

Fort Worth Independent School District
139 Kirkpatrick Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

At Kirkpatrick Elementary, we will maintain a culturally responsive campus as we create and encourage a positive growth mindset for learning while developing social emotional awareness with all members of our community.

Vision

As a culturally responsive campus, Kirkpatrick Elementary will demonstrate a safe, supportive, and nurturing environment for student academic growth while supporting social emotional awareness with all Wildcat students, families, and staff.

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Comprehensive Needs Assessment

Revised/Approved: September 20, 2021

Demographics

Demographics Summary

Milton L. Kirkpatrick Elementary is a PK-5th urban school in the Far North Side of Fort Worth. It is a Title One campus in Fort Worth ISD. 97% of our students are categorized as economically disadvantaged. 72% of our students are English Language Learners served through Dual Language and ESL Programs. We serve students of Refugee Families that represent over 15 different languages and over 19 countries of origin.

- Student Groups: 97% Economically Disadvantaged, 72% EL, 45% Dual Language Learners, 13% Refugees, 19% African American
- 27% of students were born outside the US
- 6% GT students
- 10% SPED students
- 45% served in DLE Program
- 18% served in ESL Program

There have been program changes that serve our Newcomer and Refugee Population. 10 years ago, our 3rd-5th Newcomers and Refugees were placed at a different campus with a Language Center Program and were bused there. We served the PK-2nd students in our ESL or Bilingual Program. During the 2015-2016 School Year, the Language Center Program was transitioned to Kirkpatrick Elementary to better serve our families in our community. After 3 years of serving students within a Language Center Program our district shifted to serve students as Newcomers and Refugees in an ESL Program and to support with a Specialized English Teacher within their classroom.

There is an evident need to staff our campus with ESL Certified and Bilingual Certified Teachers that are Highly Qualified through the Texas State Board of Educator Certification. Currently, we have 16/24 certified as ESL or Bilingual Teachers. (67% of our teachers)

During the 2020-2021 School Year, we had 55% participating in-person for instruction and 45% as virtual learners.

- Attendance has declined due to COVID.
- In person learners: PK-15, K-30, 1st-28, 2nd-26, 3rd-30, 4th-12, 5th-23 55%
- Virtual learners: PK-9, K-10, 1st-12, 2nd-29, 3rd-20, 4th-29, 5th-26 45%

The Neighborhood Community consists of the following:

- Community is about 80% Hispanic, 10% White, 8% Black
- Median household income is \$40,000
- Within the Hispanic community there are several countries represented
- Many of our Hispanic Families are from Central America.
- Few and Rare Community Resources include: Virtual Telehealth partnered with FWISD, Head Start, and Food Distribution Programs hosted by community schools. North-Tri Ethnic Community Center and Boys and Girls Club Community Centers are available to families, but are over a 20 minute walking commute.

Demographics Strengths

Kirkpatrick Elementary has many strength's. Some of the most notable demographics strength's include.:

- Attendance Tracking System ensures all students are accounted for by teacher calling parent when student is absent. Leadership member will call parent on 2 consecutive absences. If no communication is made, home visit will be conducted.
- Discipline levels are very low have decreased due to COVID Protocols and increased Technology engagement
- Varied population with over 19 countries of origin represented
- Over 70% of our teachers are veteran teachers.
- Diverse staff population with 65% Hispanic, 23% White, and 9% African American
- 95% of teachers and staff responded favorably with "sometimes, frequently,or almost always" when asked, "Do you think about what students of different races, ethnicity's, or culture experience?"
- 65% of teachers and staff responded favorably with "frequently or almost always" when asked, "How often are students given opportunities to learn about people from different races, ethnicity's, or cultures?"(continue to improve)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average daily attendance rate dropped 7% during the 2020-21 school year. **Root Cause:** 2020-21 Attendance Protocol has actionable steps that were not monitored with fidelity.

Problem Statement 2 (Prioritized): TELPAS Data shows that 52% of our 1st-5th English Learners have either maintained or regressed in English Proficiency. **Root Cause:** Professional learning to increase English Proficiency in all domains was not prioritized.

Student Learning

Student Learning Summary

Student learning at Kirkpatrick Elementary was challenging during the 2020-2021 school year. We were expecting our student to show regression in Reading due to the loss of In-person instruction in the Spring of 2020. At the beginning of the 2020-2021 school year, we administered the MAP Growth Reading Assessment to our Kinder - 5th Grade students. Leadership used the data from the beginning of the year MAP testing to develop instructional and data-driven professional learning community meetings with Teachers. The teachers reviewed our Middle of Year Student Growth Summary Reports. This year, our campus has been transitioning to the primary use of the Measure of Academic Progress for Reading Assessments. Our campus previously had a different program for monitoring Reading Growth and Achievement.

The following was revealed after reviewing our data for reading:

Kindergarten

Reading English (Tested 18)

Count Met Projections Growth 7

Percent Met Projection 39%

Reading Spanish (Tested 17)

Count Met Projections Growth 5

Percent Met Projection 29%

1st Grade

Reading English (Tested 19)

Count Met Projections Growth 8

Percent Met Projection 42%

Reading Spanish (Tested 17)

Count Met Projections Growth 8

Percent Met Projection 47%

2nd Grade

Reading English (Tested 48)
Count Met Projections Growth 14
Percent Met Projection 29%

Reading Spanish (Tested 18)
Count Met Projections Growth 4
Percent Met Projection 22%

3rd Grade

Reading English (Tested 50)
Count Met Projections Growth 19
Percent Met Projection 38%

Reading Spanish (Tested 22)(Strength)
Count Met Projections Growth 16
Percent Met Projection 73%

4th Grade

Reading English (Tested 40)
Count Met Projections Growth 16
Percent Met Projection 40%

5th Grade

Reading English (Tested 46)
Count Met Projections Growth 22
Percent Met Projection 48%

During the 2021-2022 school year we will focus on increasing teacher proficiency in analyzing our student reading data with actionable plans to increase student achievement growth in all grade levels through Tier 1 Instruction.

Student Learning Strengths

Student Learning Strengths

- Students have adapted well to current circumstances
- Teachers have learned new technology programs that are engaging
- Using apps such as pear deck, Google classroom, Flip grid Instructional Technology Tool has assisted with student feeling engaged
- Google meet break-out rooms have been great for students to feel championed and work in small groups.

Culture & Climate

- Circle time SEL lessons at the beginning of the day during breakfast time, virtual students do it as well
- Student monitors to remind themselves about the health and safety protocols. Shared responsibility.
- Health curriculum- incorporated in all classes
- PPE Equipment
- Temperature checks
- Hand washing/sanitizing

Curriculum & Instruction

Impact of methods used to reduce achievement gaps and COVID learning loss

- PLC focusing on District's curriculum- alignment
- Small groups
- Using technology to reduce achievement gaps: Peardeck Instructional Technology Tool, Flip grid, Google Docs, Google Slides, Kahoot.
- Capability of being 1-1 in Elementary has helped a lot
- PLC to learn and implement MAP assessment data for Pre K - 3rd
- MAP reports Shows ZPD
- MAP reports have activities that can be used to assist with student growth
- MAP data give next steps that teachers It does give next steps
- Gives resources based on the skills the student needs
- Teachers used the data to assist the student at BOY by grouping on needs

Family & Community Engagement

- Open house for parent
- Communication through social media

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MOY MAP Fluency Data shows that in Phonological Awareness, 54.6% and in Phonics 58.8% in grades Kinder-3rd are below target. **Root Cause:** Phonological awareness and phonics were not part of the professional learning plan for teachers for the Fall of 2020.

Problem Statement 2 (Prioritized): Math MOY Map Data shows a 19% decrease in growth from 2019-2020 to 2020-21 **Root Cause:** Rigor of instruction has not been aligned to Math TEKS.

School Processes & Programs

School Processes & Programs Summary

During the 2020-2021 school year, at Kirkpatrick Elementary, we continue to utilize processes and programs that focus on the following:

- Building relationships to support all families
- Aligned Tier 1 instruction for all students
- Data driven decisions for all students

Other areas of focus as a strength included processes or programs such as Gradual Release of Responsibility as a best instructional practice, increased oral language opportunities for students, four Fundamentals of Literacy, and our updated Curriculum Framework in our district. Due to the classroom environment limitations because of the Pandemic, all of the components of the Literacy and Instructional Framework were not practiced with fidelity. All these areas were the focus during our meeting with teachers during the 2020-2021 school year. We utilize a Professional Learning Community cycle of meeting weekly with grade level teams. The cycle includes alternating "Instructional Planning" and "Student Data/MTSS" each week. (MTSS- Multi-Tiered System of Student Supports)

At Kirkpatrick Elementary, our processes and programs have been adjusted to meet student needs during COVID.

The following processes and programs were utilized during COVID:

- Google Drive houses all schedule, instructional plans, PLC Agendas, School-Wide Attendance Tracking System, etc.
- Health and Safety Protocol for COVID
- Zoom and Google Meets for PLCs
- Google Suite as the Learning Management System
- Weekly Equity Meetings to intervene with chronic attendance issues

For the 2021-2022 school year, our campus will continue to find the best ways to improve and increase Reading Data. We will continue to work on alignment of Tier 1 instruction and professional learning for all, so that we are building capacity in the areas most impacted for Student Learning. Our focus will continue to be driven by our Reading Data Needs and aligned to district Literacy and Instructional Framework. We look forward to continuing to practice and reach proficiency in the following 4 components of Literacy: Word Work, Oral Fluency, Comprehension, and Writing.

School Processes & Programs Strengths

Student Needs

Strengths/Assets:

- Tutoring was offered during the Spring 2021 school year
- Technology needs have been addressed with the one-to-one electronic device and hotspot distribution
- SET teacher supports EL students
- Teacher lessons consistently aligned to TEKS on grade level and content
- Lessons aligned to the GRR best practice
- Equitable opportunity for students to have electronic device(s)
- One-to-one opportunity in the second semester (Technology Devices)

Culture and Climate

Strengths/Assets

- Social/emotional learning focus for students' return for 2020-2021
- Natural character development due to new technological and emotional expectations
- PLC reinforced alignment to Scope and Sequence
- Classlink portal apps were learned at a fast pace
- Clearly defined communication of health expectations
- Students were supported in their learning of new environment procedures

Curriculum and Instruction:

Strengths/Assets:

- FWISD Curriculum is updated and upgrades are available consistently
- Tutoring Program began in March for K-5th

- MAP assessments are new and there is a learning curve for leadership, staff, students and families
- See MAP Reading and Math Assessment Data in ADDENDUM

Family and Community Engagement:

Strengths/Assets

- Equity Team monitored and participated in increasing attendance
- Record number of Home Visits and Attendance Focused Meetings during 2020-2021

Professional Capacity and Leadership:

Strengths/Assets:

- This year's PD in STRIVE was well-tracked (Feedback via emails)
- PD offered by FWISD (Asynchronous and Self-Paced) works well for teachers
- HB3- Reading Academy for Kinder-3rd (60 hours of Modules)
- High Energy in PD when teacher lead and leaders are learning alongside (Bring this back)
- Shows value of teachers and strengthens the bond between different levels of teaching experience
- Teachers learned to be facilitators (more than ever) during COVID

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus currently has a low percentage of parent engagement. **Root Cause:** We do not have a parent engagement specialist.

Problem Statement 2 (Prioritized): Teacher Survey results show that 47% of teacher's perception of the amount and quality of feedback as unfavorable **Root Cause:** Scheduling for closing the feedback loop was inconsistent.

Perceptions

Perceptions Summary

Student needs are at the forefront of all that we do at Kirkpatrick Elementary and have been made an evident priority. The equity team we have built focuses on ensuring that the needs of our students are met in an equitable manner that is tailored to provide the services, care, and attention of each student need. As challenges arise and struggles are seen, we come together to address the situation and provide a solution or opportunity that fits the situation. Although teachers have indicated that the relationships between themselves and their (Virtual) students can be difficult because it is hard to give virtual students the amount of time and attention they need, there is effort put forth at all times for all students. Some of the useful data that we have found on this need is as follows:

- 65% of students are not connected to material learned at school (PANORAMA Survey)
- Students are not feeling that 46% of teachers are really wanting to know when asked, “How are you doing?” (PANORAMA Survey)

Staff perceive they can still facilitate some of the more common interactions while maintaining safety, but engagement has been difficult during the pandemic, with . We also understand there is a need to be mindful of students and families who are hesitant to return in person because they may not fully understand COVID guidelines and procedural safeguards in place. We intend to address these needs and provide equitable solutions to enhance our school's culture and climate to ensure that all students and staff feel welcome and valued each day. In addition, that students are inspired to engage in learning and transfer that learning outside of the classroom.

Kirkpatrick's strengths: our Tier I instructional focus is aligned with the FWISD curriculum framework. Professional Learning Communities are where teachers are focused on student learning, have time to collaborate with their colleagues and leadership team to plan and receive immediate feedback.

A priority is placed on parent and community engagement through consistent communication through our website, social media, Google Classroom, parent meetings, phone calls and texts. Flyers are given to parents during dismissal. Important information is also posted on the marquee.

Perceptions Strengths

Student Needs

Strengths/Asset

- Struggling students are supported by the counselor and leadership team.
- Student needs are an evident priority.(94%)Panorama
- Kirkpatrick is consistent about making phone calls to parents for student needs including attendance, academic support, and tutoring.
- Equity team collaborates weekly on student needs such as attendance, technology, and behavior challenges.

- Behavior plans are made for in person students who struggle with behavior (low need during COVID).

Culture and Climate

- Students follow all norms and protocols with little redirection at this point of the year.
- 85% of staff perceives the work environment is inviting which supports the campus is a safe place (Health and Physical Safety).

Curriculum and Instruction

- PLCs time supports teacher needs by working on slides, and getting immediate feedback to improve them.
- PLCs focus on the Curriculum Framework helps teachers and leadership staff see what students will be learning the following week to work together to plan.
- 90% of teachers are comfortable receiving and incorporating supplemental materials from different backgrounds that are aligned to our TEKS and helpful for student growth and learning.
- Feedback given in PLCs and the opportunity to change things in the lesson plan helps teachers with preparedness.
- The professional development loom videos are efficient for allowing teachers the opportunity to view it independently ahead of time.

Family and Community Engagement

- Parent meetings are a tool used to help support student needs for both virtual and in person.
- Stronger connections are being remade with parents of virtual students through constant communication to support student needs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student survey reflects that 46% of students do not feel the teachers really want to know the answer when they ask students how they are during the school day. **Root Cause:** Trust Based Relational Intervention professional learning for building a classroom community for all students was not prioritized.

Problem Statement 2 (Prioritized): Teacher Survey reflects that 55% of teachers responded they did not receive enough feedback. **Root Cause:** Instructional leadership schedules were not prioritized to include consistent feedback to all teachers.

Priority Problem Statements

Problem Statement 1: MOY MAP Fluency Data shows that in Phonological Awareness, 54.6% and in Phonics 58.8% in grades Kinder-3rd are below target.

Root Cause 1: Phonological awareness and phonics were not part of the professional learning plan for teachers for the Fall of 2020.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: TELPAS Data shows that 52% of our 1st-5th English Learners have either maintained or regressed in English Proficiency.

Root Cause 2: Professional learning to increase English Proficiency in all domains was not prioritized.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Average daily attendance rate dropped 7% during the 2020-21 school year.

Root Cause 3: 2020-21 Attendance Protocol has actionable steps that were not monitored with fidelity.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Teacher Survey results show that 47% of teacher's perception of the amount and quality of feedback as unfavorable

Root Cause 4: Scheduling for closing the feedback loop was inconsistent.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Student survey reflects that 46% of students do not feel the teachers really want to know the answer when they ask students how they are during the school day.

Root Cause 5: Trust Based Relational Intervention professional learning for building a classroom community for all students was not prioritized.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Teacher Survey reflects that 55% of teachers responded they did not receive enough feedback.

Root Cause 6: Instructional leadership schedules were not prioritized to include consistent feedback to all teachers.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Math MOY Map Data shows a 19% decrease in growth from 2019-2020 to 2020-21

Root Cause 7: Rigor of instruction has not been aligned to Math TEKS.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: The campus currently has a low percentage of parent engagement.

Root Cause 8: We do not have a parent engagement specialist.

Problem Statement 8 Areas: School Processes & Programs

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)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and 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
- Study of best practices

Goals

Revised/Approved: September 1, 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 50% to 70% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 64% to 80% by May 2022.

Increase the percentage of English Language Learners or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 50% by May 2022.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction for all content areas with culturally responsive instruction through standards aligned planning, lesson delivery, and progress monitoring.</p> <p>Strategy's Expected Result/Impact: 100% of Teachers will receive professional learning for Fundamental 4 for Literacy by October 2021.</p> <p>90% of PLCs will focus on instruction through standards aligned planning, lesson delivery, and progress monitoring.</p> <p>90% of coaching conversations documented on STRIVE or NTC will embed instructional coaching on Tier 1 instruction, planning, equity, and standards alignment by May 2022.</p> <p>Data Driven Instructional Meetings will be held after BOY, MOY, and EOY CIRCLE Assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Data Analyst, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: MOY MAP Fluency Data shows that in Phonological Awareness, 54.6% and in Phonics 58.8% in grades Kinder-3rd are below target. **Root Cause:** Phonological awareness and phonics were not part of the professional learning plan for teachers for the Fall of 2020.

School Processes & Programs

Problem Statement 2: Teacher Survey results show that 47% of teacher's perception of the amount and quality of feedback as unfavorable **Root Cause:** Scheduling for closing the feedback loop was inconsistent.

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 36% to 45% by May 2022.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 14% to 30% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 44% to 55% by May 2022.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction for all content areas with culturally responsive instruction through standards aligned planning, lesson delivery, and progress monitoring.</p> <p>Strategy's Expected Result/Impact: 100% of Teachers will receive professional learning for Fundamental 4 for Literacy by October 2021.</p> <p>90% of PLCs will focus on instruction through standards aligned planning, lesson delivery, and progress monitoring.</p> <p>90% of coaching conversations documented on STRIVE or NTC will embed instructional coaching on Tier 1 instruction, planning, equity, and standards alignment by May 2022.</p> <p>Data Driven Instructional Meetings will be held after BOY, MOY, and EOY MAP Assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Data Analyst, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Library Books - Title I (211) - 211-12-6329-04E-139-30-510-000000-22F10 - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: MOY MAP Fluency Data shows that in Phonological Awareness, 54.6% and in Phonics 58.8% in grades Kinder-3rd are below target. Root Cause: Phonological awareness and phonics were not part of the professional learning plan for teachers for the Fall of 2020.</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 39% to 49% 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 45% to 55% by May 2022.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 45% to 55% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of the Instructional Leadership Team by implementing protocols for distributive leadership in areas of instructional planning, school culture, data driven instruction and observation and feedback.</p> <p>Strategy's Expected Result/Impact: 90% of coaching conversations documented on STRIVE and NTC will embed instructional coaching on Tier 1 instruction, planning, equity, and standards alignment by May 2022.</p> <p>Through learning walks, 80% of campus instruction and learning environments will reflect implementation of our campus professional learning plan.</p> <p>Data Driven Instructional Meetings will be held after BOY, MOY, and EOY Campus Assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Data Analysts, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-139-30-510-000000-22F10 - \$73,197, Materials and Supplies for Instruction - SCE (199 PIC 24) - 199-11-6399-001-139-24-313-000000- - \$3,120</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Teacher Survey results show that 47% of teacher's perception of the amount and quality of feedback as unfavorable Root Cause: Scheduling for closing the feedback loop was inconsistent.</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 74% 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 100% to 100% by May 2022.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction for all content areas with culturally responsive instruction through standards aligned planning, lesson delivery, and progress monitoring.</p> <p>Strategy's Expected Result/Impact: 90% of PLCs will focus on instruction through standards aligned planning, lesson delivery, and progress monitoring.</p> <p>90% of coaching conversations documented on STRIVE or NTC will embed instructional coaching on Tier 1 instruction, planning, equity, and standards alignment by May 2022.</p> <p>Data Driven Instructional Meetings will be held after BOY, MOY, and EOY CIRCLE Assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Data Analyst, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Math MOY Map Data shows a 19% decrease in growth from 2019-2020 to 2020-21 Root Cause: Rigor of instruction has not been aligned to Math TEKS.</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 54% to 64% 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 70% to 80% by May 2022.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction for all content areas with culturally responsive instruction through standards aligned planning, lesson delivery, and progress monitoring.</p> <p>Strategy's Expected Result/Impact: 90% of PLCs will focus on instruction through standards aligned planning, lesson delivery, and progress monitoring.</p> <p>90% of coaching conversations documented on STRIVE or NTC will embed instructional coaching on Tier 1 instruction, planning, equity, and standards alignment by May 2022.</p> <p>NWEA MAP Growth Math will increase 10% from BOY to MOY.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Data Analyst, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Math MOY Map Data shows a 19% decrease in growth from 2019-2020 to 2020-21 Root Cause: Rigor of instruction has not been aligned to Math TEKS.</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 41% 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 40% to 50% by May 2022.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Deepen the understanding of instructional practices for English Language Learners by providing professional learning to embed strategies for quality Tier 1 instruction</p> <p>Strategy's Expected Result/Impact: 100% of DL teachers will receive district training for best practices on bridging instruction by September 2021.</p> <p>100% of teachers receive ELPS and Proficiency Level Descriptors Training for lesson planning.</p> <p>Through learning walks 80% of campus instruction and learning environments will reflect implementation of our campus professional learning plan</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Data Analyst, Teachers, LPAC Chair</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Substitutes for Planning - Title I (211) - 211-11-6112-OPD-139-30-510-000000-22F10 - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Improve the quality of Tier 1 instruction for all content areas with culturally responsive instruction through standards aligned planning, lesson delivery, and progress monitoring.</p> <p>Strategy's Expected Result/Impact: -90% of PLCs will focus on instruction through standards aligned planning, lesson delivery, and progress monitoring.</p> <p>-90% of coaching conversations documented on STRIVE or NTC will embed instructional coaching on Tier 1 instruction, planning, equity, and standards alignment by May 2022.</p> <p>-NWEA MAP Growth Math will increase 10% from BOY to MOY.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Data Analyst, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Supplies and Materials for Instruction - Title I (211) - 211-11-6399-04E-139-30-510-000000-22F10 - \$2,573, Tutoring - Title I (211) - 211-11-6116-04E-139-30-510-000000-22F10 - \$2,300</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: TELPAS Data shows that 52% of our 1st-5th English Learners have either maintained or regressed in English Proficiency. Root Cause: Professional learning to increase English Proficiency in all domains was not prioritized.</p>
Student Learning
<p>Problem Statement 2: Math MOY Map Data shows a 19% decrease in growth from 2019-2020 to 2020-21 Root Cause: Rigor of instruction has not been aligned to Math TEKS.</p>

Goal 3: CCMR





Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 32% to 40% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 25% to 30% by May 2022.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of the Instructional Leadership Team by implementing protocols for distributive leadership in areas of instructional planning, school culture, data driven instruction and observation and feedback.</p> <p>Strategy's Expected Result/Impact: 90% of coaching conversations documented on STRIVE and NTC will embed instructional coaching on Tier 1 instruction, planning, equity, and standards alignment by May 2022.</p> <p>Through learning walks, 80% of campus instruction and learning environments will reflect implementation of our campus professional learning plan.</p> <p>Data Driven Instructional Meetings will be held after BOY, MOY, and EOY Campus Assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Data Analysts, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Teacher Survey results show that 47% of teacher's perception of the amount and quality of feedback as unfavorable Root Cause: Scheduling for closing the feedback loop was inconsistent.</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 37% 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 34% to 40% by May 2022.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction for all content areas with culturally responsive instruction through standards aligned planning, lesson delivery, and progress monitoring.</p> <p>Strategy's Expected Result/Impact: 90% of PLCs will focus on instruction through standards aligned planning, lesson delivery, and progress monitoring.</p> <p>90% of coaching conversations documented on STRIVE or NTC will embed instructional coaching on Tier 1 instruction, planning, equity, and standards alignment by May 2022.</p> <p>NWEA MAP Growth Math will increase 10% from BOY to MOY.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Data Analyst, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Tutoring - Title I (211) - 211-11-6116-04E-139-30-510-000000-22F10 - \$1,000, Snacks for Student Incentives - Title I (211) - 211-11-6499-04E-139-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Math MOY Map Data shows a 19% decrease in growth from 2019-2020 to 2020-21 Root Cause: Rigor of instruction has not been aligned to Math TEKS.</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 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 39% to 20% by May 2022.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement an Attendance Plan for all chronically absent students with an emphasis on our EL Students.</p> <p>Strategy's Expected Result/Impact: Panorama Student Survey will reflect 70% or higher favorable responses.</p> <p>100% of teachers and staff will complete TBRI professional learning by September 30, 2021.</p> <p>Every 6 week cycle for the 2021-2022 School Year will reflect less than 15% chronically absent PK-5th Students.</p> <p>Every 6 week cycle for the 2021-2022 School Year will reflect less than 20% chronically absent PK-5th English Language Learner Students.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Average daily attendance rate dropped 7% during the 2020-21 school year. Root Cause: 2020-21 Attendance Protocol has actionable steps that were not monitored with fidelity.</p>
School Processes & Programs
<p>Problem Statement 1: The campus currently has a low percentage of parent engagement. Root Cause: We do not have a parent engagement specialist.</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 66% to 90% 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 69% to 100% by May 2022.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of teachers and staff of implementing protocols for distributive leadership in areas of school culture and learning environment.</p> <p>Strategy's Expected Result/Impact: Panorama Student Survey will reflect 70% or higher favorable responses.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Staff, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: Student survey reflects that 46% of students do not feel the teachers really want to know the answer when they ask students how they are during the school day. Root Cause: Trust Based Relational Intervention professional learning for building a classroom community for all students was not prioritized.</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 0% to 0% by May 2022.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: A protocol we be implemented for creating student and family support plans to be stored in Branching Minds.</p> <p>Strategy's Expected Result/Impact: Counselor will progress monitor 100% of Student Support Plans.</p> <p>100% of Student Support Plans will be reviewed every 6 weeks for any needed modifications.</p> <p>During the 2021-2022 School Year, school suspensions will remain under 2%.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:





Perceptions
<p>Problem Statement 1: Student survey reflects that 46% of students do not feel the teachers really want to know the answer when they ask students how they are during the school day. Root Cause: Trust Based Relational Intervention professional learning for building a classroom community for all students was not prioritized.</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 88% to 92% 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 69% to 100% by May 2022.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: A protocol will be implemented for creating Family Workshops. Strategy's Expected Result/Impact: Parent engagement specialist will conduct a fall and spring seminar. 100% of Student Support Plans will be reviewed every 6 weeks for any needed modifications. Positive Parent Perception on the Parent Survey will increase from 88% to 92% or above. Staff Responsible for Monitoring: Administrators, Teachers, Counselor Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Substitutes for Parent Conferences - Title I (211) - 211-11-6112-0PD-139-30-510-000000-22F10 - \$2,000, Family Resources and supplies for engagement - Title I (211) - 211-61-6399-04L-139-30-510-000000-22F10 - \$801, Snacks for Family Events - Title I (211) - 211-61-6499-04L-139-30-510-000000-22F10 - \$800</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 4 Problem Statements:

Perceptions
<p>Problem Statement 1: Student survey reflects that 46% of students do not feel the teachers really want to know the answer when they ask students how they are during the school day. Root Cause: Trust Based Relational Intervention professional learning for building a classroom community for all students was not prioritized.</p>

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	1	Library Books	Reading materials for library use	211-12-6329-04E-139-30-510-000000-22F10	\$6,000.00
1	3	1	Data Analyst	Data Analyst	211-13-6119-04E-139-30-510-000000-22F10	\$73,197.00
2	3	1	Substitutes for Planning	Subs for professional development	211-11-6112-0PD-139-30-510-000000-22F10	\$4,000.00
2	3	2	Supplies and Materials for Instruction	Supplies and materials for instructional use	211-11-6399-04E-139-30-510-000000-22F10	\$2,573.00
2	3	2	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-139-30-510-000000-22F10	\$2,300.00
3	2	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-139-30-510-000000-22F10	\$1,000.00
3	2	1	Snacks for Student Incentives	Snacks or incentives for students	211-11-6499-04E-139-30-510-000000-22F10	\$1,000.00
4	4	1	Substitutes for Parent Conferences	Subs for professional development	211-11-6112-0PD-139-30-510-000000-22F10	\$2,000.00
4	4	1	Family Resources and supplies for engagement	Supplies and materials for parental involvement	211-61-6399-04L-139-30-510-000000-22F10	\$801.00
4	4	1	Snacks for Family Events	Snacks for parents to promote participation	211-61-6499-04L-139-30-510-000000-22F10	\$800.00
Sub-Total						\$93,671.00
Budgeted Fund Source Amount						\$93,671.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	3	1	Materials and Supplies for Instruction	Supplies and materials for instructional use	199-11-6399-001-139-24-313-000000-	\$3,120.00
Sub-Total						\$3,120.00
Budgeted Fund Source Amount						\$3,120.00
+/- Difference						\$0.00
Grand Total						\$96,791.00