

Fort Worth Independent School District

110 Carroll Peak Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Carroll Peak Elementary School is to provide a safe, secure, and supportive environment that promotes academic rigor that will eliminate the achievement gap for all students.

Vision

"A legacy of excellence."

Campus Values

Respect

Support

Reflection

Perseverance

Recognition

Collaboration

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Carroll Peak Elementary is an urban elementary school in the Morningside area of Fort Worth, Texas. CPE educates approximately 500 students in grades Pre-K 3 through 5th. We provide regular programming, one-way dual language, ESL, gifted and talented, and early childhood special education classes. CPE has an enrollment breakdown as such:

- Hispanic: 60%
- African American: 30%
- Asian: 6%
- Other: 4%
- EL: 45%
- SpEd: 5%
- Economically disadvantaged: 98%

Our staff is diverse in terms of years of experience and race/ethnicity. Below is a breakdown of our teaching and professional staff:

- Hispanic: 20%
- African American: 46%
- Asian: 2%
- White: 32%%

Student Attendance:

2019-20 (Pre-COVID): 94.21%

2020-21 (Post-COVID): 92.62%

Demographics Strengths

Summary of Strengths:

- We provide multiple resources to support the economic needs of students and families including: free breakfast and lunch for all students, chromebooks for all students, and school supplies, school uniforms, winter coats, etc. to those in need. We also provide an after school program with dinner to students in grades 3-5 and will begin offering an after school program for two of our PreK 4 classes via our partnership with The Center for Transforming Lives (Headstart).
- We have two PreK 3 classes offered for students who qualify through a grant with Fort Worth Children's Partnership.
- We have several SEL supports in place to assist students including: a full-time certified counselor, a case manager, and All Stars student mentor. Two of our PreK 4 classes will also be partnered with a caseworker.
- We offer after school enrichment opportunities including: soccer club and basketball club.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance for the 2020-21 school year is 1.5% less than the previous school year, specifically with our PreK and 5th grade students. **Root Cause:** Parent engagement opportunities exist to ensure PreK and 5th grade parents know how to utilize the technology students use for at home learning.

Student Learning

Student Learning Strengths

- Pre K Circle Data
 - 83% of English tested Students are On-track with Book and Print Knowledge skills.
 - 80% of English tested students are On-track with Phonological Awareness skills.
 - 88% of English tested students are On-track with Social Emotional Behaviors skills.
 - 80% of Spanish tested students are On-track with Listening skills.
 - 85% of Spanish tested students are On-track with Science skills.

- Kindergarten TX-KEA Data
 - Carroll Peak students outperformed the district in all except one of the TX-KEA skills areas on both English and Spanish assessments.

- MAP Growth
 - 42% of Carroll Peak students met their expected growth from BOY to MOY in math compared to the average of 41% of district students.
 - 2nd grade and 4th grade students on average exceeded their expected RIT growth score in math from BOY to MOY.
 - Kindergarten students on average exceeded their expected RIT growth score in Reading (English) from BOY to MOY.
 - 4th grade students on average met their expected RIT growth score in Reading (English) from BOY to MOY.
 - Kindergarten and 3rd grade students on average outperformed the district in number of RIT growth points on the Reading (English) from BOY to MOY.

- Lexia
 - 6% of our students in K-5 have achieved the "above grade level" distinction.
 - 96% of our regular program and dual language Kindergarten students are classified "at" or "above" grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3rd grade African American students underperformed their Hispanic peers in growth points by 4 points on the MAP Math Assessment. **Root Cause:** The campus has an opportunity to identify more targeted strategies for African American students to close the achievement gap (E.g., engagement, parent involvement, and formative assessment analysis). (Lever 5.3)

Problem Statement 2 (Prioritized): 2nd grade African American students underperformed their Hispanic peers in growth points by 3 points on the MAP Reading Assessment. **Root Cause:** The campus has an opportunity to identify more targeted strategies for African American students to close the achievement gap (E.g., phonics, engagement, parent involvement, and formative assessment analysis). (Lever 5.3)

School Processes & Programs

School Processes & Programs Summary

When preparing to hire staff, candidates are contacted and provided information about the position, campus values, and campus beliefs. These values and beliefs were collaboratively identified by the faculty. The candidates are then given the opportunity to "opt in" to a first round interview at the campus. The first round is a screener with questions which have been collaboratively created by the campus instructional leaders including teacher leaders for each grade level. If the candidate is selected for the next round of interviews, a member of the team/grade level will be present during the interview to provide their feedback to and about the candidate. During the second interview, in addition to traditional questions, teachers are asked to complete a performance task related to planning a lesson using student performance data. Once selected, the high-quality teacher is placed based on student need and teacher strength.

The campus utilizes a collaborative structure for instructional leadership. The principal, assistant principal, data analyst, instructional coaches, grade level leads, and other staff assist with identifying and improving instructional needs at the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 1st grade dual language students regressed -1 point on the MAP Spanish Reading Assessment. **Root Cause:** Teachers/staff lacked knowledge of best practices for early Spanish Literacy development (e.g. phonics, etc.). (Lever 5.1)

Priority Problem Statements

Problem Statement 1: 1st grade dual language students regressed -1 point on the MAP Spanish Reading Assessment.

Root Cause 1: Teachers/staff lacked knowledge of best practices for early Spanish Literacy development (e.g. phonics, etc.). (Lever 5.1)

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: 3rd grade African American students underperformed their Hispanic peers in growth points by 4 points on the MAP Math Assessment.

Root Cause 2: The campus has an opportunity to identify more targeted strategies for African American students to close the achievement gap (E.g., engagement, parent involvement, and formative assessment analysis). (Lever 5.3)

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 46% of students responded favorably to perceptions about their ability to regulate emotions on the Panoramic survey. This result is inline with the district and below the Poly Pyramid responses by 1%.

Root Cause 3: Adequate emphasis has not been placed on ensuring SEL lessons and support around the topic of "regulating emotions" are taught, reinforced, and evaluated throughout the year.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: 59% of teachers responded favorably to perceptions about the amount and quality of feedback from leadership on the Panoramic survey. This result is above the district by 3% and inline with the Poly Pyramid responses.

Root Cause 4: Ensure that action steps are the highest leverage and can be implemented within one week. Also, increase purposeful face-to face-feedback.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Attendance for the 2020-21 school year is 1.5% less than the previous school year, specifically with our PreK and 5th grade students.

Root Cause 5: Parent engagement opportunities exist to ensure PreK and 5th grade parents know how to utilize the technology students use for at home learning.

Problem Statement 5 Areas: Demographics

Problem Statement 6: 2nd grade African American students underperformed their Hispanic peers in growth points by 3 points on the MAP Reading Assessment.

Root Cause 6: The campus has an opportunity to identify more targeted strategies for African American students to close the achievement gap (E.g., phonics, engagement, parent involvement, and formative assessment analysis). (Lever 5.3)

Problem Statement 6 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- Male / Female 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

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

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 PK students who score On Track on Circle Phonological Awareness in English from 82% to 87% by May 2022.





Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 80% to 87% by May 2022.

Increase the percentage of Hispanic students who score On Track on Circle Phonological Awareness from 75.9% to 87% by May 2022.

Evaluation Data Sources: EOY Circle Phonological Awareness

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of PreK teachers by ensuring they are trained in and effectively utilizing the new "Teaching Strategies Creative Curriculum" for PreK.</p> <p>Strategy's Expected Result/Impact: 100% of lesson plans will follow the "Teaching Strategies Creative Curriculum."</p> <p>Teachers will progress monitor their students' phonological awareness mastery on a biweekly basis.</p> <p>Circle data will show a 15% or more growth in Phonological awareness from Wave 1 to Wave 2.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, PreK Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Class supplies to implement new PK curriculum - Title I (211) - 211-11-6399-04E-110-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Data Analyst, Instructional Coaches, and Counselor will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze performance tasks and resulting data before and after delivery, and create acceleration plans with targeted scaffolding for students making limited progress towards mastery. This support for Tier 1 instruction includes supplies, and the purchase of a poster maker for anchor charts and a laminator for creating lasting instructional activities.</p> <p>Strategy's Expected Result/Impact: 100% of lesson plans will follow the "Teaching Strategies Creative Curriculum.</p> <p>90% of submitted lesson plans will have feedback from an instructional coach.</p> <p>Circle data will show a 15% growth or more in Phonological awareness from Wave 1 to Wave 2.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, Counselor, PreK Teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Instructional Supplies to implement Tier 1 instruction - Title I (211) - 211-11-6398-04E-110-30-510-000000-22F10 - \$10,000, Data Analyst - Title I (211) - 211-13-6119-04E-110-30-510-000000-22F10 - \$75,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: 2nd grade African American students underperformed their Hispanic peers in growth points by 3 points on the MAP Reading Assessment. Root Cause: The campus has an opportunity to identify more targeted strategies for African American students to close the achievement gap (E.g., phonics, engagement, parent involvement, and formative assessment analysis). (Lever 5.3)</p>
School Processes & Programs
<p>Problem Statement 1: 1st grade dual language students regressed -1 point on the MAP Spanish Reading Assessment. Root Cause: Teachers/staff lacked knowledge of best practices for early Spanish Literacy development (e.g. phonics, etc.). (Lever 5.1)</p>
Perceptions
<p>Problem Statement 1: 59% of teachers responded favorably to perceptions about the amount and quality of feedback from leadership on the Panoramic survey. This result is above the district by 3% and inline with the Poly Pyramid responses. Root Cause: Ensure that action steps are the highest leverage and can be implemented within one week. Also, increase purposeful face-to face-feedback.</p>

Goal 1: Early Literacy

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

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 30.2% to 47% by May 2022.





Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 22% to 47% by May 2022.

Increase the percentage of Dual Language students who Meet or Exceed grade level expectations from 23.3% to 47% by May 2022.

Evaluation Data Sources: EOY MAP Fluency

Strategy 1 Details	Reviews			
<p>Strategy 1: All K - 2nd grade teachers will deliver Neuhaus, Estrellita, or Esperanza lessons utilizing the FWISD Literacy or Biliteracy Framework and the scripted format provided.</p> <p>Strategy's Expected Result/Impact: 90% of submitted lessons plans will be aligned to the district curriculum, the level of rigor of the TEKS, and will include clear objectives, the fundamental four for literacy, differentiated paths of instruction, and daily formative assessments with exemplar responses. This will be measured through submitted lesson plans and classroom walkthroughs.</p> <p>Students will be progress monitored weekly through Lexia to ensure that at least 80% of students progress and meet grade level expectations on key MAP Fluency indicators.</p> <p>English MAP Fluency MOY K-3 Data will be at 40%. Spanish MAP Fluency MOY K-3 Data will be at 40%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, Reading Interventionist. K-2 Teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Data Analyst, Instructional Coaches, and Counselor will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze performance tasks and resulting data before and after delivery, and create acceleration plans with targeted scaffolding for students making limited progress towards mastery.</p> <p>Strategy's Expected Result/Impact: 90% of submitted lessons plans will be aligned to the district curriculum, the level of rigor of the TEKS, and will include clear objectives, the fundamental four for literacy, differentiated paths of instruction, and daily formative assessments with exemplar responses. This will be measured through submitted lesson plans and classroom walkthroughs.</p> <p>90% of submitted lesson plans will have feedback from an instructional coach or team member on the identified components above.</p> <p>African American students will perform at the same level as their Hispanic peers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, Reading Interventionist, Counselor, K-2 Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 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 2: 2nd grade African American students underperformed their Hispanic peers in growth points by 3 points on the MAP Reading Assessment. Root Cause: The campus has an opportunity to identify more targeted strategies for African American students to close the achievement gap (E.g., phonics, engagement, parent involvement, and formative assessment analysis). (Lever 5.3)</p>
School Processes & Programs
<p>Problem Statement 1: 1st grade dual language students regressed -1 point on the MAP Spanish Reading Assessment. Root Cause: Teachers/staff lacked knowledge of best practices for early Spanish Literacy development (e.g. phonics, etc.). (Lever 5.1)</p>
Perceptions
<p>Problem Statement 1: 59% of teachers responded favorably to perceptions about the amount and quality of feedback from leadership on the Panoramic survey. This result is above the district by 3% and inline with the Poly Pyramid responses. Root Cause: Ensure that action steps are the highest leverage and can be implemented within one week. Also, increase purposeful face-to face-feedback.</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 50% to 60% by May 2022.

Increase the percentage of Kindergarten through Grade 3 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 31% to 50% by May 2022.

Increase the percentage of African American students who meet or exceed projected growth from 47% to 60% by May 2022.

Evaluation Data Sources: EOY MAP Growth Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: All K - 5 grade teachers will deliver TEKS and district scope and sequence aligned lessons utilizing the FWISD Literacy or Biliteracy Framework. Students will be formatively assessed each day to ensure that at least 80% of students met the lesson objective.</p> <p>Strategy's Expected Result/Impact: English MAP Reading Growth MOY Data will be at 44%. Spanish MAP Reading Growth MOY Data will be at 42%. African American MAP Reading Growth MOY Data will be at 43%.</p> <p>90% of submitted lessons plans will be aligned to the district curriculum, the level of rigor of the TEKS, and will include clear objectives, the fundamental four for literacy, differentiated paths of instruction, and daily formative assessments with exemplar responses. This will be measured through submitted lesson plans and classroom walkthroughs.</p> <p>African American students will perform at the same level as their Hispanic peers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, Reading Interventionist, K-5 Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - Title I (211) - 211-11-6116-OPD-110-30-510-000000-22F10 - \$1,262</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Data Analyst, Instructional Coaches, Reading Interventionist, and Counselor will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze formative assessment data, and create intervention plans for students making limited progress.</p> <p>Strategy's Expected Result/Impact: 90% of submitted lesson plans will have feedback from an instructional coach or team member on the identified components above.</p> <p>English MAP Reading Growth MOY Data will be at 44%. Spanish MAP Reading Growth MOY Data will be at 44%. African American MAP Reading Growth MOY Data will be at 44%.</p> <p>90% of submitted lessons plans will be aligned to the district curriculum, the level of rigor of the TEKS, and will include clear objectives, the fundamental four for literacy, differentiated paths of instruction, and daily formative assessments with exemplar responses. This will be measured through submitted lesson plans and classroom walkthroughs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, Reading Interventionist, Counselor, K-5 Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 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:

Student Learning
<p>Problem Statement 2: 2nd grade African American students underperformed their Hispanic peers in growth points by 3 points on the MAP Reading Assessment. Root Cause: The campus has an opportunity to identify more targeted strategies for African American students to close the achievement gap (E.g., phonics, engagement, parent involvement, and formative assessment analysis). (Lever 5.3)</p>
School Processes & Programs
<p>Problem Statement 1: 1st grade dual language students regressed -1 point on the MAP Spanish Reading Assessment. Root Cause: Teachers/staff lacked knowledge of best practices for early Spanish Literacy development (e.g. phonics, etc.). (Lever 5.1)</p>
Perceptions
<p>Problem Statement 1: 59% of teachers responded favorably to perceptions about the amount and quality of feedback from leadership on the Panoramic survey. This result is above the district by 3% and inline with the Poly Pyramid responses. Root Cause: Ensure that action steps are the highest leverage and can be implemented within one week. Also, increase purposeful face-to face-feedback.</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 84% to 90% by May 2022.

Increase the percentage of Dual Language students who score On Track on Circle Math from 85% to 90% by May 2022.

Evaluation Data Sources: EOY Circle Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of all Pre-K Math teachers by ensuring their conceptual knowledge of the Math Pre-K Guidelines. Teachers will apply the three levels of mathematical understanding (CRA) ensuring the use of mathematical manipulatives and math journals.</p> <p>All Pre-K Math teachers will execute targeted small group math lessons, based on formative assessment of daily tier 1 instruction and CLI assessment data.</p> <p>Strategy's Expected Result/Impact: 90% of submitted lessons plans will be aligned to the district curriculum, the level of rigor of the TEKS, and will include clear objectives, differentiated paths of instruction, and daily formative assessments with exemplar responses. These lesson plans will also identify the components of CRA math concepts used in each daily lesson</p> <p>Pre-K student's conceptual understanding of grade level Pre-K guidelines will enhance the mastery of CLI scores from 55% to 80% mastery for Dual Language students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, PreK Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Data Analyst, Instructional Coaches, and Counselor will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze formative assessment data, and create intervention plans for students making limited progress.</p> <p>Strategy's Expected Result/Impact: 90% of submitted lessons plans will be aligned to the district curriculum, the level of rigor of the TEKS, and will include clear objectives, differentiated paths of instruction, and daily formative assessments with exemplar responses. These lesson plans will also identify the components of CRA math concepts used in each daily lesson</p> <p>Pre-K student's conceptual understanding of grade level Pre-K guidelines will enhance the mastery of CLI scores from 55% to 80% mastery for Dual Language students.</p> <p>90% of submitted lesson plans will have feedback from an instructional coach.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, Counselor, PreK Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 3rd grade African American students underperformed their Hispanic peers in growth points by 4 points on the MAP Math Assessment. Root Cause: The campus has an opportunity to identify more targeted strategies for African American students to close the achievement gap (E.g., engagement, parent involvement, and formative assessment analysis). (Lever 5.3)</p>
Perceptions
<p>Problem Statement 1: 59% of teachers responded favorably to perceptions about the amount and quality of feedback from leadership on the Panoramic survey. This result is above the district by 3% and inline with the Poly Pyramid responses. Root Cause: Ensure that action steps are the highest leverage and can be implemented within one week. Also, increase purposeful face-to face-feedback.</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 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 73% to 75% by May 2022.

Increase the percentage of Hispanic students who score On Track on TX-KEA Math from 27% to 75% by May 2022.

Evaluation Data Sources: EOY TX-KEA Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of all Kindergarten Math teachers by ensuring their conceptual knowledge of the grade level math TEKS. Teachers will apply the three levels of mathematical understanding (CRA) ensuring the use of mathematical manipulatives and math journals.</p> <p>All Kindergarten Math teachers will execute targeted small group math lessons, based on formative assessment of daily tier 1 instruction and TX KEA assessment data.</p> <p>Strategy's Expected Result/Impact: 90% of submitted lessons plans will be aligned to the district curriculum, the level of rigor of the TEKS, and will include clear objectives, differentiated paths of instruction, and daily formative assessments with exemplar responses. These lesson plans will also identify the components of CRA math concepts used in each daily lesson</p> <p>Kindergarten student's conceptual understanding of grade level math TEKS will enhance the mastery of TX KEA math scores from 27% to 65% mastery for Hispanic students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, Kindergarten Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Data Analyst, Instructional Coaches, and Counselor will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze performance tasks and resulting data before and after delivery, and create acceleration plans with targeted scaffolding for students making limited progress towards mastery.</p> <p>Strategy's Expected Result/Impact: 90% of submitted lessons plans will be aligned to the district curriculum, the level of rigor of the TEKS, and will include clear objectives, differentiated paths of instruction, and daily formative assessments with exemplar responses. These lesson plans will also identify the components of CRA math concepts used in each daily lesson</p> <p>Kindergarten student's conceptual understanding of grade level math TEKS will enhance the mastery of TX KEA scores from 27% to 65% mastery for Hispanic students.</p> <p>90% of submitted lesson plans will have feedback from an instructional coach.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, Counselor, Kindergarten Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 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: 3rd grade African American students underperformed their Hispanic peers in growth points by 4 points on the MAP Math Assessment. Root Cause: The campus has an opportunity to identify more targeted strategies for African American students to close the achievement gap (E.g., engagement, parent involvement, and formative assessment analysis). (Lever 5.3)</p>
Perceptions
<p>Problem Statement 1: 59% of teachers responded favorably to perceptions about the amount and quality of feedback from leadership on the Panoramic survey. This result is above the district by 3% and inline with the Poly Pyramid responses. Root Cause: Ensure that action steps are the highest leverage and can be implemented within one week. Also, increase purposeful face-to face-feedback.</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 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 47% to 60% by May 2022.

Increase the percentage of African American students who Meet or Exceed projected growth on MAP Growth from 37% to 60% by May 2022.

Evaluation Data Sources: EOY MAP Growth

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of all Kindergarten - Grade 5 Math teachers by ensuring their conceptual knowledge of the grade level math TEKS. Teachers will apply the three levels of mathematical understanding (CRA) ensuring the use of mathematical manipulatives and math journals.</p> <p>All Kindergarten Math teachers will execute targeted small group math lessons, based on formative assessment of daily tier 1 instruction and MAP assessment data.</p> <p>Strategy's Expected Result/Impact: 90% of submitted lessons plans will be aligned to the district curriculum, the level of rigor of the TEKS, and will include clear objectives, differentiated paths of instruction, and daily formative assessments with exemplar responses. These lesson plans will also identify the components of CRA math concepts used in each daily lesson</p> <p>K-5 grade student's conceptual understanding of grade level math TEKS will enhance the mastery of TX KEA math scores from 37.2% to 60% mastery for African American students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, Counselor, K-5 Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04E-110-30-510-000000-22F10 - \$1,000, - Title I (211) - 211-11-6116-0PD-110-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Data Analyst, Instructional Coaches, and Counselor will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze performance tasks and resulting data before and after delivery, and create acceleration plans with targeted scaffolding for students making limited progress towards mastery.</p> <p>Strategy's Expected Result/Impact: 90% of submitted lessons plans will be aligned to the district curriculum, the level of rigor of the TEKS, and will include clear objectives, differentiated paths of instruction, and daily formative assessments with exemplar responses. These lesson plans will also identify the components of CRA math concepts used in each daily lesson</p> <p>K-5 grade student's conceptual understanding of grade level math TEKS will enhance the mastery of TX KEA math scores from 37.2% to 60% mastery for African American students.</p> <p>90% of submitted lesson plans will have feedback from an instructional coach.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, K-5 Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: 3rd grade African American students underperformed their Hispanic peers in growth points by 4 points on the MAP Math Assessment. Root Cause: The campus has an opportunity to identify more targeted strategies for African American students to close the achievement gap (E.g., engagement, parent involvement, and formative assessment analysis). (Lever 5.3)</p>
Perceptions
<p>Problem Statement 1: 59% of teachers responded favorably to perceptions about the amount and quality of feedback from leadership on the Panoramic survey. This result is above the district by 3% and inline with the Poly Pyramid responses. Root Cause: Ensure that action steps are the highest leverage and can be implemented within one week. Also, increase purposeful face-to face-feedback.</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 28.9% to 48% by May 2022.

Increase the percentage of African American students scoring at MEETS or above on STAAR Reading from 26.7% to 48% by May 2022.

Evaluation Data Sources: STAAR Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: All K-5 teachers will participate in weekly 55 minute PLC meetings for high-quality tier 1 lesson planning as well as using the Data Driven Instruction structure to analyze formative assessment data, identify instructional gaps, and inform targeted support plans based on instructional needs. Counselor, Case Managers, Librarian, Title 1 Teacher Assistant, and Computer Lab assistant will provide academic and/or SEL support during PLC t</p> <p>Strategy's Expected Result/Impact: Planning for effective tier 1 instruction will increase teacher capacity in delivering strong tier 1 instruction that meets the depth and complexity of grade-level standards and be able to identify student gaps in learning daily through the tracking of mastery of formative assessments and aggressive monitoring.</p> <p>55% of students in K-5th will meet or surpass normative RIT growth goals after each administration of the MAP Growth Reading Assessment as compared to 41% this year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, Counselor, K-5 Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Computer Lab Assistant - Title I (211) - 211-11-6129-04U-110-30-510-000000-22F10 - \$31,310, Teacher Assistant - Title I (211) - 211-11-6129-04E-110-30-510-000000-22F10 - \$21,279</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All 2nd-5th grade teachers will implement Close Reading by ensuring that they are selecting grade level appropriate text with an intentional purpose and embedding text dependent questions.</p> <p>Strategy's Expected Result/Impact: 2nd-5th grade teachers will teach Tier 1 lessons at the expected level of rigor of the TEKS improving student comprehension, increasing the percentage of students at Meets or above on the Reading STAAR by 15%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, Counselor, 2-5 Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 2: 2nd grade African American students underperformed their Hispanic peers in growth points by 3 points on the MAP Reading Assessment. Root Cause: The campus has an opportunity to identify more targeted strategies for African American students to close the achievement gap (E.g., phonics, engagement, parent involvement, and formative assessment analysis). (Lever 5.3)
School Processes & Programs
Problem Statement 1: 1st grade dual language students regressed -1 point on the MAP Spanish Reading Assessment. Root Cause: Teachers/staff lacked knowledge of best practices for early Spanish Literacy development (e.g. phonics, etc.). (Lever 5.1)

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 26.8% to 48% by May 2022. Increase the percentage of African American students scoring at MEETS or above on STAAR Math from 24.7% to 48% by May 2022.

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
<p>Strategy 1: All K-5 teachers will participate in 90 minute PLC meetings using the Data Driven Instruction structure to analyze formative assessment data, identify instructional gaps, and inform targeted support plans based on instructional needs.</p> <p>Strategy's Expected Result/Impact: Planning for effective tier 1 instruction will increase teacher capacity in delivering strong tier 1 instruction that meets the depth and complexity of grade-level standards and be able to identify student gaps in learning daily through the tracking of mastery of formative assessments and aggressive monitoring.</p> <p>55% of students in K-5th will meet or surpass normative RIT growth goals after each administration of the MAP Growth Math Assessment as compared to 42% this year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, Counselor, K-5 Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplies to implement PLCs and PLC academic and/or SEL support - SCE (199 PIC 24) - 199-11-6399-001-110-24-313-000000- - \$4,512</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:

Student Learning
<p>Problem Statement 1: 3rd grade African American students underperformed their Hispanic peers in growth points by 4 points on the MAP Math Assessment. Root Cause: The campus has an opportunity to identify more targeted strategies for African American students to close the achievement gap (E.g., engagement, parent involvement, and formative assessment analysis). (Lever 5.3)</p>





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

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

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 27% to 10% by May 2022.

Decrease the number and percentage of African American students who are chronically absent from 36.9% to 10% by May 2022.

Evaluation Data Sources: Focus Attendance Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of Attendance Success Team with clear roles/responsibilities (e.g. routine monitoring of specific students for each team member, incentive plans, visible attendance trackers, and parent etc.) and consistent meeting dates to progress monitor toward our goal. This team will also focus specifically on chronically absent African American students when planning, incentivizing, and monitoring attendance.</p> <p>Strategy's Expected Result/Impact: Attendance data will demonstrate a 17% decrease in chronically absent students with a specific decrease of 26.9% in chronically absent African American students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Casemanagers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - Title I (211) - 211-61-6399-04L-110-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All K-5 teachers will keep parent logs to provide consistent communication conveying the importance of attendance in academic growth; with a focus on chronically absent students.</p> <p>Strategy's Expected Result/Impact: Attendance data will demonstrate a 17% decrease in chronically absent students with a specific decrease of 26.9% in chronically absent African American students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Casemanagers, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 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 1 Problem Statements:

Demographics
<p>Problem Statement 1: Attendance for the 2020-21 school year is 1.5% less than the previous school year, specifically with our PreK and 5th grade students. Root Cause: Parent engagement opportunities exist to ensure PreK and 5th grade parents know how to utilize the technology students use for at home learning.</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 62.3% to 80% by May 2022.

Increase positive response by Asian students from 45.8% to 80% by May 2022.

Evaluation Data Sources: Panorama SEL Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Build SEL opportunities into the master schedule, allowing time for SEL check-ins, circles, counselor class lessons, and school-wide culture and climate building through restorative practices.</p> <p>Strategy's Expected Result/Impact: Students will feel welcomed and have a positive perception about the school environment when their positive behaviors are celebrated and rewarded, increasing the school culture from PK- 5th grades. Students will increase their capacity to regulate their emotions and to communicate their feelings to be able to advocate for the support they need.</p> <p>Teachers will be able to implement daily restorative practices with their classes. By recognizing and encouraging positive behaviors in students we will decrease the campus student suspension rate.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Case managers, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - Title I (211) - 211-61-6499-04L-110-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:





Perceptions
<p>Problem Statement 2: 46% of students responded favorably to perceptions about their ability to regulate emotions on the Panoramic survey. This result is inline with the district and below the Poly Pyramid responses by 1%. Root Cause: Adequate emphasis has not been placed on ensuring SEL lessons and support around the topic of "regulating emotions" are taught, reinforced, and evaluated throughout the year.</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 African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 10% to 2% by May 2022.

Evaluation Data Sources: Focus Discipline PEIMS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: PBIS- Implement and monitor school-wide Positive Behavior Intervention Strategies that have explicit behavioral expectations and management systems for students and staff. Dragon Bucks Store every Friday and student of the month will be used to reinforce and encourage model student behavior.</p> <p>Teachers will identify students who need MTSS in order to provide academic and social-emotional support through restorative practices.</p> <p>Strategy's Expected Result/Impact: Students will feel welcomed and have a positive perception about the school environment when their positive behaviors are celebrated and rewarded, increasing the school culture from PK- 5th grades. Students will increase their capacity to regulate their emotions and to communicate their feelings to be able to advocate for the support they need.</p> <p>Students with SEL needs will be identified by teachers through the MTSS process, so our system of support can be documented and effective supports can be achieved.</p> <p>Teachers will be able to implement daily restorative practices with their classes. By recognizing and encouraging positive behaviors in students we will decrease the campus student suspension rate.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Case managers, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p> <p>Funding Sources: - Title I (211) - 211-61-6399-04L-110-30-510-000000-22F10 - \$531, - Title I (211) - 211-11-6499-04E-110-30-510-000000-22F10 - \$1,469</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 3 Problem Statements:

Demographics
<p>Problem Statement 1: Attendance for the 2020-21 school year is 1.5% less than the previous school year, specifically with our PreK and 5th grade students. Root Cause: Parent engagement opportunities exist to ensure PreK and 5th grade parents know how to utilize the technology students use for at home learning.</p>

Perceptions

Problem Statement 2: 46% of students responded favorably to perceptions about their ability to regulate emotions on the Panoramic survey. This result is inline with the district and below the Poly Pyramid responses by 1%. **Root Cause:** Adequate emphasis has not been placed on ensuring SEL lessons and support around the topic of "regulating emotions" are taught, reinforced, and evaluated throughout the year.

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Class supplies to implement new PK curriculum	Supplies and materials for instructional use	211-11-6399-04E-110-30-510-000000-22F10	\$2,000.00
1	1	2	Instructional Supplies to implement Tier 1 instruction	Equipment	211-11-6398-04E-110-30-510-000000-22F10	\$10,000.00
1	1	2	Data Analyst	Data Analyst	211-13-6119-04E-110-30-510-000000-22F10	\$75,000.00
1	3	1		Extra duty pay for PD after hours	211-11-6116-0PD-110-30-510-000000-22F10	\$1,262.00
2	3	1		Supplies and materials for instructional use	211-11-6399-04E-110-30-510-000000-22F10	\$1,000.00
2	3	1		Extra duty pay for PD after hours	211-11-6116-0PD-110-30-510-000000-22F10	\$3,000.00
3	1	1	Computer Lab Assistant	Computer Lab Assistant	211-11-6129-04U-110-30-510-000000-22F10	\$31,310.00
3	1	1	Teacher Assistant	Teacher Assistant	211-11-6129-04E-110-30-510-000000-22F10	\$21,279.00
4	1	1		Supplies and materials for parental involvement	211-61-6399-04L-110-30-510-000000-22F10	\$1,000.00
4	2	1		Snacks for parents to promote participation	211-61-6499-04L-110-30-510-000000-22F10	\$1,000.00
4	3	1		Supplies and materials for parental involvement	211-61-6399-04L-110-30-510-000000-22F10	\$531.00
4	3	1		Snacks or incentives for students	211-11-6499-04E-110-30-510-000000-22F10	\$1,469.00
Sub-Total						\$148,851.00
Budgeted Fund Source Amount						\$148,851.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
3	2	1	Supplies to implement PLCs and PLC academic and/or SEL support	Supplies and materials for instructional use	199-11-6399-001-110-24-313-000000-	\$4,512.00
Sub-Total						\$4,512.00
Budgeted Fund Source Amount						\$4,512.00

SCE (199 PIC 24)

Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
					+/- Difference	\$0.00
					Grand Total	\$153,363.00