

Fort Worth Independent School District
135 Van Zandt-Guinn Elementary School
2021-2022 Campus Improvement Plan

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Due to the pandemic, the transition to being full-time in-person learners has been a struggle. If students were not at home for more than six months leading into this school year, they were virtual learners for a large portion of two different school years. They had to adjust to a new style of learning and being in a learning environment where their peers were not in their immediate reach. A considerable amount of our students simply missed out on the end of a school year which resulted in teachers attempting to fill the gap this school year. 75% of our 3rd through 4th-grade students and 85% of our 5th-grade students did not approach grade-level expectations in reading assessments. The results of our math assessments were more staggering. 89% of our 3rd graders, 92% of our 4th graders, and 74% of our 5th graders did not approach grade-level expectations. Data seemed to improve further along in the school year when students were formatively assessed. In reading assessments, the percentage of students that did not approach grade-level expectations decreased at least 5 percentage points.	4
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Van Zandt-Guinn Elementary is located in the heart of Historic Southside and only two miles away from downtown Fort Worth. Van Zandt-Guinn first opened its doors as one of two underground schools in FWISD in 1979. A modern, above-ground new building was inaugurated in February 2017. The following school year, 2017 - 2018, Van Zandt-Guinn Elementary and I.M. Terrell Elementary merged and became one. Our enrollment has been on a steady decline starting the following year when the Butler's housing units began to close their doors. Currently, we serve 288 students of which approximately 55% are African Americans, 40% are Hispanics and 2% are White. We also serve a combined 3% of American Indian, Asian, Pacific Islander, and two or more races. Our ELs make up 25% of our student population. The percentage of our students identified as economically disadvantaged is 96%. Currently, our daily attendance rate is 92.01%. Our mobility rate sits at 29%, well above the district's 21% and significantly higher than the state's 15%.

In 2018-2019, the school was rated "Improvement Required." The following year in 2019 - 2020 Van Zandt-Guinn was rated "C."

Demographics Strengths

Van Zandt-Guinn's staff consists of 26 highly qualified teachers who work directly with students on a daily basis and 23 of them have been teaching five or more years. At least five of our certified teachers and support staff have been at Van Zandt-Guinn for more than 20 years. We are a neighborhood school and many of our students' parents have come through Van Zandt-Guinn Elementary and some of our teachers have taught the parents of our current students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overall attendance for the year 2020-21 has dropped 3 points from 95.01% in 2019-20 to 92.01% for 2020-21. **Root Cause:** When combining a hybrid (in person and virtual) teaching models and the on-going pandemic, communication with parents and the expectation for attendance suffered and school personnel were unable to maintain clear and ongoing productive relationships with all stakeholders.

Student Learning

Student Learning Summary

Due to the pandemic, the transition to being full-time in-person learners has been a struggle. If students were not at home for more than six months leading into this school year, they were virtual learners for a large portion of two different school years. They had to adjust to a new style of learning and being in a learning environment where their peers were not in their immediate reach. A considerable amount of our students simply missed out on the end of a school year which resulted in teachers attempting to fill the gap this school year. 75% of our 3rd through 4th-grade students and 85% of our 5th-grade students did not approach grade-level expectations in reading assessments. The results of our math assessments were more staggering. 89% of our 3rd graders, 92% of our 4th graders, and 74% of our 5th graders did not approach grade-level expectations. Data seemed to improve further along in the school year when students were formatively assessed. In reading assessments, the percentage of students that did not approach grade-level expectations decreased at least 5 percentage points.

Student Learning Strengths

The most growth informative assessments have been in 4th and 5th grade. 4th grade decreased the percentage of students that did not meet grade-level expectations in reading by 21% and 5th grade showed a decrease of 27%. Students are now able to fully integrate technology into their daily learning since we provided 1:1 Chromebooks.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 3rd grade students' 2020 - 2021 BOY to MOY MAP Reading growth RIT was two points; however the expected MOY RIT growth is seven points. **Root Cause:** Tier 1 instruction has not sufficiently provided the necessary level of support, rigor and depth to ensure each individual student has opportunities to learn and master grade level expectations.

Problem Statement 2: 69.5% of 2nd-5th grade African American students are projected to "not meet" STAAR math test and 61.7% in reading based on Winter 2020 - 2021 (MOY) MAP assessments. **Root Cause:** Foundational math and reading skills are not mastered in the early learning grade levels.

School Processes & Programs

School Processes & Programs Summary

Instructional Processes

Van Zandt-Guinn follows the Fort Worth ISD Lesson Structure Model. This breaks down into the following components: Standards-Based Learning Target, Activation of Learning, Modeling, Interactive Practice, Practice Independent of the Teacher, and Closure. The modeling component is where instruction is further broken down using the Gradual Release Model so that students have the opportunity to watch what is expected of them.

Curricular

We currently ask our teachers to use the FWISD Curriculum Frameworks to ensure Standards and Alignment. However, we are starting to venture into other highly effective practices such as Close Reading, Thinking Maps and being more intentional about using book studies as a way to ensure our teachers are up-to date with recent research on best practices. Additionally, all our K-2nd grade teachers are currently completing the BH3 Reading Academies. As of now we are starting to see that teachers have a better understanding of literacy foundational skills. Finally, we recently rolled out a "School-wide Writing Initiative" and are starting to see that our students are growing so much as authors and the benefits of ensuring that teachers go through the gradual model release during the "Writer's Workshop."

Personnel

Professional Learning Communities occur on our campus on alternating Mondays and Thursdays. This gives an opportunity for our staff to build across teams and grade levels. The Winter Panorama Survey was used to gauge the needs of teachers. Campuswide professional development is based on the needs of our teachers in order to strengthen instruction and classroom environments.

School Processes & Programs Strengths

The Fort Worth ISD Lesson Structure Model is used by all teachers. This ensures that students are receiving the same or similar instruction no matter what classroom they may be in. Additionally, this allows campus instructional leaders to more effectively monitor for alignment across the grade levels and contents. Over 85% of our teachers have been teaching for more than five years and more than 50% of our teachers have been teaching 10 years or longer. We are able to retain veteran teachers on our campus that have built relationships with our students and families over 2 generations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 40% of teachers lack a sense of growth-mind set believing that teaching cannot improve over time based on the Winter Panorama survey. **Root Cause:** Campus instructional leaders have not yet built teacher capacity through observation and feedback cycles.

Perceptions

Perceptions Summary

Van Zandt-Guinn has been known as a neighborhood school with a close-knit community. The culture is one that is rich in history since we have multiple teachers that have been on our campus for more than 20 years. These teachers are now teaching the children of former students. Van Zandt-Guinn wants to instill high expectations and values into every student. One value that we are continuing to instill is teaching our students how to be resilient. This seems to be a perfect time for our students to understand the meaning of that word. We believe that every student at our school has the ability to achieve and we push them all to learn and grow.

Perceptions Strengths

The Panorama survey results show that 96% of teachers believe Van Zandt-Guinn is a welcoming place to work at! 94% of our students are back for in-person learning, meaning parents trust us to keep their children safe and want their children to be back at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 55% of 3rd - 5th grade students do not believe teachers genuinely care about their emotional well-being based on student responses in the Panorama survey. **Root Cause:** Teachers, instructional leaders and student support staff do not meet frequently to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Homeless 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: Early Literacy

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 71.4% to 80% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 90.9% to 95% by May 2022.





Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 80% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage/New PK Curriculum & Assessment, Neuhaus, teacher observations, and STAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: All PK teachers will attend the new PK curriculum training to master the new content in order to deliver high quality tier 1 daily instruction to all students.</p> <p>Strategy's Expected Result/Impact: Effective implementation of the new PK curriculum will increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 71.4% to 80% by May 2022 and from 90.9% to 95% for Spanish-speaking students.</p> <p>Staff Responsible for Monitoring: Mrs. Debora Fuentes, Mrs. Joyce Thomas, Mrs. Lorna Payton & Mrs. Charla Masters</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PK teachers will consistently follow the FWISD instructional model, literacy and biliteracy frameworks and will implement with fidelity the Fundamental 4 to provide literacy instruction that supports literacy foundational skills.</p> <p>Strategy's Expected Result/Impact: This will result in an increase in the percentage of PK students who score On Track on Circle Phonological Awareness in English from 71.4% to 80% by May 2022 and from 90.9% to 95% of Spanish test takers.</p> <p>Staff Responsible for Monitoring: Mrs. Debora Fuentes, Mrs. Joyce Thomas, Mrs. Lorna Payton & Mrs. Charla Masters</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Starting in January 2022, PK teachers will include Neuhaus lessons during literacy instruction.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 71.4% to 80% by May 2022 and 90.9% to 95% for Spanish-speaking students.</p> <p>Staff Responsible for Monitoring: Mrs. Debora Fuentes, Mrs. Joyce Thomas, Mrs. Lorna Payton & Mrs. Charla Masters</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: PK students will be included in the "Reading Takes You Places" high-frequency word initiative to increase students' bank of sight words to increase students' fluency.</p> <p>Staff Responsible for Monitoring: Ms. Jones & Ms. Masters</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Develop the capacity of Dual Language PreK teachers by ensuring they are trained in and effectively utilizing Estrellita lessons, FWISD biliteracy framework, and "Teaching Strategies Creative Curriculum."</p> <p>Strategy's Expected Result/Impact: Increase the percentage of PK DL students who score On Track on Circle Phonological Awareness from 90.9% to 95% for Spanish-speaking students.</p> <p>Staff Responsible for Monitoring: Debora Fuentes & Joyce Bowens-Thomas</p> <p>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 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 40.3% to 60% 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 27.3% to 50% by May 2022.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 27.3% to 50% by May 2022.

Targeted or ESF High Priority





Evaluation Data Sources: BOY, MOY and EOY MAP Fluency assessments

Neuhaus assessments

Fountas & Pinnell & LLI

Lexia Core5

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in bi-monthly fluency assessments using MAP fluency progress monitoring through MyView generated fluency checks to systematically track student reading fluency.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 40.3% to 60% by May 2022. and from 27.3% to 50% in Spanish.</p> <p>Staff Responsible for Monitoring: Ms. Linda Jones & Ms. Charla Masters</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All K - 3rd grade teachers will systematically monitor unit goal targets and explicitly provide differentiated support for all students using Lexia Core5 data.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 40.3% to 60% by May 2022. 27.3% to 60% in Spanish.</p> <p>Staff Responsible for Monitoring: Ms. Linda Jones</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Fall & Spring after-school and Saturday Literacy Camps to systematically and explicitly provide phonological and foundational skills to increase students' reading achievement.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 40.3% to 60% by May 2022. 27.3% to 50% in Spanish.</p> <p>Staff Responsible for Monitoring: Mrs. Debora Fuentes, Mrs. Joyce Bowens-Thomas, Ms. Linda Jones & Ms. Tracee Culpepper</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-135-24-313-000000- - \$2,568</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>				

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 31.4% to 60% by May 2022.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 35.1% to 60% 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 29.1% to 55% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: BOY, MOY and EOY MAP Growth Reading, Lexia Core5, Fountas & Pinnell & Neuhaus for K - 2nd.


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will attend the 3-day Thinking Maps training presented by a team of train the trainers to utilize across content areas and specifically to support reading comprehension skills.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 31.4% to 60% by May 2022 and from 35.1% to 60% in Spanish.</p> <p>Staff Responsible for Monitoring: Mrs. Fuentes, Mrs. Thomas & Ms. Jones</p> <p>Funding Sources: - Title I (211) - 211-13-6399-04E-135-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will participate in grade level data-informed planning sessions for the 2021 - 2022 school year at the end of July-beginning of August.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 31.4% to 60% by May 2022 from 35.1% to 60% in Spanish.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: K - 2nd grade teachers will systematically and effectively provide Neuhaus daily lessons and will track student progress using mastery checks and documenting the results in the Google data VZG tracking sheet.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 31.4% to 60% by May 2022 from 35.1% to 60% in Spanish.</p>	Formative			Summative
	Nov	Jan	Mar	June


Strategy 4 Details	Reviews			
<p>Strategy 4: All K-5th grade teachers will plan and align lessons utilizing FWISD Lesson Structure Model, Literacy & Bi-Literacy Frameworks, Scope and Sequence and TEKS Resource System.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 31.4% to 60% by May 2022 from 35.1% to 60% in Spanish.</p> <p>Staff Responsible for Monitoring: Debora Fuentes, Joyce Bowens-Thomas, Linda Jones</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 31.4% to 60% and in Spanish from 35.1% to 60% by May 2022.</p> <p>Staff Responsible for Monitoring: Mrs. Debora Fuentes, Mrs. Joyce Bowens-Thomas & Ms. Tracee Culpepper</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I (211) - 211-13-6116-04E-135-30-510-000000-22F10 - \$2,000, - Title I (211) - 211-13-6119-04E-135-30-510-000000-22F10 - \$69,598.29</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Fall & Spring Family Academic Nights/Events focused on parent-teacher-student data conferences to create meaningful partnerships between home and school in order to clearly communicate with parents student academic expectations and discuss specific ideas to support students at home.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 31.4% to 60% by May 2022 and from 35.1% to 60% in Spanish.</p> <p>Staff Responsible for Monitoring: Mrs. Debora Fuentes, Mrs. Joyce Bowens-Thomas, Ms. Tracee Culpepper & Teachers</p> <p>Funding Sources: - Title I (211) - 211-61-6499-04L-135-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The school librarian will host in-house literacy events to provide new and free books to each student to continue building their home libraries and give them access to authentic literacy in English and in Spanish. The library will also continue to expand its collection of representation and increase access to on-level text for all students.</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Mrs. Julia Guzman

Funding Sources: - Title I (211) - 211-61-6329-04L-135-30-510-000000-22F10 - \$2,000, - Title I (211) - 211-12-6329-04E-135-30-510-000000-22F10 - \$1,000

 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 1: Increase the percentage of PK students who score On Track on Circle Math from 68.6% to 75% 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 65.2% to 75% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: New PK curriculum assessment, Neuhaus assessments and STAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: All PK teachers will attend the new PK curriculum training to master the new content in order to deliver high quality daily instruction to students.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math from 68.6% to 75% by May 2022.</p> <p>Staff Responsible for Monitoring: Debora Fuentes, Joyce Bowens-Thomas & Linda Jones</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All Pre-K Math teachers will participate in 90 minute PLC meetings using the DDI structure to analyze student work (formative assessments), identify instructional gaps and inform planning for Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Effective 90-minute PLCs using the DDI structure for all Pre-K math teachers will inform targeted Tier 1 instruction and progress monitoring to the depth and complexity of the Pre-K guidelines.</p> <p>Staff Responsible for Monitoring: Debora Fuentes, Joyce Bowens-Thomas & Tracee Culpepper</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop the capacity of all Pre-K Math teachers by ensuring their conceptual knowledge of the Math Pre-K Guidelines. Teachers will apply the three levels of mathematical understanding (CRA) ensuring the use of mathematical manipulatives and math journals. Teachers will develop a grade level scope and sequence (Standard-Based Planning Calendar) to plan for progression of learning.</p> <p>Strategy's Expected Result/Impact: All Pre-K Math Teachers will identify levels of mathematical understanding through progression of learning in their Standard-Based Planning Calendars. Pre-K student's conceptual understanding of grade level Pre-K guidelines will enhance the mastery of CLI scores from 52% to 60% mastery for hispanic students.</p> <p>Staff Responsible for Monitoring: Debora Fuentes, Joyce Bowens-Thomas & Tracee Culpepper</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: All Pre-K Math teachers will execute targeted small group math lessons, based on formative assessment of daily tier 1 instruction and CLI assessment data.</p> <p>Strategy's Expected Result/Impact: All Pre-K teachers will analyze CLI and daily formative assessment data to identify student gaps in learning and drive small group instruction providing all students with scaffolds and/or differentiation.</p> <p>Staff Responsible for Monitoring: Debora Fuentes, Joyce Bowens-Thomas & Tracee Culpepper</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>				





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 59.5% to 75% 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 40% to 60% by May 2022.

Evaluation Data Sources: Math Facts fluency checks & BOY, MOY and EOY MAP.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will align lessons with the FWISD math scope and sequence, follow the FWISD lesson structure model and use the UPS Check with fidelity.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 59.5% to 75% by May 2022.</p> <p>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 40% to 60% 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 37% to 60% by May 2022.

HB3 Goal

Evaluation Data Sources: BOY, MOY and EOY MAP Growth assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Fall & Spring after-school and Saturday Math Camps to systematically and explicitly provide instruction in number sense, place-value, basic facts, multi-step word problems and high leverage skills to increase students' math achievement.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 40% to 60% by May 2022.</p> <p>Staff Responsible for Monitoring: Debora Fuentes, Joyce Bowens-Thomas & Tracee Culpepper</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will receive Whitlow training and materials to increase mathematical conceptual knowledge in students and provide students with research-based opportunities to improve math foundational and problem-solving skills.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 40% to 60% by May 2022.</p> <p>Staff Responsible for Monitoring: Mrs. Joyce Bowens-Thomas & Ms. Tracee Culpepper</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04E-135-30-510-000000-22F10 - \$2,000, - Title I (211) - 211-13-6299-04E-135-30-510-000000-22F10 - \$3,050.71</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 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 19.1% to 50% by May 2022.

Increase the percentage of ELs students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 14.9% to 50% by May 2022.

Evaluation Data Sources: Unit tests, benchmarks, Lexia Core5 and MAP BOY, MOY and EOY assessments.





Strategy 1 Details	Reviews			
<p>Strategy 1: All 1st-5th grade teachers will implement Close Reading practices systematically and effectively by ensuring that they are selecting grade level appropriate text with an intentional purpose and embedding text dependent questions.</p> <p>Strategy's Expected Result/Impact: 1st-5th grade teachers will teach Tier 1 lessons at the expected level of rigor of the TEKS improving student comprehension, increasing the percentage of students at Meets or above on the Reading STAAR from 19.1% to 50%.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All K - 5th grade teachers will receive Patters of Power training and resources to deliver highly effective writing instruction by embedding reading/mentor texts and create more cohesive literacy framework lessons.</p> <p>Strategy's Expected Result/Impact: Students will improve their writing skills by exploring and analyzing mentor texts.</p> <p>Staff Responsible for Monitoring: Mrs. Debora Fuentes, Mrs. Joyce Bowens-Thomas, Ms. Linda Jones & Mrs. Megan Bolton</p> <p>Funding Sources: - Title I (211) - 211-13-6399-04E-135-30-510-000000-22F10 - \$2,000, - Title I (211) - 211-13-6299-04E-135-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: K - 5th grade students will participate in two in-house Spelling Bee events to utilize their sight word knowledge, context clues skills and automaticity by listening and writing.</p> <p>Strategy's Expected Result/Impact: Students will increase their fluency rate by memorizing the grade-level appropriate lists and number of words from the of Fry-Word List.</p> <p>Staff Responsible for Monitoring: Mrs. Joyce Bowens-Thomas and Ms. Linda Jones</p> <p>Funding Sources: - Title I (211) - 211-11-6499-04E-135-30-510-000000-22F10 - \$1,000</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>				

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 20.7% 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 % 12.8 to 40% by May 2022.

Evaluation Data Sources: Monthly time tables and math facts assessments, unit tests, Pathblazers data and MAP BOY, MOY and EOY.

Strategy 1 Details	Reviews			
<p>Strategy 1: K - 5th grade students will participate in in-house Math Bee competitions to engage in relevant ways to use basic facts and apply the basic algorithms, place value and number sense.</p> <p>Strategy's Expected Result/Impact: All K-5th students will increase their knowledge of basic facts in the four computations (addition, subtraction, multiplication & division).</p> <p>Staff Responsible for Monitoring: Mrs. Joyce Bowens-Thomas & Tracee Culpepper</p> <p>Funding Sources: - Title I (211) - 211-11-6499-04E-135-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All 3rd - 5th grade will encourage students to participate, memorize and track their multiplication facts in the school-wide times tables tracking system.</p> <p>Strategy's Expected Result/Impact: 3rd - 5th grade students will increase their knowledge of the times tables and will increase automaticity to solve multi-step and word problems.</p> <p>Staff Responsible for Monitoring: Mrs. Joyce Bowens-Thomas & Ms. Tracee Culpepper</p> <p>Funding Sources: - Title I (211) - 211-11-6499-04E-135-30-510-000000-22F10 - \$1,000</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 1: Decrease the number and percentage of students who are chronically absent from 29.7% to 10% by May 2022.

Decrease the number and percentage of Special Education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 42.4% to 10% by May 2022.

Evaluation Data Sources: Weekly attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: Systematically host Parent Meetings to inform, incentivize and recognize student attendance and provide data that supports the importance of school attendance. ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title I (211) - 211-31-6119-04E-135-30-510-000000-22F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 64.2% to 80% by May 2022.

Increase positive response by Special Education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 56.2% to 75% by May 2022.

Evaluation Data Sources: Fall & Spring Panorama Survey





Strategy 1 Details	Reviews			
<p>Strategy 1: 3rd - 5th teachers will model how to effectively utilize student academic planners to clearly communicate high expectations to all students and instill a sense of ownership, responsibility and accountability.</p> <p>Staff Responsible for Monitoring: Mrs. Lorna Payton and Ms. Charla Masters</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04E-135-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Pre-K-5th grade teachers will conduct daily SEL lessons with students (check-ins, circles, school-wide culture and climate).</p> <p>Strategy's Expected Result/Impact: By connecting with students daily, we will increase the capacity of our students to regulate their emotions and the ability to communicate their feelings and receive the support they need.</p> <p>Staff Responsible for Monitoring: Mrs. Lorna Payton, Ms. Kristen Harris, & Ms. Charla Masters</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 _4.8% to 2% by May 2022.

Evaluation Data Sources: Focus reports, behavior plans, & M-TESS in Branching Minds





Strategy 1 Details	Reviews			
<p>Strategy 1: All students will receive guidance lessons from the school counselor on a regular basis and will be active participants of the implementation of the school-wide TIGER values.</p> <p>Staff Responsible for Monitoring: Mrs. Lorna Payton</p> <p>ESF Levers: Lever 3: Positive School Culture</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 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 90% to 95% 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: Fall & Spring Panorama survey, local school's survey after family events

Strategy 1 Details	Reviews			
<p>Strategy 1: School leadership will strategically create community and communication pathways such academic family nights, surveys, roundtables and will continue with an open-door policy to welcome parents' feedback.</p> <p>Strategy's Expected Result/Impact: We will recapture parent engagement and will increase student enrollment.</p> <p>Staff Responsible for Monitoring: Mrs. Debora Fuentes</p> <p>Funding Sources: - Title I (211) - 211-31-6116-04E-135-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	3	1		Supplies and materials for professional development	211-13-6399-04E-135-30-510-000000-22F10	\$1,000.00
1	3	5		Extra duty for summer planning (off contract days)	211-13-6116-04E-135-30-510-000000-22F10	\$2,000.00
1	3	5		Data Analyst	211-13-6119-04E-135-30-510-000000-22F10	\$69,598.29
1	3	6		Snacks for parents to promote participation	211-61-6499-04L-135-30-510-000000-22F10	\$2,000.00
1	3	7		Take home books for parental engagement	211-61-6329-04L-135-30-510-000000-22F10	\$2,000.00
1	3	7		Reading materials for library use	211-12-6329-04E-135-30-510-000000-22F10	\$1,000.00
2	3	2		Supplies and materials for instructional use	211-11-6399-04E-135-30-510-000000-22F10	\$2,000.00
2	3	2		Contracted professional development	211-13-6299-04E-135-30-510-000000-22F10	\$3,050.71
3	1	2		Supplies and materials for professional development	211-13-6399-04E-135-30-510-000000-22F10	\$2,000.00
3	1	2		Contracted professional development	211-13-6299-04E-135-30-510-000000-22F10	\$2,000.00
3	1	3		Snacks or incentives for students	211-11-6499-04E-135-30-510-000000-22F10	\$1,000.00
3	2	1		Snacks or incentives for students	211-11-6499-04E-135-30-510-000000-22F10	\$2,000.00
3	2	2		Snacks or incentives for students	211-11-6499-04E-135-30-510-000000-22F10	\$1,000.00
4	1	1		Counselor	211-31-6119-04E-135-30-510-000000-22F10	\$1,000.00
4	2	1		Supplies and materials for instructional use	211-11-6399-04E-135-30-510-000000-22F10	\$2,000.00
4	4	1		Extra duty for counseling services after hours	211-31-6116-04E-135-30-510-000000-22F10	\$1,000.00
Sub-Total						\$94,649.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount						\$94,649.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	3		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-135-24-313-000000-	\$2,568.00
Sub-Total						\$2,568.00
Budgeted Fund Source Amount						\$2,568.00
+/- Difference						\$0.00
Grand Total						\$97,217.00