

Fort Worth Independent School District
127 Christene C. Moss Elementary School
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

"Our mission is to provide a community that promotes accountability in achievement, equity, trust and a quality education for each learner while building meaningful and positive relationships."

Vision

"To cultivate an academic environment where students are challenged daily through rigorous assignments and activities to help them become self-reliant problem solvers who think critically."

Core Beliefs

Our Values are...

Student Achievement

Accountability

Relationships

Integrity

Equity

Table of Contents

Our Values are...	2
Student Achievement	2
Accountability	2
Relationships	2
Integrity	2
Equity	2
Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
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.	11
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

Revised/Approved: August 16, 2021

Demographics

Demographics Summary

Christene C. Moss Elementary is a Title 1 campus servicing 331 students from Prek-5 in East Fort Worth. Our campus student demographics are 57% African American and 43% Hispanic. 97% of are students are Economically Disadvantaged with 28.8% English Language Learners and 8.8% of our students are receiving Special Education Services. According to our school report card, we have a 20.8% mobility rate. The average class size is 15:1.

Moss Staff is comprised of 67% African American, 24% Hispanic, and 9% White. 43% teachers have 0-5 years of experience, with 32% have 6-12 years of experience, and 25% have 13+ years of experience. 90% of the staff are females and 10% are males.

According to the recent census, our community average is 31 years old with 57% of the residents being 18 to 64 years old. Within our community we have 43% African American and 41% Hispanic.

Demographics Strengths

The school has a strong partnership with community stakeholders. Throughout the school year, our community partners have maintained our Food Pantry, school supply drive, coat drive, holiday gifts for our students and their families.

From 2017- 2020, the daily average attendance was 94% and student enrollment was consistently ranging from 400-437. For the 2020-2021 school year we have averaged 91% with daily attendance with Hispanics average 97% in their daily attendance.

During the 2020-2021 school year, the average daily attendance went from 85% in the 1st six weeks to 93%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to the 2020-2021 attendance report, there has been a drop in the attendance rate from 2019-2020 school year from 94% to 2020-2021 school year attendance being 91%. **Root Cause:** Students lack engagement within and out of the classroom setting in which builds excitement and willingness to attend school daily due to restrictions of COVID-19.

Student Learning

Student Learning Summary

In 2019 STAAR Domain 1, we had a raw score of 35 and a Scaled Score of 60 which is a rating of a D in the Domain. In Domain II School Performance (Relative Performance) we scored a 69 which is a rating of D in the Domain. With Domain III: we scored a 67 which is a rating of a D in the Domain. The campus had an overall state accountability rating of a D.

The 2019 STAAR Reading data shows 63% Approaches, 33% Meets, and 16% Masters which was a decrease from 2018 ranging from 1% to 7% in all categories. Mathematics 2019 STAAR shows 67% Approaches, 31% Meets, and 13% Masters which was a decrease from the 2018 data ranging from a 3% to 9% decrease in all categories. Writing STAAR shows an increase in all categories except for in Masters which showed a deficit of 1% from 2019 to 2018. The Writing scores ranging from 54% in Approaches 2019 increase of 10%. In Meets from 24% in 2019 from 21% in 2018 which is a 3% increase. The 2019 Science shows a decrease in Approaches from 69% in 2018 to 57% in 2019 which is a 12% decrease. However an increase in the Meets category from 23% in 2018 to 28% in 2019 which is a 5% increase and in the Masters category from 4% in 2018 to 13% in 2019 which is a 9% increase.

MAP MOY data shows that K-4 grade did not meet the projected observed growth from BOY to MOY; however 5th grade Math shows the observed growth was met with the observed math growth expectations set at a 5 and the campus met 6. According to the MAP K-5 data only 30% met growth in Literacy English and 17% Literacy Spanish while 40% of the students met their growth targets in Math.

Student Learning Strengths

On MOY Data, 5th grade Math met projected growth with an observed growth of 6 which was one point above the projected growth expectation. 3rd grade Math did not meet the projected growth of 8 but missed the projected growth by 1.

In 2019, Hispanic students scored 30% in which they missed the Target by 7% in Reading and 8% in Math while Economic Disadvantaged students missed the target score by 1% in reading

100% of the student population had access to technology since the beginning of the school to engage in the academic learning environment.

While using the Lexia intervention program and small group instruction, students are making growth as indicated on the Lexia reports.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the MOY Map Reading Growth Report, 90% of the 4th grade students did not meet their projected reading growth target. **Root Cause:** Because of the inconsistency in teachers remaining within the grade level or content area, teachers lack the training of best instructional practices of the Fundamental Four for quality Tier I literacy instruction.

Problem Statement 2 (Prioritized): 3rd grade STAAR reading shows that Hispanic students are outperforming African Americans in the Masters Performance level from 14% in 2018 to 21% in 2019 (Hispanic) and 15% in 2018 to 6% in 2019 (African American). **Root Cause:** Lack of training on how to provide quality Tier I instruction while providing rigorous activities to all student levels.

School Processes & Programs

School Processes & Programs Summary

Throughout the school year, there has been an Instructional Focus of the lesson cycle, lesson alignment, and student engagement. Weekly PLC's have an instructional focus of best instructional practices. Teachers have engaged in Asynchronous Professional Development throughout the school year to learn about technology and instructional strategies.

Lesson plan feedback has helped improved planning and understanding the lesson cycle.

A hiring committee with teachers and administrators were form to hire high quality teachers by using a common rubric to rate new oncoming staff members. Through the consistency of the committee, it provided a thorough way to screen potential candidates.

To ensure all staff members are aware of the campus expectations, a campus website with instructional tools and school procedures was created for easy access to teachers.

School Processes & Programs Strengths

Staff utilizes the campus communication tool of TEAMS to communicate best practices, staff praise, videos, and pictures throughout the school year.

While comparing the level of lesson plans from BOY to MOY there has been significant change in the type of feedback given as there is an increase in alignment and appropriate usage of deconstruction of the TEKS.

PLC's have been targeted with a program or training needed based on the campus needs.

The number of students referrals have dropped significantly from the previous school year.

Students enjoy Fort Worth After School programs in which they are able to gain academic support and enrichment programs.

100% of the students had access to technology from the first day of school.

Teachers received technology tools to strengthen the online experience.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): African American boys have 90% of the suspensions and referrals based on 2019-2020 Discipline Report - as of Third Six Weeks. **Root Cause:** Lack of teacher training and implementation of culturally relevant strategies to support African American boys.

Perceptions

Perceptions Summary

In the past 3 years, the teacher turnover rate has ranged from 4 in 2018, 6 in 2019, and 10 in 2020 due to promotions, change in school level, retirement or to change districts to be closer to home. With the increase in new teachers, a New Teacher Academy called "Eagles Nest" was established to support new staff members.

Here at Moss we believe that all students can succeed. We will develop a community that promotes equity, trust and achievement while holding each stakeholder accountable and maintaining meaningful relationships.

Due to the restrictions of COVID-19, this year our family engagement and volunteer participation has decreased or has been halted.

Perceptions Strengths

Panorama Data shows that we have 82% of the staff responded favorably in having an inviting working environment and that 82% feel that the school leaders are respectful to them. The campus is a collaborative environment and is eager to volunteer for any cause. Every morning the students recite the Learner's Creed and are to exhibit the behaviors throughout the day.

Regardless of COVID-19, we have continued with our current school partners of Lockheed Martin, Lockett Family Charitable Foundation, Bell Helicopter, R Life Organization, and Fort Worth Children's Partnership to obtain student and teachers needs throughout the school year.

Professional development is strongly encouraged by administration.

According to the Parent Survey, 95% of the parents feel safe at the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The 2020-2021 Panorama Student survey data indicates that 61% of our 3rd-5th students are unable to self regulate their emotions. **Root Cause:** Strategic training and inconsistent implementation of social emotional learning.

Problem Statement 2 (Prioritized): 50% of the teachers stated on the 2020-2021 Panorama Teacher that there is a lack of trust between school leaders and faculty which is 13% lower than the district's average. **Root Cause:** Even though there is a level of respect between the staff and leadership, there is a lack of understanding of each others role and intent.

Priority Problem Statements

Problem Statement 1: 3rd grade STAAR reading shows that Hispanic students are outperforming African Americans in the Masters Performance level from 14% in 2018 to 21% in 2019 (Hispanic) and 15% in 2018 to 6% in 2019 (African American).

Root Cause 1: Lack of training on how to provide quality Tier I instruction while providing rigorous activities to all student levels.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: According to the MOY Map Reading Growth Report, 90% of the 4th grade students did not meet their projected reading growth target.

Root Cause 2: Because of the inconsistency in teachers remaining within the grade level or content area, teachers lack the training of best instructional practices of the Fundamental Four for quality Tier I literacy instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 50% of the teachers stated on the 2020-2021 Panorama Teacher that there is a lack of trust between school leaders and faculty which is 13% lower than the district's average.

Root Cause 3: Even though there is a level of respect between the staff and leadership, there is a lack of understanding of each others role and intent.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: The 2020-2021 Panorama Student survey data indicates that 61% of our 3rd-5th students are unable to self regulate their emotions.

Root Cause 4: Strategic training and inconsistent implementation of social emotional learning.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: African American boys have 90% of the suspensions and referrals based on 2019-2020 Discipline Report - as of Third Six Weeks.

Root Cause 5: Lack of teacher training and implementation of culturally relevant strategies to support African American boys.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: According to the 2020-2021 attendance report, there has been a drop in the attendance rate from 2019-2020 school year from 94% to 2020-2021 school year attendance being 91%.

Root Cause 6: Students lack engagement within and out of the classroom setting in which builds excitement and willingness to attend school daily due to restrictions of COVID-19.

Problem Statement 6 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- Gifted and talented data
- Dyslexia 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

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: September 20, 2021





Goal 1: Early Literacy

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 53.9% to 65% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from % to % 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 45% to 55% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Through PLC and Data Meetings teachers will gain the pedagogy to ensure quality Tier I instruction in all content areas.</p> <p>Strategy's Expected Result/Impact: 60% of students in 3rd-5th will reach the MAP Growth goal in Reading by the end of the MOY and/or EOY Map Reading Growth Administrations.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Data Analyst, and Administrators.</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide quality Tier II and Tier III support through pull out, push in, after school tutoring, Saturday, and Summer School</p> <p>Strategy's Expected Result/Impact: With the provided support, students will be able to increase their Map and Lexia scores by one year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, and Teachers</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: According to the MOY Map Reading Growth Report, 90% of the 4th grade students did not meet their projected reading growth target. **Root Cause:** Because of the inconsistency in teachers remaining within the grade level or content area, teachers lack the training of best instructional practices of the Fundamental Four for quality Tier I literacy instruction.

Problem Statement 2: 3rd grade STAAR reading shows that Hispanic students are outperforming African Americans in the Masters Performance level from 14% in 2018 to 21% in 2019 (Hispanic) and 15% in 2018 to 6% in 2019 (African American). **Root Cause:** Lack of training on how to provide quality Tier I instruction while providing rigorous activities to all student levels.





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 23% to 35% 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 4.5% to 15% 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 23.5% to 35% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Through PLC and Data Meetings teachers will gain the pedagogy to ensure quality Tier I instruction in all content areas.</p> <p>Strategy's Expected Result/Impact: 60% of students in 3rd-5th will reach the MAP Growth goal in Reading by the end of the MOY and/or EOY Map Reading Growth Administrations.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Data Analyst, and Administrators.</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide quality Tier II and Tier III support through pull out, push in, after school tutoring, Saturday, and Summer School</p> <p>Strategy's Expected Result/Impact: With the provided support, students will be able to increase their Map and Lexia scores by one year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, and Teachers</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilizing HB3, Neuhaus, and the district Fundamental Four , K-3rd teachers will utilize best instructional practices throughout the lesson structure to ensure quality Tier I Instruction.</p> <p>Strategy's Expected Result/Impact: 85% of the students will meet or exceed their projected MAP Growth goal in Reading on the MOY and EOY Map Reading Growth administration.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: According to the MOY Map Reading Growth Report, 90% of the 4th grade students did not meet their projected reading growth target. **Root Cause:** Because of the inconsistency in teachers remaining within the grade level or content area, teachers lack the training of best instructional practices of the Fundamental Four for quality Tier I literacy instruction.

Problem Statement 2: 3rd grade STAAR reading shows that Hispanic students are outperforming African Americans in the Masters Performance level from 14% in 2018 to 21% in 2019 (Hispanic) and 15% in 2018 to 6% in 2019 (African American). **Root Cause:** Lack of training on how to provide quality Tier I instruction while providing rigorous activities to all student levels.

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 30% 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 17.2% to 37% 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 30.6% to 45% by May 2022.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilizing HB3, Neuhaus, and the district Fundamental Four , K-3rd teachers will utilize best instructional practices throughout the lesson structure to ensure quality Tier I Instruction.</p> <p>Strategy's Expected Result/Impact: 85% of the students will meet or exceed their projected MAP Growth goal in Reading on the MOY and EOY Map Reading Growth administration.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide quality Tier II and Tier III support through pull out, push in, after school tutoring, Saturday, and Summer School</p> <p>Strategy's Expected Result/Impact: With the provided support, students will be able to increase their Map and Lexia scores by one year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, and Teachers</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title I (211) - 211-11-6129-04E-127-30-510-000000-22F10 - \$21,279, - SCE (199 PIC 24) - 199-11-6116-001-127-24-313-000000- - \$2,640</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: According to the MOY Map Reading Growth Report, 90% of the 4th grade students did not meet their projected reading growth target. **Root Cause:** Because of the inconsistency in teachers remaining within the grade level or content area, teachers lack the training of best instructional practices of the Fundamental Four for quality Tier I literacy instruction.





Problem Statement 2: 3rd grade STAAR reading shows that Hispanic students are outperforming African Americans in the Masters Performance level from 14% in 2018 to 21% in 2019 (Hispanic) and 15% in 2018 to 6% in 2019 (African American). **Root Cause:** Lack of training on how to provide quality Tier I instruction while providing rigorous activities to all student levels.

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 69.2% to 80% 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 72.7% to 85% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Through PLC and Data Meetings teachers will gain the pedagogy to ensure quality Tier I instruction in all content areas.</p> <p>Strategy's Expected Result/Impact: 60% of students in 3rd-5th will reach the MAP Growth goal in Reading by the end of the MOY and/or EOY Map Reading Growth Administrations.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Data Analyst, and Administrators.</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
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Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: According to the MOY Map Reading Growth Report, 90% of the 4th grade students did not meet their projected reading growth target. Root Cause: Because of the inconsistency in teachers remaining within the grade level or content area, teachers lack the training of best instructional practices of the Fundamental Four for quality Tier I literacy instruction.</p>
<p>Problem Statement 2: 3rd grade STAAR reading shows that Hispanic students are outperforming African Americans in the Masters Performance level from 14% in 2018 to 21% in 2019 (Hispanic) and 15% in 2018 to 6% in 2019 (African American). Root Cause: Lack of training on how to provide quality Tier I instruction while providing rigorous activities to all student levels.</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 40% to 55% 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 46.2% to 60 % by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: Through consistent walkthroughs and feedback increase teacher quality	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 39.6% 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 41.8% to 55% by May 2022.





Targeted or ESF High Priority

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 32.4% to 45% 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 33.7% to 45% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and submit lesson plans that include lesson objectives, best instructional practices, alignment, and assessments for quality Tier I Instruction</p> <p>Strategy's Expected Result/Impact: 90% of lesson plan feedback and walkthroughs will reflect best instructional practices of alignment, engagement, rigor, and relevance to the standard and classroom instruction as measured by the Lesson Plan Feedback Form responses and T-TESS observations.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Data Analyst, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title I (211) - 211-11-6112-0PD-127-30-510-000000-22F10 - \$337.17</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 90% of PLC's will focus on alignment, best instructional practices, data reflections with an intentional focus on equity as measured by PLC observations.</p> <p>Strategy's Expected Result/Impact: Improve instructional practices in all content areas through culturally relevant Tier I instruction through standards alignment, planning, delivery, and assessments.</p> <p>Staff Responsible for Monitoring: Grade Level Leaders, Principal, Assistant Principals, Instructional Coaches, Data Analyst</p> <p>Title I Schoolwide Elements: 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> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title I (211) - 211-13-6119-04E-127-30-510-000000-22F10 - \$77,893.83</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: 3rd grade STAAR reading shows that Hispanic students are outperforming African Americans in the Masters Performance level from 14% in 2018 to 21% in 2019 (Hispanic) and 15% in 2018 to 6% in 2019 (African American). **Root Cause:** Lack of training on how to provide quality Tier I instruction while providing rigorous activities to all student levels.

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 30.6% to 45% 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 28.6% to 40% by May 2022.

Targeted or ESF High Priority

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 31.4% to 20% 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 36.9% to 20% by May 2022.

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 58.6% to 70% 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 56.4% to 67% by May 2022.

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 2.4 to ___ by May 2022.

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 87.4% to 94% 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide parenting classes and utilize communication tools to promote parental involvement and literacy. Strategy's Expected Result/Impact: Parents will engage in parental engagement classes and programs to increase by 90%. Staff Responsible for Monitoring: Principal, Assistant Principal, Family Engagement Specialist, Teachers Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Materials - Title I (211) - 211-61-6399-04L-127-30-510-000000-22F10 - \$438, Books - Title I (211) - 211-61-6329-04L-127-30-510-000000-22F10 - \$1,000, Snacks - Title I (211) - 211-61-6499-04L-127-30-510-000000-22F10 - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	3	2		Teacher Assistant	211-11-6129-04E-127-30-510-000000-22F10	\$21,279.00
3	1	1		Subs for professional development	211-11-6112-0PD-127-30-510-000000-22F10	\$337.17
3	1	2		Data Analyst	211-13-6119-04E-127-30-510-000000-22F10	\$77,893.83
4	4	1	Materials	Supplies and materials for parental involvement	211-61-6399-04L-127-30-510-000000-22F10	\$438.00
4	4	1	Books	Take home books for parental engagement	211-61-6329-04L-127-30-510-000000-22F10	\$1,000.00
4	4	1	Snacks	Snacks for parents to promote participation	211-61-6499-04L-127-30-510-000000-22F10	\$300.00
Sub-Total						\$101,248.00
Budgeted Fund Source Amount						\$101,248.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	3	2		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-127-24-313-000000-	\$2,640.00
Sub-Total						\$2,640.00
Budgeted Fund Source Amount						\$2,640.00
+/- Difference						\$0.00
Grand Total						\$103,888.00