Students MAP Reading Growth Performance on or above grade-level was 35% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 181 (RIT Score) is 65%. Root Cause: There was a lack of emphasis on Daily Language Objectives in PK-2nd Grades classrooms. |
| Problem Statement 2: 2nd Grade Hispanic Students MAP Math Growth Performance on or above grade-level was 47% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 184 (RIT Score) is 53%. Root Cause: There is a lack of 2nd grade Hispanic students reading on or above grade-level. |
| School Processes & Programs |
| Problem Statement 1: 39% of BHE 3rd-5th Grade students reported that they are able to self-regulate as indicated by the responses on the 2020-21 Panorama Survey, which is in the lowest percentile nationwide showing that 61% are unable to self-regulate. Root Cause: Lack of social-emotional emphasis on student self-regulation while implementing COVID-19 safety protocols. |
| Perceptions |
| Problem Statement 1: 50% of BHE Teachers feel uncomfortable discussing race-related topics with students as measured by the 2020-21 Panorama Survey. Root Cause: There is a lack of priority and clear expectations on race related conversations in the classrooms. |

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 43.5% to 60% by May 2022.

Increase the percentage of Hispanic students from 33.3% to 55% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: TX-KEA

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Improve quality TIER I Instruction in math through aligned planning that is based on student data, FWISD Instructional Framework, Language Objective Lesson Frames, and aligned lesson delivery.</p> <p>Strategy's Expected Result/Impact: 1) Based on the Teacher Walkthrough Proration Guide, all teachers will receive 50% of their observational feedback in the form of coaching. 2) 90% of lessons and student work observed are aligned with FWISD Instructional Framework and the appropriate rigor of the standards for all students.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Improve quality Professional Learning Communities to drive TIER I Instruction in literacy through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and Social Emotional Learning.</p> <p>Strategy's Expected Result/Impact: 1) 25% of PLCs will be focused on TIER I Math Instructional Practices that impact all students with a focus on the lowest scoring marginalized groups as demonstrated by the PLC calendar. 2) 25% of PLCs will examine student data, including student work that encompasses marginalized groups, and/or instructional plans to help drive TIER I Instruction for all math teachers as demonstrated by the PLC calendar.</p> <p>Staff Responsible for Monitoring: School Administration and Campus Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | | |

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 10.2% of the 394 students are chronically absent based with the highest sub-group of students with chronic absents being Economically Disadvantaged students at 15.5%. **Root Cause:** There has been a lack of information shared with parents on the value and importance of regular school attendance by school .

Student Learning

Problem Statement 1: 2nd Grade Hispanic Students MAP Reading Growth Performance on or above grade-level was 35% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 181 (RIT Score) is 65%. **Root Cause:** There was a lack of emphasis on Daily Language Objectives in PK-2nd Grades classrooms.

Problem Statement 2: 2nd Grade Hispanic Students MAP Math Growth Performance on or above grade-level was 47% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 184 (RIT Score) is 53%. **Root Cause:** There is a lack of 2nd grade Hispanic students reading on or above grade-level.

School Processes & Programs

Problem Statement 1: 39% of BHE 3rd-5th Grade students reported that they are able to self-regulate as indicated by the responses on the 2020-21 Panorama Survey, which is in the lowest percentile nationwide showing that 61% are unable to self-regulate. **Root Cause:** Lack of social-emotional emphasis on student self-regulation while implementing COVID-19 safety protocols.

Perceptions

Problem Statement 1: 50% of BHE Teachers feel uncomfortable discussing race-related topics with students as measured by the 2020-21 Panorama Survey. **Root Cause:** There is a lack of priority and clear expectations on race related conversations in the classrooms.

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 in math from 48% to 65% by May 2022.





Increase the percentage of ELL students who Meet or Exceed projected growth on MAP Growth in math from 37.5% to 55% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: MAP Growth Math

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Improve quality TIER I Instruction in math through aligned planning that is based on student data, FWISD Instructional Framework, Language Objective Lesson Frames, and aligned lesson delivery.</p> <p>Strategy's Expected Result/Impact: 1) Based on the Teacher Walkthrough Proration Guide, all teachers will receive 50% of their observational feedback in the form of coaching. 2) 90% of lessons and student work observed are aligned with FWISD Instructional Framework and the appropriate rigor of the standards for all students.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: Supplies and Materials for TIER I Math Instruction - SCE (199 PIC 24) - 199-11-6399-001-107-24-313-000000- - \$1,020</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: Improve quality Professional Learning Communities to drive TIER I Instruction in math through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and Social Emotional Learning.</p> <p>Strategy's Expected Result/Impact: 1) 25% of PLCs will be focused on TIER I Math Instructional Practices that impact all students with a focus on the lowest scoring marginalized groups as demonstrated by the PLC calendar. 2) 25% of PLCs will examine student data, including student work that encompasses marginalized groups, and/or instructional plans to help drive TIER I Instruction for all math teachers as demonstrated by the PLC calendar.</p> <p>Staff Responsible for Monitoring: School Administration and Campus Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: 10.2% of the 394 students are chronically absent based with the highest sub-group of students with chronic absents being Economically Disadvantaged students at 15.5%. Root Cause: There has been a lack of information shared with parents on the value and importance of regular school attendance by school .</p> |
| Student Learning |
| <p>Problem Statement 1: 2nd Grade Hispanic Students MAP Reading Growth Performance on or above grade-level was 35% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 181 (RIT Score) is 65%. Root Cause: There was a lack of emphasis on Daily Language Objectives in PK-2nd Grades classrooms.</p> |
| <p>Problem Statement 2: 2nd Grade Hispanic Students MAP Math Growth Performance on or above grade-level was 47% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 184 (RIT Score) is 53%. Root Cause: There is a lack of 2nd grade Hispanic students reading on or above grade-level.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: 39% of BHE 3rd-5th Grade students reported that they are able to self-regulate as indicated by the responses on the 2020-21 Panorama Survey, which is in the lowest percentile nationwide showing that 61% are unable to self-regulate. Root Cause: Lack of social-emotional emphasis on student self-regulation while implementing COVID-19 safety protocols.</p> |
| Perceptions |
| <p>Problem Statement 1: 50% of BHE Teachers feel uncomfortable discussing race-related topics with students as measured by the 2020-21 Panorama Survey. Root Cause: There is a lack of priority and clear expectations on race related conversations in the classrooms.</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 67.4% to 80% by May 2022.

Increase the percentage of African American students from 52.9% to 65% by May 2022.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Improve quality TIER I Instruction in literacy through aligned planning that is based on student data, FWISD Instructional Framework, Language Objective Lesson Frames, and aligned lesson delivery.</p> <p>Strategy's Expected Result/Impact: 1) Based on the Teacher Walkthrough Proration Guide, all teachers will receive 50% of their observational feedback in the form of coaching. 2) 90% of lessons and student work observed are aligned with FWISD Instructional Framework and the appropriate rigor of the standards for all students.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: Improve quality Professional Learning Communities to drive TIER I Instruction in literacy through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and Social Emotional Learning.</p> <p>Strategy's Expected Result/Impact: 1) 25% of PLCs will be focused on TIER I Literacy Instructional Practices, led by Title I Reading Teacher, that impact all students with a focus on the African American students as demonstrated by the PLC calendar. 2) 25% of PLCs will examine student data, including student work that encompasses African American students, and/or instructional plans to help drive TIER I Instruction for all literacy teachers as demonstrated by the PLC calendar.</p> <p>Staff Responsible for Monitoring: School Administration, Title I Reading Teacher, and Campus Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: 10.2% of the 394 students are chronically absent based with the highest sub-group of students with chronic absents being Economically Disadvantaged students at 15.5%. Root Cause: There has been a lack of information shared with parents on the value and importance of regular school attendance by school .</p> |
| Student Learning |
| <p>Problem Statement 1: 2nd Grade Hispanic Students MAP Reading Growth Performance on or above grade-level was 35% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 181 (RIT Score) is 65%. Root Cause: There was a lack of emphasis on Daily Language Objectives in PK-2nd Grades classrooms.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: 39% of BHE 3rd-5th Grade students reported that they are able to self-regulate as indicated by the responses on the 2020-21 Panorama Survey, which is in the lowest percentile nationwide showing that 61% are unable to self-regulate. Root Cause: Lack of social-emotional emphasis on student self-regulation while implementing COVID-19 safety protocols.</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 62.8% to 75% by May 2022.


Increase the percentage of African American students from 41.2% to 55% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Math

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Improve quality TIER I Instruction in math through aligned planning that is based on student data, FWISD Instructional Framework, Language Objective Lesson Frames, and aligned lesson delivery.</p> <p>Strategy's Expected Result/Impact: 1) Based on the Teacher Walkthrough Proration Guide, all teachers will receive 50% of their observational feedback in the form of coaching. 2) 90% of lessons and student work observed are aligned with FWISD Instructional Framework and the appropriate rigor of the standards for all students.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Improve quality Professional Learning Communities to drive TIER I Instruction in math through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and Social Emotional Learning.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

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|---|--|--|--|--|
| <p>Strategy's Expected Result/Impact: 1) 25% of PLCs will be focused on TIER I Math Instructional Practices that impact all students with a focus on the African American students as demonstrated by the PLC calendar.</p> <p>2) 25% of PLCs will examine student data, including student work that encompasses African American students, and/or instructional plans to help drive TIER I Instruction for all math teachers as demonstrated by the PLC calendar.</p> <p>Staff Responsible for Monitoring: School Administration and Campus Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p> | | | | |
|---|--|--|--|--|

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

| |
|---|
| Demographics |
| Problem Statement 1: 10.2% of the 394 students are chronically absent based with the highest sub-group of students with chronic absents being Economically Disadvantaged students at 15.5%. Root Cause: There has been a lack of information shared with parents on the value and importance of regular school attendance by school . |
| Student Learning |
| Problem Statement 2: 2nd Grade Hispanic Students MAP Math Growth Performance on or above grade-level was 47% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 184 (RIT Score) is 53%. Root Cause: There is a lack of 2nd grade Hispanic students reading on or above grade-level. |
| School Processes & Programs |
| Problem Statement 1: 39% of BHE 3rd-5th Grade students reported that they are able to self-regulate as indicated by the responses on the 2020-21 Panorama Survey, which is in the lowest percentile nationwide showing that 61% are unable to self-regulate. Root Cause: Lack of social-emotional emphasis on student self-regulation while implementing COVID-19 safety protocols. |





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 10% to 7% by May 2022.

Decrease the number and percentage of chronically absent Economically Disadvantaged students from 15.5% to 10% by May 2022.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Implementation of Student Success Team that will support social emotional needs, attendance improvement, and sense of community of all at-risk students.</p> <p>Strategy's Expected Result/Impact: 1) SST monthly analyzes student data to plan campus-wide activities to address the results of the data specifically in the areas of social emotional needs and building campus community. 2) SST monthly analyzes student data and works in collaboration with the counselor to plan topics for whole class and small group guidance lessons. 3) SST monthly analyzes student data and works in collaboration with the PTO to plan topics and trainings for parents.</p> <p>Staff Responsible for Monitoring: Administration Team</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: 10.2% of the 394 students are chronically absent based with the highest sub-group of students with chronic absents being Economically Disadvantaged students at 15.5%. Root Cause: There has been a lack of information shared with parents on the value and importance of regular school attendance by school .</p> |
| Perceptions |
| <p>Problem Statement 1: 50% of BHE Teachers feel uncomfortable discussing race-related topics with students as measured by the 2020-21 Panorama Survey. Root Cause: There is a lack of priority and clear expectations on race related conversations in the classrooms.</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 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 61.2% to 70% by May 2022.

Increase positive response by White students from 60.2% to 70% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Panorama Survey Data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Improve our campus culture through team building by fostering cross grade-level relationships, building student leadership capacity, supporting interest groups, increasing students' sense of belonging and self-worth, celebrating cultural identities, and promoting cultural awareness.</p> <p>Strategy's Expected Result/Impact: 1) EOY campus and/or Panorama survey data will demonstrate a 10% increase both among all students and marginalized groups in the area of Learning Environment. 2) 85% of students will participate in team building activities outside of their homeroom/classroom routines.</p> <p>Staff Responsible for Monitoring: School Administration, Campus Leadership Team and Student Success Team</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

| School Processes & Programs |
|--|
| <p>Problem Statement 1: 39% of BHE 3rd-5th Grade students reported that they are able to self-regulate as indicated by the responses on the 2020-21 Panorama Survey, which is in the lowest percentile nationwide showing that 61% are unable to self-regulate. Root Cause: Lack of social-emotional emphasis on student self-regulation while implementing COVID-19 safety protocols.</p> |
| Perceptions |
| <p>Problem Statement 1: 50% of BHE Teachers feel uncomfortable discussing race-related topics with students as measured by the 2020-21 Panorama Survey. Root Cause: There is a lack of priority and clear expectations on race related conversations in the classrooms.</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 3: Decrease the number of in and out of school suspensions for All students from 3 to 1 by May 2022.


Targeted or ESF High Priority


Evaluation Data Sources: Focus Suspension Data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Refine BHE's current PBIS System by strengthening teacher capacity to increase student autonomy for all students in self regulation.</p> <p>Strategy's Expected Result/Impact: 1) 100% of classrooms have agreed upon PBIS classroom systems in place.</p> <p>2) 100% of teachers track the circles taking place each week with the purposes and outcomes.</p> <p>Staff Responsible for Monitoring: All teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

| School Processes & Programs |
|--|
| <p>Problem Statement 1: 39% of BHE 3rd-5th Grade students reported that they are able to self-regulate as indicated by the responses on the 2020-21 Panorama Survey, which is in the lowest percentile nationwide showing that 61% are unable to self-regulate. Root Cause: Lack of social-emotional emphasis on student self-regulation while implementing COVID-19 safety protocols.</p> |





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

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

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 84.7% to 90% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Parent Survey

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Implementation of a Campus Communication Team with the goal to increase the knowledge of all stakeholders, including parents, as to the campus programs and resources that promote social emotional needs, attendance improvement, and culture awareness for all students.</p> <p>Strategy's Expected Result/Impact: 1) Campus Communication Team will meet once every grading-period. 2) All communication put out by the Campus Communication Team will include at least one engagement topic from the parent survey.</p> <p>Staff Responsible for Monitoring: School Administration Team and Campus Communication Team</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: Snacks to Promote Parent Participation - Title I (211) - 211-61-6499-04L-107-30-510-000000-22F10 - \$683, RIF Books for Events to Give Out to Parents for Their Children - Title I (211) - 211-61-6329-04L-107-30-510-000000-22F10 - \$1,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 4 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: 10.2% of the 394 students are chronically absent based with the highest sub-group of students with chronic absents being Economically Disadvantaged students at 15.5%. Root Cause: There has been a lack of information shared with parents on the value and importance of regular school attendance by school .</p> |
| Student Learning |
| <p>Problem Statement 1: 2nd Grade Hispanic Students MAP Reading Growth Performance on or above grade-level was 35% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 181 (RIT Score) is 65%. Root Cause: There was a lack of emphasis on Daily Language Objectives in PK-2nd Grades classrooms.</p> |
| <p>Problem Statement 2: 2nd Grade Hispanic Students MAP Math Growth Performance on or above grade-level was 47% for (MOY) in 2020-21; the current percent of students underperforming the grade-level standard of 184 (RIT Score) is 53%. Root Cause: There is a lack of 2nd grade Hispanic students reading on or above grade-level.</p> |

School Processes & Programs

Problem Statement 1: 39% of BHE 3rd-5th Grade students reported that they are able to self-regulate as indicated by the responses on the 2020-21 Panorama Survey, which is in the lowest percentile nationwide showing that 61% are unable to self-regulate. **Root Cause:** Lack of social-emotional emphasis on student self-regulation while implementing COVID-19 safety protocols.

Site-Based Decision Making Committee

| Committee Role | Name | Position |
|--------------------------------------|--------------------|---------------------------------|
| Classroom Teacher 1 | Angela DeSalvo | Title I Reading Teacher |
| Classroom Teacher 2 | Vincent Chien | Kinder Teacher |
| Classroom Teacher 3 | Kati Young | 4th Grade Math/Science Teacher |
| Classroom Teacher 4 | Martha Juarez | 1st Grade Dual Language Teacher |
| Professional Non-Teaching Staff | Courtney Butler | Librarian |
| Community Representative 2 | Emily Williams | Community Representative |
| Business Representative 1 | Alichia Deatherage | Business Representative |
| Business Representative 2 | Kyle Denmark | Business Representative |
| DERC Representative 1 | Angela DeSalvo | Title I Reading Teacher |
| Additional Representative (optional) | Sarah Carmical | Parent |
| Professional District-Level Staff | Diana Perry | HCM |
| Parent 2 | Crystal Bullard | Parent |
| Parent 3 | Heather White | Parent |
| Community Representative 1 | Terry Colley | Community Representative |

Campus Funding Summary

| Title I (211) | | | | | | |
|------------------------------------|-----------|----------|--|--|---|-------------|
| Goal | Objective | Strategy | Resources Needed | Description | Account Code | Amount |
| 1 | 1 | 2 | Title I Teacher | Title I Teacher | 211-11-6119-04E-107-30-510-000000-22F10 | \$53,655.00 |
| 4 | 4 | 1 | Snacks to Promote Parent Participation | Snacks for parents to promote participation | 211-61-6499-04L-107-30-510-000000-22F10 | \$683.00 |
| 4 | 4 | 1 | RIF Books for Events to Give Out to Parents for Their Children | Take home books for parental engagement | 211-61-6329-04L-107-30-510-000000-22F10 | \$1,000.00 |
| Sub-Total | | | | | | \$55,338.00 |
| Budgeted Fund Source Amount | | | | | | \$55,338.00 |
| +/- Difference | | | | | | \$0.00 |
| SCE (199 PIC 24) | | | | | | |
| Goal | Objective | Strategy | Resources Needed | Description | Account Code | Amount |
| 1 | 2 | 1 | Supplies and Materials for TIER I Literacy Instruction | Supplies and materials for instructional use | 199-11-6399-001-107-24-313-000000- | \$1,020.00 |
| 2 | 3 | 1 | Supplies and Materials for TIER I Math Instruction | Supplies and materials for instructional use | 199-11-6399-001-107-24-313-000000- | \$1,020.00 |
| Sub-Total | | | | | | \$2,040.00 |
| Budgeted Fund Source Amount | | | | | | \$2,040.00 |
| +/- Difference | | | | | | \$0.00 |
| Grand Total | | | | | | \$57,378.00 |