

Fort Worth Independent School District
123 S.S. Dillow Elementary School
2021-2022 Campus Improvement Plan



Table of Contents

| | |
|---|----|
| Comprehensive Needs Assessment | 3 |
| Demographics | 3 |
| Student Learning | 3 |
| School Processes & Programs | 6 |
| Perceptions | 7 |
| Priority Problem Statements | 8 |
| Comprehensive Needs Assessment Data Documentation | 9 |
| Goals | 11 |
| 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. | 12 |
| 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. | 16 |
| Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024. | 19 |
| Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment. | 22 |
| Campus Funding Summary | 26 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

Dillow is an elementary school which is part of Fort Worth ISD. The make up of Dillow Elementary is primarily Hispanic and African American students. Our campus is nearly 75% Hispanic with the remaining population primarily being African American (23%) and other (2%). Dillow has seen a decline in student population over the last few years.

Dillow is located in the 76105 zip code which is one of the most impoverished zip codes in the entire state of Texas and the most impoverished zip code in Fort Worth. More than 98% of students at Dillow are economically disadvantaged. 100% of Dillow students qualify for free lunch. Our campus is high transit with many of our students leaving Dillow at some point between the grade levels of K-5.

In July of 2021 Dillow changed leadership marking their 4th principal in 10 years. Our campus is focused on the delivery of quality and high level education predicated on students growth and achievement. The focus has shifted more to lower level grade instruction from the previous primary focus on STAAR tested grade levels 3-5. This focus and approach was implemented with emphasis on growing our campus from the ground up. Our belief is with a sharp focus as well as purposeful support for the lower grade levels a strong educational foundation can be built for now and in the future.

Dillow elementary has recently become a part of the Fort Worth Children's Partnership to help support the K-2 grade level goals and foundation focus put in place. Dillow has had a history of limited parent involvement. Leadership has been focusing on ways to better inform and involve parents in the education of students. Covid-19 has prevented interactions with parents and community members as previous interactions and programs were postponed for safety precautions.

Demographics Strengths

Dillow Elementary is a school who perseveres. The culture at Dillow is like no other with teachers and staff bonding together for the good of all students. This culture has welcomed new team members in with speedy and efficient transitions to collaboration and quality instruction. The staff has grown in the area of collaboration with teachers growing with their development of lesson plans and instructional delivery. The leadership team is in classrooms daily supporting teachers and students as well as providing teachers with actionable feedback to improve instruction and students outcomes.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographics of Dillow is continuing to shift with an increased enrollment of Hispanic students. **Root Cause:** Students are more transit due to many of the properties in the community being rental properties.

Student Learning

Student Learning Summary

As a campus, Dillow Elementary reached projected growth in the area of math in 3 grade levels while making growth in all based on MOY MAP data. Literacy remains an area of concern as no grade level were able to reach projected growth. This data aligns with the STAAR data from 2019 and was evident in district benchmark data in 2020. Our campus data points directly to literacy instruction as an area where we need to focus. 1st grade showed a decline on the MOY MAP literacy assessment, 2nd grade Hispanic students displayed minimal growth on the MOY MAP literacy assessment and 3rd grade African American students displayed limited growth on the MOY MAP math assessment with many of those students having grade level reading gaps.

Through many observations and various pieces of data it is evident reading is a area of concern. Students in the tested grade levels have shown multiple grade level gaps in reading which has impacted their reading scores and overall academic performance. A major focus on our campus this year and going forward will be lower grade level literacy instruction. We have shown good reading growth even during Covid-19 this school year and look to continue to improve at a more rapid and higher rate going into the next school year.

African American students perform at a lower rate than Hispanic students in reading but perform at a higher rate in math.

TELPAS scores declined from the year prior.

Our campus believes by targeting literacy instruction with an emphasis on lower grade level literacy we can improve our campus rating gradually each school year.

| | Component Score | Scaled Score | Rating |
|--|-----------------|--------------|--------|
| Overall | | 68 | D |
| Student Achievement | | 60 | D |
| STAAR Performance | 35 | 60 | |
| College, Career and Military Readiness | | | |
| Graduation Rate | | | |
| School Progress | | 70 | C |
| Academic Growth | 69 | 70 | C |

| | Component Score | Scaled Score | Rating |
|---|-----------------|--------------|--------|
| Relative Performance (Eco Dis: 98.3%) | 35 | 69 | D |
| Closing the Gaps | 27 | 62 | D |

Student Learning Strengths

Based on this year's MAP data and the previous STAAR test data math is an area of strength for our campus. More grade levels were able to achieve their projected MAP growth in math and during the last STAAR test. More students met approaches, meets, and masters in math more than any other subject area. Teachers and leadership have observed that when working outside of word problems students are more likely to answer questions correctly in math.

| STAAR Performance | Reading | Mathematics | Writing | Science | Social Studies | Totals | Percentages |
|-------------------------|---------|-------------|---------|---------|----------------|--------|-------------|
| Total Tests | 219 | 219 | 80 | 72 | - | 590 | |
| Approaches GL or Above | 127 | 151 | 35 | 51 | - | 364 | 62 |
| Meets GL or Above | 59 | 74 | 19 | 23 | - | 175 | 30 |
| Masters GL | 24 | 33 | 9 | 7 | - | 73 | 12 |
| Total Percentage Points | | | | | | | 104 |
| Component Score | | | | | | | 35 |

Problem Statements Identifying Student Learning Needs

Problem Statement 1: During the 2020-21 school year 1st grade RP Hispanic/Latino students declined -8 RIT (Rasch UnIT) points based on the MOY, MAP literacy data which was 18 RIT (Rasch UnIT) points from reaching their expected growth. (5.1) **Root Cause:** Lack of team collaboration creating lesson plans (e.g., weak direct instruction, lack of formative assessments throughout the lesson, and alignment to the TEKS)

Problem Statement 2 (Prioritized): During the 2020-21 school year 2nd grade RP Hispanic/Latino students displayed 2 RIT (Rasch UnIT) points of growth based on the MOY, 123 S.S. Dillow Elementary School
Generated by Plan4Learning.com

MAP Reading data which was 4 RIT (Rasch UnIT) points from reaching their expected growth (5.3). **Root Cause:** Teachers do not implement a consistent, corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, and determine the root cause as to why students do not master the TEKS.

Problem Statement 3 (Prioritized): During the 2020-21 school year 3rd grade African American students achieved the least amount of MOY, MAP math growth achieving only 1 RIT (Rasch UnIT) point of growth which was 7 points lower than expected growth. (5.1) **Root Cause:** Actual Implementation of lesson plans into quality instruction does not match written lesson plans (e.g., team cohesiveness, activities and products matching the rigor of the TEKS and alignment to the FWISD Scope & Sequence).

School Processes & Programs

School Processes & Programs Summary

The instructional focus at Dillow is high-quality tier 1 instruction. Within the framework of tier 1 instruction our campus is prioritizing modeling and checking for understanding during instruction. Improvement with modeling will provide students with a deeper understanding of how to understand the standard being taught. It will also give students an example to refer back to when working collaboratively and independently. Checking for understanding is also an important focus as it will provide teachers with a view of where students are so that they can monitor and adjust instruction as needed. It also will support teachers with knowing exactly where students are with the understanding of the TEKS so that they can provide additional support as needed.

PLC has been a place where the work has begun with the improvement of high-quality tier 1 instruction. Our meetings have grown in structure with a strong emphasis on unpacking TEKS, complete lesson creation through alignment, data, and preparation. We have also used data from MAP, formative assessments and benchmarks to help guide instruction. Teachers are learning and understanding more about the impact of data and how to use data to drive future instruction. The instructional leadership team has been working closely and in classrooms daily to support teachers. The team meets weekly to address what was observed in classrooms to refine our plan and approach on how we support and grow teachers.

School Processes & Programs Strengths

Collaboration and culture are two areas where we have shown growth and strength as a campus. Our campus has focused more on the whole child and teacher with emphasis on PBIS. We positively recognize teachers and students weekly for their achievements. Teachers receive praise during staff meetings, in weekly newsletters, and during face to face conversations. Students are rewarded for their grade level accomplishments in the classroom, modeling, attendance, and helping others.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers have been less likely to collaborate outside of their grade level team in comparison to years prior. **Root Cause:** Due to Covid-19 teachers were not comfortable with whole group collaboration.

Perceptions

Perceptions Summary

Dillow Elementary has a strong culture and climate as it pertains to students and staff. Working together is a key component of what we do at Dillow on a daily basis. That primarily comes in the form of collaboration. Teachers collaborate to plan, create lessons, and share ideas. Students collaborate during instruction to share their thinking and support their classmates.

Our staff prioritizes SEL and making sure students not only receive the education they need but that they are taken care of socially and emotionally. Teachers hold daily class meetings where students discuss and share experiences and concerns. Our guidance counselor conducts weekly class meetings where students learn how to be better students, be better people, share their thoughts and feelings, how to problem solve and how to seek help when needed.

Dillow Elementary is student centered with everything we do being centered around what is best for students. We evaluated our students needs and work together on how to provide. Most needs are met through instruction but our teachers and staff also dig deeper to know students and what they may need outside of instruction as well. Our teachers and staff communicate with parents weekly. Home visits, supports and supplies are offered to those families in need.

As a campus our discipline concerns have taken a deep decline. Students feel more comfortable and safe in school. We have incorporated more interaction opportunities between instructional programs that has helped with student referrals.

Perceptions Strengths

The culture at Dillow is strong and continues to grow. Through daily positive interactions, celebration of teachers and students achievement and prioritizing caring for and respecting others. Dillow is a place where staff and students feel safe. Teachers and staff care about and prioritize the whole child. Our campus centers all of what we do about what is best for students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Low parent involvement with instructional student support at home. **Root Cause:** A lack of communication between teachers and parents about what teachers need parents to do and how to do it.

Priority Problem Statements

Problem Statement 1: During the 2020-21 school year 3rd grade African American students achieved the least amount of MOY, MAP math growth achieving only 1 RIT (Rasch UnIT) point of growth which was 7 points lower than expected growth. (5.1)

Root Cause 1: Actual Implementation of lesson plans into quality instruction does not match written lesson plans (e.g., team cohesiveness, activities and products matching the rigor of the TEKS and alignment to the FWISD Scope & Sequence).

Problem Statement 1 Areas: Student Learning

Problem Statement 2: During the 2020-21 school year 2nd grade RP Hispanic/Latino students displayed 2 RIT (Rasch UnIT) points of growth based on the MOY, MAP Reading data which was 4 RIT (Rasch UnIT) points from reaching their expected growth (5.3).

Root Cause 2: Teachers do not implement a consistent, corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, and determine the root cause as to why students do not master the TEKS.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Low parent involvement with instructional student support at home.

Root Cause 3: A lack of communication between teachers and parents about what teachers need parents to do and how to do it.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- Mobility rate, including longitudinal 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: May 31, 2022

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 57% to 70% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 100% to 100% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 69% to 80% by May 2022.

Evaluation Data Sources: CLI

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will create quality lesson through PLC that will be centered around phonics and phonological awareness.</p> <p>Strategy's Expected Result/Impact: Teachers planning, preparation, strategies and instructional delivery will improve which will lead to improved student outcomes. 100% of lesson plans will include aligned and quality instruction specifically focused on phonological and phonemic awareness.</p> <p>Staff Responsible for Monitoring: Teachers, administration & instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Additional Planning Time - Title I (211) - 211-11-6116-OPD-123-30-510-000000-22F10 - \$2,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Pre-K teachers will be trained on how to best utilize the FWISD literacy framework tailoring instruction to best support Pre-K students.</p> <p>Strategy's Expected Result/Impact: Teacher lesson plans will focus on the 5 components of reading. Instructional leadership will review lesson and conduct walkthroughs to ensure components are being correctly implement and are effective. Reading Circle data will reflect 10% or more during progress monitoring.</p> <p>Staff Responsible for Monitoring: Pre-K Teachers , administration & instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: Support and development of DL teachers on best instructional practices, effectively using Etrellita, tracking student progress and using data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will improve instruction, grow students circle data 10% based on progress monitoring scoring and better understanding data to improve instruction.</p> <p>Staff Responsible for Monitoring: DL Pre-K teachers administration & instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Estrellita Training - Title I (211) - 211-13-6299-04E-123-30-510-000000-22F10 - \$1,500</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Teachers will focus daily lessons on phonological and phonemic awareness with emphasis on all students knowing all letters (upper and lower) and letter sounds (upper and lower).</p> <p>Strategy's Expected Result/Impact: Students data in the areas of phonological and phonemic awareness on the CLI will improve from 53% to 80% and 43% to 80%.</p> <p>Staff Responsible for Monitoring: Teachers & Data Analyst</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Classroom leveled library books - SCE (199 PIC 24) - 199-11-6329-001-123-24-313-000000- - \$2,308</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

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 28% to 45% 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 17% to 30% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 28% to 40% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP Fluency

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will utilize the gradual release model (I do, we do, you do) with implementation of daily instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will release academic responsibility to students as the lesson progresses. Students will take more ownership of their own learning.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: AR - Title I (211) - 211-11-6329-04E-123-30-510-000000-22F10 - \$5,700</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will create quality lesson through PLC that will be centered around phonics and phonological awareness.</p> <p>Strategy's Expected Result/Impact: Teachers planning, preparation, strategies and instructional delivery will improve which will lead to improved student outcomes. 100% of lesson plans will include aligned and quality instruction specifically focused on phonological and phonemic awareness.</p> <p>Staff Responsible for Monitoring: Teachers, administration & instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Additional PLC Time For Teachers - SCE (199 PIC 24) - 199-11-6116-001-123-24-313-000000- - \$2,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: PLC & staff meetings will be held to address MAP data and progress. Data will be used to drive future instruction and focuses.</p> <p>Strategy's Expected Result/Impact: Students will increase their MAP scores by 10% percent at MOY and another 10% at EOY.</p> <p>Staff Responsible for Monitoring: Teachers, data analyst, instructional coaches admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 32% to 45% 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 44% to 55% by May 2022.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 34% to 45% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: During PLC meetings K-5 teachers will create lessons that focus on tier 1 instruction with guidance from instructional leadership team. Lessons will focus on the 5 components of reading with emphasis on comprehension.</p> <p>Strategy's Expected Result/Impact: Students will grow as reading, increase reading levels and improve their MAP MOY by 10% and EOY by 10%.</p> <p>Staff Responsible for Monitoring: Teachers, data analyst, administration & instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers and reading interventionist will assess students reading levels for the beginning, middle and end of school year. Comprehension will be prioritized.</p> <p>Strategy's Expected Result/Impact: Students not reading on level will be identified and interventions will be provided to grow students reading level by at least 1 and a half grade levels which will grow students to a 50% or higher success rate.</p> <p>Staff Responsible for Monitoring: Teachers, administration & instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</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> | | | | |

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 51% to 65% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 67% to 80% by May 2022.

Evaluation Data Sources: Circle Math

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will ensure manipulatives are available and that students know how use manipulatives' across various mathematical tasks and standards.</p> <p>Strategy's Expected Result/Impact: Students will improve their understanding of math concepts and how to better navigate solving math equations. Pre-K students will exhibit 19% growth to meet 70% in Circle Math.</p> <p>Staff Responsible for Monitoring: Teachers & Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will track students progress by utilizing data folders. Teachers will pull small groups to provide tier 2 or 3 instruction based on student gaps using data folders.</p> <p>Strategy's Expected Result/Impact: Teachers awareness of students levels will be accurate which will allow them to provide internationalized instruction. Pre-K African American students will make 16% growth on Circle math data reaching 70% or higher.</p> <p>Staff Responsible for Monitoring: Pre-K teachers, data analyst and admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 21% to 35% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from *% to *% by May 2022.

Evaluation Data Sources: TX-KEA Math

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Teachers will collaborate inside and outside of PLC each week to ensure all grade level math lessons, formative assessments and check for understanding pieces are aligned and on level.</p> <p>Strategy's Expected Result/Impact: Students will be receiving quality tier 1 instruction collectively planned with grade level math teachers and instructional leadership. Students will improve to 40% on track.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches & data analyst</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Vertical alignment meetings will be conducted each 6 weeks to ensure grade levels understand where students are and where they will need by next grade level. Teachers will also share best practices, resources and support teachers in and outside of their grade level.</p> <p>Strategy's Expected Result/Impact: Pre-K teachers will get a deeper understanding of kinder TEKS and best practices which will guide their future instruction. 40% or more students will be on track or above.</p> <p>Staff Responsible for Monitoring: Teachers, administration & instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

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 38% to 50% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 19% to 30% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will create and conduct formative assessments and used check for understanding pieces in each of their lesson that will be be discussed and created during PLC.</p> <p>Strategy's Expected Result/Impact: Teachers will be intentional with how to better assess students to know their understanding of each talk to provide response instruction as needed. Students will show and 19% increase on the TX-KEA assessment in the area of math.</p> <p>Staff Responsible for Monitoring: Teachers, data analyst administration & instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Mentoring Minds Consumables K-5 - Title I (211) - 211-11-6399-04E-123-30-510-000000-22F10 - \$10,300</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will incorporate spiral lessons and activities in future lessons based on assessment data from formative assessments and check for understanding pieces.</p> <p>Strategy's Expected Result/Impact: Teachers will review and reteach standards where student data shows there was a gap in understanding. TX-KEA data will improve to 40% higher.</p> <p>Staff Responsible for Monitoring: Teachers, data analyst administration & instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

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 26% to 40% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 21% to 35% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will utilize data from formative assessments, district assessments and previous STAAR data to guide instruction during data meetings.</p> <p>Strategy's Expected Result/Impact: Teachers will address specific students instructional needs to fill gaps and improve reading STAAR scores by 33%. Instructional leadership team of admin, data analyst and instructional coaches will guide and support teachers.</p> <p>Staff Responsible for Monitoring: Instructional leadership team of admin, data analyst and instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Instructional leadership team lead by the data analyst will break down data from grade level, subject area, district and state assessments. The data will be used to highlight specific areas of need as well as strengths to help guide future focus and instruction.</p> <p>Strategy's Expected Result/Impact: Teacher understanding of will improve which will help teachers disseminate data throughout grade level and subject areas and respond to specific areas of needs. This will grow students STAAR scores in the areas of meets by 34%.</p> <p>Staff Responsible for Monitoring: Teachers & Data Analyst</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-123-30-510-000000-22F10 - \$74,443.50</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: Teachers will provide students with aligned, rigorous and quality instruction through the use of aligned instructional resources and the FWISD Instructional Framework Model.</p> <p>Strategy's Expected Result/Impact: Due to quality instruction and exposure to on level resources students will make 18% growth in the area of meets.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches and admin.</p> <p>Funding Sources: Purchase of Sirius, Math & Science Resources - Title I (211) - 211-11-6399-04E-123-30-510-000000-22F10 - \$6,500</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 33% to 50% by May 2022. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 33% to 45% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will track and document students progress based on standards taught and provide students with feedback and intervention instruction based on specific student needs.</p> <p>Strategy's Expected Result/Impact: Teachers will better identify specific student areas of needs which will lead to 25% or more growth in the Math area of MEETS.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: In school pull outs and after school tutoring will be provided to students who need additional instructional support based on their level.</p> <p>Strategy's Expected Result/Impact: Students will receive additional support to better comprehend and apply math concepts which will lead to 25% or more growth in STAAR Math MEETS.</p> <p>Staff Responsible for Monitoring: Teachers and instructional assistants</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Teacher assistant - Title I (211) - 211-11-6129-04E-123-30-510-000000-22F10 - \$23,745</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: All students will have access to a library book during the instructional day to promote and encourage reading.</p> <p>Strategy's Expected Result/Impact: Students will grow as readers which will build their confidence, capacity and help students reach meets STAAR scores by 25% improvement.</p> <p>Staff Responsible for Monitoring: Librarian & teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Purchasing of Library Books - Title I (211) - 211-12-6329-04E-123-30-510-000000-22F10 - \$9,545.50</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 42% to 25% by May 2022.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 55% to 40% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Attendance

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Routine tracking and attendance review of chronically absent students through admin and front office attendance meetings.</p> <p>Strategy's Expected Result/Impact: Identification of chronically absent students will lead to students being identified and 20% decrease of chronically absent students.</p> <p>Staff Responsible for Monitoring: Admin, office staff and stay in school coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will contact the parents of students who are frequently absent to communicate importance of student attendance and ways to support parents.</p> <p>Strategy's Expected Result/Impact: Parents will be more inclined to bring students to school and attendance will improve by a 20% decrease in chronically absent students.</p> <p>Staff Responsible for Monitoring: Admin, office staff and stay in school coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Incentives provided for families of students who improve attendance or maintain perfect or near perfect attendance.</p> <p>Strategy's Expected Result/Impact: Parents and students will be motivated to improve attendance which will lead to improve students outcomes.</p> <p>Staff Responsible for Monitoring: Teachers & principals</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Resources for attendance recognition. - Title I (211) - 211-61-6499-04L-123-30-510-000000-22F10 - \$1,600</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> | | | | |

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 64% to 75% by May 2022.

Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 65% to 75% by May 2022.

Evaluation Data Sources: Panorama SEL Survey

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Teachers will conduct weekly class meetings where students will address concerns, learn about their classmates and find solution to problems and procedures.</p> <p>Strategy's Expected Result/Impact: Students will be more united and understanding towards one another which will increase the SEL Survey by 15%.</p> <p>Staff Responsible for Monitoring: Teachers & Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: We will continue our PBIS to positively promote our students who exhibit positive behavior through positive office referrals. Admin will contact parents about achievement.</p> <p>Strategy's Expected Result/Impact: Students will improve behavior to be recognized and parents will be more willing to support due to positive information and relationships build. Students SEL Survey will improve by 15%.</p> <p>Staff Responsible for Monitoring: Teachers & Admin</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 *to * by May 2022.

Evaluation Data Sources: Disciplinary

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Teachers will conduct weekly class meetings where students will address concerns, learn about their classmates and find solution to problems and procedures.</p> <p>Strategy's Expected Result/Impact: Students will be more united and understanding towards one another which will help decrease the numbers of out of school suspensions.</p> <p>Staff Responsible for Monitoring: Teachers & Counselors</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: We will continue our PBIS to positively promote our students who exhibit positive behavior through positive office referrals. Admin will contact parents about achievement.</p> <p>Strategy's Expected Result/Impact: Students will improve behavior to be recognized and parents will be more willing to support due to positive information and relationships build. Students will decrease office referrals and suspension as a result of.</p> <p>Staff Responsible for Monitoring: Teachers & Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Incentives for students to promote positive behavior - Title I (211) - 211-11-6499-04E-123-30-510-000000-22F10 - \$2,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

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

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

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

Increase the positive perception of parents of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from *% to *% by May 2022.

Evaluation Data Sources: Parent Survey

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Administration will greet parents at arrival and dismissal building relationships with parents. Strategy's Expected Result/Impact: Parents will be more open to engaging in activities during and after school to support campus and students. The perception of our campus will improve throughout the community and district. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: The campus will conduct student events once every 9 weeks to promote what is happening on our campus, celebrate students, recognize parents and support reading and math. Strategy's Expected Result/Impact: Parents will feel more supported, learn how to better support their children and celebrate their children being recognized for their achievements. The perception of our campus will improve throughout the community and district. Staff Responsible for Monitoring: Teachers, instructional coaches and admin Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Supplies and materials - Title I (211) - 211-61-6399-04L-123-30-510-000000-22F10 - \$3,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Campus Funding Summary

| Title I (211) | | | | | | |
|------------------------------------|-----------|----------|--|---|---|--------------|
| Goal | Objective | Strategy | Resources Needed | Description | Account Code | Amount |
| 1 | 1 | 1 | Additional Planning Time | Extra duty pay for PD after hours | 211-11-6116-0PD-123-30-510-000000-22F10 | \$2,000.00 |
| 1 | 1 | 3 | Estrellita Training | Contracted professional development | 211-13-6299-04E-123-30-510-000000-22F10 | \$1,500.00 |
| 1 | 2 | 1 | AR | Reading materials for classroom use | 211-11-6329-04E-123-30-510-000000-22F10 | \$5,700.00 |
| 2 | 3 | 1 | Mentoring Minds Consumables K-5 | Supplies and materials for instructional use | 211-11-6399-04E-123-30-510-000000-22F10 | \$10,300.00 |
| 3 | 1 | 2 | Data Analyst | Data Analyst | 211-13-6119-04E-123-30-510-000000-22F10 | \$74,443.50 |
| 3 | 1 | 3 | Purchase of Sirius, Math & Science Resources | Supplies and materials for instructional use | 211-11-6399-04E-123-30-510-000000-22F10 | \$6,500.00 |
| 3 | 2 | 2 | Teacher assistant | Teacher Assistant | 211-11-6129-04E-123-30-510-000000-22F10 | \$23,745.00 |
| 3 | 2 | 3 | Purchasing of Library Books | Reading materials for library use | 211-12-6329-04E-123-30-510-000000-22F10 | \$9,545.50 |
| 4 | 1 | 3 | Resources for attendance recognition. | Snacks for parents to promote participation | 211-61-6499-04L-123-30-510-000000-22F10 | \$1,600.00 |
| 4 | 3 | 2 | Incentives for students to promote positive behavior | Snacks or incentives for students | 211-11-6499-04E-123-30-510-000000-22F10 | \$2,000.00 |
| 4 | 4 | 2 | Supplies and materials | Supplies and materials for parental involvement | 211-61-6399-04L-123-30-510-000000-22F10 | \$3,000.00 |
| Sub-Total | | | | | | \$140,334.00 |
| Budgeted Fund Source Amount | | | | | | \$140,334.00 |
| +/- Difference | | | | | | \$0.00 |
| SCE (199 PIC 24) | | | | | | |
| Goal | Objective | Strategy | Resources Needed | Description | Account Code | Amount |
| 1 | 1 | 4 | Classroom leveled library books | Reading materials for classroom use | 199-11-6329-001-123-24-313-000000- | \$2,308.00 |
| 1 | 2 | 2 | Additional PLC Time For Teachers | Extra duty pay for tutoring after hours (Teacher) | 199-11-6116-001-123-24-313-000000- | \$2,000.00 |
| Sub-Total | | | | | | \$4,308.00 |

SCE (199 PIC 24)

| Goal | Objective | Strategy | Resources Needed | Description | Account Code | Amount |
|------------------------------------|------------------|-----------------|-------------------------|--------------------|---------------------|---------------|
| Budgeted Fund Source Amount | | | | | | \$4,308.00 |
| +/- Difference | | | | | | \$0.00 |
| Grand Total | | | | | | \$144,642.00 |