

**Fort Worth Independent School District**  
**133 W. M. Green Elementary School**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

## MISSION STATEMENT

We will promote a positive and innovative educational environment that cultivates learning for all. By joining forces with stakeholders, we will produce life-long learners and productive citizens.

## Vision

To develop productive citizens. Productive citizens are confident, self-directed learners who produce quality work and enrich their community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

W.M. Green Elementary is a sixty- two-year-old, PK-5th grade Title I campus in Fort Worth ISD located in Fort Worth, TX. Fort Worth is a growing urban city on the west site of the Dallas/Fort Worth Metroplex. Fort Worth is the fifth largest city in the state of Texas and the 13th largest city in the United States. Fort Worth is a diverse community and residents report that it is a great place to live and raise families. Over the last four years, 86% of W.M. Green parents reported relationships connections are positive among students, adults, and peers in the school setting. The campus is a neighborhood school that is located at the southeast edge of the city. Approximately 2/3 of students live close enough to walk to school. Additionally, there are 11 bus routes that bring students who live more than two miles away from our school. Due to the COVID-Pandemic student enrollment at W.M. Green Elementary decreased this year. During this past year, enrollment decreased by 3.5 percent resulting in 616 students in April 2021. The African American and Hispanic student groups are growing the fastest. The campus student groups sizes: 63.4% are Hispanic, 28.1% are African American. White students make up 3.5% of the population and there are 1.7% claiming Two-or-More Races. The last published mobility rate of 21.4% for W.M. Green Elementary is well above the state average of 15.3%; however, we anticipate the campus mobility rate will be higher due to COVID 19. Attendance rates are high and even with our large growth, rates have remained steady over the last three years. At 96.0%, the attendance rate is average in the school district. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education. W.M. Green Elementary student groups include 47.9% English Learners (ELs), 5% Gifted and Talented, and 12% Special Education. Additionally, 93% are economically disadvantaged, 74% are identified as at-risk. W.M. Green Elementary School employs a high-quality, talented staff. Due to the decreased student enrollment, five staff members will be reassigned for the upcoming school year however, one specialized teacher and three paraprofessionals will be hired. W.M. Green Elementary is fortunate to have a staff that mirrors the student groups with regards to race and ethnicity as much as possible however, we continue to struggle recruit bilingual teachers. The turnover rate among our staff is low because people love to work at W.M. Green Elementary. However, the campus frequently has new employees due to staff promotions. Therefore, a strong mentoring and support process is in place.

### Demographics Strengths

#### Demographics Strengths

W.M. Green Elementary has many strengths. Some of the most notable demographics strengths include:

1. Many families request enrollment on our campus because they believe “This school has high expectations for students,” (95%)
2. Low staff turnover rate. No teachers requested a voluntary transfer. Three teachers hired last year due to relocations, retirement and additional staffing.

3. Our published attendance rate is high (96.0%).
4. 92% of the staff reported the school as a positive working environment.
5. 82% of students reported having a teacher or other adult for the school they can count on to help them, no matter what.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** The January 2021 teacher survey reveals that 61% of teachers feel they can easily change their teaching style to match the needs of a particular class of students. **Root Cause:** Growth mindset training and practices have not been developed nor consistently implemented.

# Student Learning

## Student Learning Summary

### Texas Education Agency 2019 Accountability Ratings Overall Summary W M GREEN EL (220905133) - FORT WORTH ISD

	Component Score	Scaled Score	Rating
Overall		77	C
Student Achievement		65	D
STAAR Performance	38	65	
School Progress		77	C
Academic Growth	73	77	C
Relative Performance (Eco Dis: 95.8%)	38	73	C
Closing the Gaps	72	76	C

## W.M. GREEN

### 2021 EOY MAP GROWTH SUMMARY DATA

Grade	Math	
	Actual Growth	Proj Growth
K	9	7
1	8	6
2	4	5.1

<b>Math</b>		
3	4	4.4
4	6	4
5	2	3.2
<b>Total</b>	6	5

<b>English</b>		
<b>Grade</b>	<b>Actual Growth</b>	<b>Proj Growth</b>
<b>K</b>	6	6.8
<b>1</b>	3	5
<b>2</b>	3	3.6
<b>3</b>	3	3.2
<b>4</b>	6	2.4
<b>5</b>	4	1.9
<b>Total</b>	4	4

<b>Spanish</b>		
<b>Grade</b>	<b>Actual Growth</b>	<b>Proj Growth</b>
<b>K</b>		13
<b>1</b>		5
<b>2</b>		6
<b>3</b>		-2
<b>4</b>		
<b>5</b>		6

## 2021 EOY Circle Information

	<b>Total Students</b>	<b>Rapid Letter Naming</b>		<b>Rapid Vocabulary Set 1</b>		<b>Rapid Vocabulary Set 3</b>		<b>Phonological Awareness</b>	
		On Track	Needs Support	On Track	Needs Support	On Track	Needs Support	On Track	Needs Support
133 - Green ES, W.M.	45	40%	8.89%	35.56%	13.33%	35.56%	13.33%	44.44%	
Economic Disadvantage	42	40.48%	9.52%	35.71%	14.29%	35.71%	14.29%	45.24%	

	<b>Total Students</b>	<b>Rapid Letter Naming</b>		<b>Rapid Vocabulary Set 1</b>		<b>Rapid Vocabulary Set 3</b>		<b>Phonological Awareness</b>	
Black/African American	13	76.92%	15.38%	69.23%	23.08%	69.23%	23.08%	76.92%	
Hispanic	29	24.14%	3.45%	20.69%	6.90%	20.69%	6.90%	27.59%	
Two or More Races	1	0%	100%	0%	100%	0%	100%	100%	
White	2	50%	0%	50%	0%	50%	0%	50%	
LEP	21	4.76%	0%	4.76%	0%	4.76%	0%	4.76%	
Special Ed Indicator	5	40%	0%	0%	40%	0%	40%	40%	

### Student Learning Strengths

Kindergarten and first grade exceeded their projected growth expectations in MAP Mathematics.

4th and 5th grade exceeded expectations in their projected growth expectations in MAP Reading.

77% of our African American PK students were ON track with Letter Naming and phonological Awareness based on EOY CII information.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Based on MAP Growth Middle of the Year Scores, 25% of our African American students are projected to score at the approaches, meets or masters level on STAAR. **Root Cause:** Our African American student group is not fluent in foundational mathematical concepts.



## School Processes & Programs

### School Processes & Programs Summary

#### School Processes & Programs Summary

Weekly PLC's/Staff Meetings are held to provide new learning opportunities where teachers can analyze data and implement strategies through collaboration.

Wyatt Nation PLC are held to provide new learning opportunities where teachers can analyze data and implement strategies through collaboration.

Weekly staff newsletter to provide ongoing staff information and resources.

FWISD Afterschool program is held Monday - Thursday for students in 3rd-5th with enrichment activities.

#### School Processes & Programs Strengths

W.M. Green Elementary focuses on writing and posting learning objectives with "by" statements utilizing the FWISD Curriculum.

We also focus on posting the ELPS objective we utilize during the week.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The Branching Minds Intervention Usage report shows 19% of Tier 3 interventions support is being delivered with fidelity. **Root Cause:** Although there is an Intervention process in place on our campus the process has not been implemented with fidelity throughout our campus.

# Perceptions

## Perceptions Summary

Based on the Panorama Survey:

85% of staff find it easy to interact with students at our school who are from a different cultural background than your own.

85% of the students reported to have a teacher with other adult from the school who they can count on to help them, no matter what.

80% of the students reported to have a friend from school who they can count on to help them no matter what.

78% of the staff feel the school is an inviting place to work.

## Perceptions Strengths

96% of our parents interact and provide positive feedback for our campus communication via our ClassDojo account.

85% of staff find it easy to interact with students at our school who are from a different cultural background than your own.

85% of the students reported to have a teacher with other adult from the school who they can count on to help them, no matter what.

80% of the students reported to have a friend from school who they can count on to help them no matter what.

78% of the staff feel the school is an inviting place to work.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The 2021 Panorama SEL Survey revealed that 60% of our students struggle with regulating their emotions. **Root Cause:** Students are not equipped with the strategies and tools to identify and manage their emotions as they are occurring.

# Priority Problem Statements

**Problem Statement 1:** The 2021 Panorama SEL Survey revealed that 60% of our students struggle with regulating their emotions.

**Root Cause 1:** Students are not equipped with the strategies and tools to identify and manage their emotions as they are occurring.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** The January 2021 teacher survey reveals that 61% of teacher feel they can easily change their teaching style to match the needs of a particular class of students.

**Root Cause 2:** Growth mindset training and practices have not been developed nor consistently implemented.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Based on MAP Growth Middle of the Year Scores, 25% of our African American students are projected to score at the approaches, meets or masters level on STAAR.

**Root Cause 3:** Our African American student group is not fluent in foundational mathematical concepts.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** The Branching Minds Intervention Usage report shows 19% of Tier 3 interventions support is being delivered with fidelity.

**Root Cause 4:** Although there is an Intervention process in place on our campus the process has not been implemented with fidelity throughout our campus.

**Problem Statement 4 Areas:** School Processes & Programs

# 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 52% to 57% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 72% to 77% by May 2022.

Increase the percentage of African American students On Track on Circle Phonological Awareness in English from 66% to 75% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher instructional capacity to plan and implement explicit/systematic Tier I instruction in all content areas with differentiated and scaffolded supports particularly for African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of literacy lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching Reading.</p> <p>100% of literacy lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in the Science of Teaching Reading.</p> <p>90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> ILT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			
<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:

## Student Learning

**Problem Statement 1:** Based on MAP Growth Middle of the Year Scores, 25% of our African American students are projected to score at the approaches, meets or masters level on STAAR. **Root Cause:** Our African American student group is not fluent in foundational mathematical concepts.

**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 24 % to 29% 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 26% to 31% by May 2022.

Increase the percentage of Hispanic students on key MAP Fluency indicators in Spanish from 20% to 30% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher instructional capacity to plan and implement explicit/systematic Tier I instruction in all content areas with differentiated and scaffolded supports particularly for Hispanic Spanish speaking students.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of literacy lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching Reading.</p> <p>100% of literacy lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in the Science of Teaching Reading.</p> <p>90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> ILT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Subs for supplemental instrucion - SCE (199 PIC 24) - 199-11-6112-001-133-24-313-000000- - \$2,000, Reading Materials - Title I (211) - 211-11-6329-04E-133-30-510-000000-22F10 - \$650</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Based on MAP Growth Middle of the Year Scores, 25% of our African American students are projected to score at the approaches, meets or masters level on STAAR. <b>Root Cause:</b> Our African American student group is not fluent in foundational mathematical concepts.</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 36% to 41% 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 34% to 39% by May 2022.

Increase the percentage of Hispanic students from on MAP Growth Reading in Spanish 34% to 44% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher instructional capacity to plan and implement explicit/systematic Tier I instruction in all content areas with differentiated and scaffolded supports particularly for Hispanic Spanish speaking students through strategic PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of literacy lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching Reading.</p> <p>100% of literacy lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in the Science of Teaching Reading.</p> <p>90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> ILT</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Instructional supplies - Title I (211) - 211-11-6399-04E-133-30-510-000000-22F10 - \$6,758, PLC Support through Maximizing Life - Title I (211) - 211-13-6299-04E-133-30-510-000000-22F10 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Based on MAP Growth Middle of the Year Scores, 25% of our African American students are projected to score at the approaches, meets or masters level on STAAR. <b>Root Cause:</b> Our African American student group is not fluent in foundational mathematical concepts.</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 in English 80% to 85% by May 2022.

Increase the percentage of PK students who score On Track on Circle Math from in Spanish 65% to 70% by May 2022.

Increase the percentage of PK ELL students On Track on Circle Math from 64% to 74% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher instructional capacity to plan and implement explicit/systematic Tier I instruction in all content areas with differentiated and scaffolded supports particularly for African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of math lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching Reading.</p> <p>100% of math lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in the Science of Teaching Reading.</p> <p>90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> ILT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6329-001-133-24-313-000000- - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Based on MAP Growth Middle of the Year Scores, 25% of our African American students are projected to score at the approaches, meets or masters level on STAAR. <b>Root Cause:</b> Our African American student group is not fluent in foundational mathematical concepts.</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 30% to 35% by May 2022.

Increase the percentage of ELL Students On Track on TX-KEA Math from 64% to 74% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher instructional capacity to plan and implement explicit/systematic Tier I instruction in all content areas with differentiated and scaffolded supports particularly for African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of math/ lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching Reading.</p> <p>100% of math lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in the Science of Teaching Reading.</p> <p>90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> ILT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Supplies to support technology replacements - SCE (199 PIC 24) - 199-11-6396-001-133-24-313-000000- - \$1,208</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><b>Problem Statement 1:</b> Based on MAP Growth Middle of the Year Scores, 25% of our African American students are projected to score at the approaches, meets or masters level on STAAR. <b>Root Cause:</b> Our African American student group is not fluent in foundational mathematical concepts.</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 37 % to 42% by May 2022.

Increase the percentage of African American students from 31% to 41 % by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher instructional capacity to plan and implement explicit/systematic Tier I instruction in all content areas with differentiated and scaffolded supports particularly for African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of math lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching Reading.</p> <p>100% of math lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in the Science of Teaching Reading.</p> <p>90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> ILT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> supplies - Title I (211) - 211-11-6396-04E-133-30-510-000000-22F10 - \$8,954.37</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Based on MAP Growth Middle of the Year Scores, 25% of our African American students are projected to score at the approaches, meets or masters level on STAAR. <b>Root Cause:</b> Our African American student group is not fluent in foundational mathematical concepts.</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 English Reading from 39% to 44% by May 2022.

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Spanish Reading from 20% to 25% by May 2022.

Increase the percentage of Economically Disadvantaged students scoring at MEETS or above on STAAR Spanish Reading from 18% to 28% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher instructional capacity to plan and implement explicit/systematic Tier I instruction in all content areas with differentiated and scaffolded supports particularly for African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of literacy lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching Reading.</p> <p>100% of literacy lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in the Science of Teaching Reading.</p> <p>90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> ILT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Data Analyst - Title I (211) - 211-13-6119-04E-133-30-510-000000-22F10 - \$78,388.63</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The January 2021 teacher survey reveals that 61% of teacher feel they can easily change their teaching style to match the needs of a particular class of students. <b>Root Cause:</b> Growth mindset training and practices have not been developed nor consistently implemented.</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 38% by May 2022.  
 Increase the percentage of African American students scoring at MEETS or above on STAAR Math from 26% to 36% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher instructional capacity to plan and implement explicit/systematic Tier I instruction in all content areas with differentiated and scaffolded supports particularly for African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of math lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching Reading.</p> <p>100% of math lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in the Science of Teaching Reading.</p> <p>90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> ILT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> materials and supplies - Title I (211) - 211-11-6399-04E-133-30-510-000000-22F10 - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The January 2021 teacher survey reveals that 61% of teacher feel they can easily change their teaching style to match the needs of a particular class of students. <b>Root Cause:</b> Growth mindset training and practices have not been developed nor consistently implemented.</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 34% to 27% by May 2022.

Decrease the number and percentage of African American students who are chronically absent from 46% to 36% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase stakeholder stakeholder awareness of the importance of school attendance and prioritize the campus attendance plan with incentives every grading cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of student absences will be tracked daily with information being shared with homeroom teachers and/or teacher teams.</p> <p>100% of absent students will receive phone calls regarding absenteeism.</p> <p>100% of students and parents will receive information regarding attendance policies, goals monitoring and incentives.</p> <p><b>Staff Responsible for Monitoring:</b> ILT, Family Communication Specialist, SART Committee, attendance committee and classroom teachers.</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF</b></p> <p><b>Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Student incentives - Title I (211) - 211-11-6499-04E-133-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The January 2021 teacher survey reveals that 61% of teacher feel they can easily change their teaching style to match the needs of a particular class of students. <b>Root Cause:</b> Growth mindset training and practices have not been developed nor consistently implemented.</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 58% to 63% by May 2022.

Increase positive response by Hispanic students to the learning environment on the Panorama SEL Survey from 53% to 63% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher and student capacity to positively identify and respond to the instructional learning environment including physical, social and emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of classrooms will receive weekly socio emotional support lesson.</p> <p>100% of classrooms will receive instructional support grounded in having a growth mindset.</p> <p>100% of classrooms with utilize SEL resources, programs and technology applications to support student social, emotional and physical well being.</p> <p>100% of staff will receive professional development in restorative practices.</p> <p><b>Staff Responsible for Monitoring:</b> ILT school counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Counselor - Title I (211) - 211-31-6119-04E-133-30-510-000000-22F10 - \$69,279</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**





Perceptions
<p><b>Problem Statement 1:</b> The 2021 Panorama SEL Survey revealed that 60% of our students struggle with regulating their emotions. <b>Root Cause:</b> Students are not equipped with the strategies and tools to identify and manage their emotions as they are occurring.</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 from 1.3% to 1.1% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher and student capacity to positively identify and respond to the instructional learning environment including physical, social and emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of classrooms will receive weekly socio emotional support lesson.</p> <p>100% of classrooms will receive instructional support grounded in having a growth mindset.</p> <p>100% of classrooms with utilize SEL resources, programs and technology applications to support student social, emotional and physical well being.</p> <p>100% of staff will receive professional development in restorative practices.</p> <p><b>Staff Responsible for Monitoring:</b> ILT school counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF</b></p> <p><b>Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 1:</b> The Branching Minds Intervention Usage report shows 19% of Tier 3 interventions support is being delivered with fidelity. <b>Root Cause:</b> Although there is an Intervention process in place on our campus the process has not been implemented with fidelity throughout our campus.</p>

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

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

**Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 77% to 82% by May 2022**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Facilitate positive perception of school community through collaboration, communication and workshop,  <b>Strategy's Expected Result/Impact:</b> EOY campus surveys show a 20% increase in positive responses.</p> <p>100% of parents will receive monthly campus communications.</p> <p>5% of parents will participate in family, parent and/or community workshops.</p> <p><b>Staff Responsible for Monitoring:</b> ILT. Family Communication Specialist and counselors</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF</b></p> <p><b>Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-61-6399-04L-133-30-510-000000-22F10 - \$3,092</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> The Branching Minds Intervention Usage report shows 19% of Tier 3 interventions support is being delivered with fidelity. <b>Root Cause:</b> Although there is an Intervention process in place on our campus the process has not been implemented with fidelity throughout our campus.</p>



# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher 1	Kara Henderson	Teacher
Classroom Teacher 2	Diamond Dotson	teacher
Classroom Teacher 3	Micheal Mangrum	teacher
Classroom Teacher 4	Kasey Williams	teacher
Professional Non-Teaching Staff	Tammie Wilson	Professional Non-teaching staff
Community Representative 2	Yolanda Johnson	community member
Business Representative 1	Andrew Chambers	business member
Business Representative 2	Alisa Jones	business member
DERC Representative 1	Christa Watkins	teacher
DERC Representative 2	Shannon Golding	teacher
Additional Representative (optional)	Gale Bessire	diagnostician
Professional District-Level Staff		
Parent 1		
Parent 2		
Parent 3		
Community Representative 1		

# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	1	Reading Materials	Reading materials for classroom use	211-11-6329-04E-133-30-510-000000-22F10	\$650.00
1	3	1	Instructional supplies	Supplies and materials for instructional use	211-11-6399-04E-133-30-510-000000-22F10	\$6,758.00
1	3	1	PLC Support through Maximizing Life	Contracted professional development	211-13-6299-04E-133-30-510-000000-22F10	\$1,500.00
2	3	1	supplies	Technology for instructional use	211-11-6396-04E-133-30-510-000000-22F10	\$8,954.37
3	1	1	Data Analyst	Data Analyst	211-13-6119-04E-133-30-510-000000-22F10	\$78,388.63
3	2	1	materials and supplies	Supplies and materials for instructional use	211-11-6399-04E-133-30-510-000000-22F10	\$6,000.00
4	1	1	Student incentives	Snacks or incentives for students	211-11-6499-04E-133-30-510-000000-22F10	\$3,000.00
4	2	1	Counselor	Counselor	211-31-6119-04E-133-30-510-000000-22F10	\$69,279.00
4	4	1		Supplies and materials for parental involvement	211-61-6399-04L-133-30-510-000000-22F10	\$3,092.00
<b>Sub-Total</b>						\$177,622.00
<b>Budgeted Fund Source Amount</b>						\$177,622.00
<b>+/- Difference</b>						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	1	Subs for supplemental instrucion	Subs for supplemental instruction	199-11-6112-001-133-24-313-000000-	\$2,000.00
2	1	1		Reading materials for classroom use	199-11-6329-001-133-24-313-000000-	\$2,000.00
2	2	1	Supplies to support technology replacements	Technology for instructional use	199-11-6396-001-133-24-313-000000-	\$1,208.00
<b>Sub-Total</b>						\$5,208.00
<b>Budgeted Fund Source Amount</b>						\$5,208.00
<b>+/- Difference</b>						\$0.00

**SCE (199 PIC 24)**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
<b>Grand Total</b>						\$182,830.00