

# Fort Worth Independent School District

## 156 Ridglea Hills Elementary School

### 2021-2022 Campus Improvement Plan



RIDGLEA HILLS ELEMENTARY

#### School Mission

The mission of Ridglea Hills Elementary School is to provide rigorous instruction in a nurturing environment in which all students are actively engaged to become problem-solvers, well-rounded citizens, and life-long learners.

#### School Vision

Our Vision is a community where all children feel loved, respected and encouraged to develop to their fullest potential.

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## **Mission Statement**

The mission of Ridglea Hills Elementary School is to provide rigorous instruction in a nurturing environment in which all students are actively engaged to become problem-solvers, well-rounded citizens, and life-long learners.

## **Vision**

Our vision is a community where all children feel loved, respected, and encouraged to develop to their fullest potential.

## **Value Statement**

All students and staff in the Ridglea Hills Learning Community are feel loved, respected and encouraged to develop to their fullest potential.

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# Comprehensive Needs Assessment

Revised/Approved: September 27, 2021

## Demographics

### Demographics Summary

Ridglea Hills Elementary School, located at 6817 Cumberland Rd. in Fort Worth, Texas, is one of 82 elementary schools in FWISD, serving 686 students and families in the 2020-21 school year. In comparison to the district, our student population is comprised of 27% Hispanic, 18% African American, 49% White, 2% Asian, 4% Two or more, 5% English Learners (EL), 11% Gifted and Talented, 12% Special Education, and 44% Economically Disadvantage students from the the 2019-2020 TAPR report.

Ridglea Hills is a diverse campus that mainly serves its neighborhood students in our attendance zone. Most families drop off and pick up students, with 10% of students commuting by bus transportation, and 5% attending after-school programs on campus or surrounding areas.

Like many school districts across the state of Texas, our campus was impacted by the recent pandemic, COVID-19, that caused a loss of student enrollment this year. Based on 2020-2021 demographic data from FWISD, 803 students were projected to attend Ridglea Hills this school year. Currently, 117 students no longer walking the halls of Ridglea Hills Elementary School this year, that has greatly impacted our school's culture and climate, but we are determined through resilience and perseverance to serve our students and families!

Our high rise in attendance and mobility during this pandemic is a result of having a vibrant and valued partnership with our PTA, teachers, and staff that share ownership and commitment to our students at Ridglea Hills. Our focus is meeting the social/emotional needs of our diverse learners, and meeting them at their academic level to maximize their potential growth for post secondary education and beyond. We currently have 585 students that are "in-person" learners vs. 101 "virtual" learners that we continue to serve during this unprecedented time. Our overall attendance rate for our students is 95%, with a 17% mobility rate compared to, our district with 95% for attendance averaging about the same, but see less mobility at 21% for the district.

Ridglea Hills has a veteran staff that love to work in our learning community comprised of 85 highly qualified teachers and staff members, 47 teachers and 38 professional support staff. With the partnership of a valued stakeholders in our parents, students, staff, and community partners, RHE primary focus is on the experience of traditions and legacies of a positive school culture and climate along with the focus of high academic achievement for all students. With our SBDM, PTA, Guiding Coalitions, Professional Learning Communities, and

Community Partners, RHE committed to our serving our families and leaving a heritage of academic excellence for years to come.

### **Demographics Strengths**

Ridglea Hills celebrates being "The Best Kept Secret" in FWISD! We celebrate consistency with a population of learners that return to our campus year after year, with a low mobility rate of 17% in comparison to our district at 21%. Families at RHE seek to continue their upward trajectory of high parental involvement, family engagement activities, and continue the "sense of belonging," in the RHE learning community. Our teachers and staff have taught traditions of families/siblings and that is attributed to our highly involved PTA and valued stakeholder partnership in our learning community.

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

**Problem Statement 1 (Prioritized):** In Fall 2020, 2nd Grade African American students met 12% on their MAP Literacy BOY RIT score. However in Winter 2021, 2nd grade African American students met 1% on their MAP Literacy BOY RIT score with a total decrease of 11%. **Root Cause:** Time and loss of data analyst has caused a loss of intentional classroom support and focus on data to support teachers and students in plcs, data meetings, and providing consistent feedback to teachers about student academic growth.

# Student Learning

## Student Learning Summary

Student learning was challenging during the Spring of 2021 for RHE students and staff during the Covid-19 pandemic that impacted our not only Ridglea Hills but our district as a whole. During March 2020, students at RHE were making academic growth and gains based on district and campus assessments and students' academic growth goals were coming into fruition. The impact of the pandemic impacted our students social and emotional learning, health and safety, and severed relationships due to trauma and loss of this virus.

This year in 2021 our teachers and students have seen a loss of academic achievement across all grades in but specifically in our lower grades in literacy and math based on our MAP assessments, district/campus assessments and report card grades. The guiding coalition met to determine to look at the barriers including but not limited to: professional development training and implementation, loss of instructional time and support staff, PreK-2nd grade data on reading and math assessments, and effectiveness of teacher-student relationships due to social distancing and teaching in a virtual environment.

Based on the current Panorama and MAP data from our students and teachers the guiding coalition found significant findings that impacted our learning community and has changed our mission for the upcoming school year in 2021. Academic progress and performance for each student group is the focus for our guiding coalition and learning environment at RHE.

## Student Learning Strengths

Based on the TAPR data from the 2019-2020 school year, RHE has maintained a consistency of high academic achievement in grades 3-5 on STAAR and MAP data, achieving a distinction for outstanding academic achievement in literacy in the 2018-2019 school year and previous years. With 11.3% of identified gifted and talented students, at RHE, teaching staff continue to provide rigorous, quality Tier I instruction to our diverse learners.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 19% of 2nd Grade African American students met projected growth from BOY to MOY on their MAP Literacy Growth in reading with a 15% difference in growth as compared to White students. **Root Cause:** Time is not provided for teachers to plan quality Tier I instruction so that teachers can develop consistency with plcs, to provide feedback, and focus on utilizing the FWISD instructional model.

**Problem Statement 2 (Prioritized):** Kinder and 1st grade students did not meet projected Math MAP growth from BOY to MOY 2021. In Kindergarten, only 30% of students met projected growth and in 1st grade, students, met 26%. **Root Cause:** Loss of data analyst caused a loss of intentional classroom support and focus on data to support teachers. Although instructional leadership supports teachers and provides feedback, lack of auxiliary instructional support doesn't allow for the time needed to be intentional with classroom data as a consistent focus.

# School Processes & Programs

## School Processes & Programs Summary

In 2020-2021, campus process and programs were reviewed by instructional leadership team and guiding coalition to determine three identified school-wide processes to implement to enhance and support RHE's learning community.

- Refine and retain the process for recruiting highly qualified teaching and professional support staff to supporting data, curriculum and instruction, assessment, and meet the needs of our students.
- Providing professional development for support quality tier I instruction that is aligned with the the FWISD curriculum, instructional model, and Literacy framework (Fundamental Four). Instruction should be rigorous, differentiated to meet the needs of diverse learners using the lesson cycle and a gradual release of instruction.
- Ensuring that equity of services for all student groups is implemented with consistency and fidelity by instructional leadership team and valued stakeholders in the learning community.

## School Processes & Programs Strengths

In response to our campus rating as a C, 79% and classified as a Tier II campus, RHE's instructional staff is committed to diving deep into the new Instructional model and Literacy Framework as teachers dive deep into the scope and sequence and implementing the Fundamental Four to meet the needs of all students in the learning community.

Teachers and Staff at RHE are resilient and determined to meet the needs of our students through instruction by attending additional professional development that focuses on K-2 Literacy for vertical alignment offered in Winter and Spring of 2021, outside flex hours in the AHHS pyramid. AHHS pyramid principals and teachers at Ridglea and feeder school(s), (MLP), collaborated to build upon strengths of teachers in lower grades working together to develop aligned systemic literacy strategies outside district professional development to enhance student academic achievement in Literacy and improve MAP data in lower grades.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** 5% of the student population is identified as dyslexic. **Root Cause:** Instructional leadership team isn't trained on identification of dyslexia indicators for at-risk students to disseminate information to teachers and staff. Instructional leaders aren't consistent with ensuring that teachers follow the district/campus referral process to identify students.



# Perceptions

## Perceptions Summary

Ridglea Hills Elementary values all stakeholders in our school learning community. We consistently seek parent, teacher, staff, and student input to impact our school's culture and climate. The most significant survey results from 2018-2019 include: 95-100% staff and students feel safe and nurtured as valued stakeholders in our learning community and our teacher retention rate is 98%. Student survey also revealed that students enjoy being a student at to our school.

Data is collected monthly on attendance, discipline, grade reporting, that also includes but not limited to: bullying, SEL initiatives, and counseling reports to impact our school culture and climate. All students attendance is 95% at RHE which provides an indicator that students "feel welcome and known" in their learning community.

Due to the pandemic, all stakeholders have felt the impact of this "new normal" of virtual learning and in-person learning, while maintaining social distance. The barriers have been difficult to build relationships through a "screen" with our RHE families, but our teachers and staff are committed to learning, student engagement, and maintaining a of "sense of normalcy" for all students in the learning environment.

## Perceptions Strengths

Our parental involvement is unparalleled despite the COVID-19 pandemic. The participation rate of our parents on Site Based Decision Making is consistent from 19-20 to the 20-21 school year, despite the lower enrollment of students this year at RHE. Parents and Staff have at RHE have supported each other at RHE through celebrations of teachers and staff by hosting "teacher appreciation and volunteer celebrations as valued stakeholders this year, while adhering to district guidelines and protocols.

RHE is committed to community partnerships this year and focused on student teachers from the TCU Department Of Education, to work alongside veteran teachers and staff work to support students this year serving, "two platforms," in the learning environment. We invited TCU student teachers to listen, learn, and lead alongside our RHE teaching staff to support the growth of SEL and academic development of our students.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Based on the Panorama MOY Survey in Winter of 2021, only 41% of students know how to emotionally regulate. **Root Cause:** Instructional leadership team hasn't prioritize and followed through to support teachers with the district/campus SEL initiative(s) in lesson plans, ples,, and integration of SEL to

provide quality Tier I instruction for all students.

# Priority Problem Statements

**Problem Statement 1:** Kinder and 1st grade students did not meet projected Math MAP growth from BOY to MOY 2021. In Kindergarten, only 30% of students met projected growth and in 1st grade, students, met 26%.

**Root Cause 1:** Loss of data analyst caused a loss of intentional classroom support and focus on data to support teachers. Although instructional leadership supports teachers and provides feedback, lack of auxiliary instructional support doesn't allow for the time needed to be intentional with classroom data as a consistent focus.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** 19% of 2nd Grade African American students met projected growth from BOY to MOY on their MAP Literacy Growth in reading with a 15% difference in growth as compared to White students.

**Root Cause 2:** Time is not provided for teachers to plan quality Tier I instruction so that teachers can develop consistency with plcs, to provide feedback, and focus on utilizing the FWISD instructional model.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** In Fall 2020, 2nd Grade African American students met 12% on their MAP Literacy BOY RIT score. However in Winter 2021, 2nd grade African American students met 1% on their MAP Literacy BOY RIT score with a total decrease of 11%.

**Root Cause 3:** Time and loss of data analyst has caused a loss of intentional classroom support and focus on data to support teachers and students in plcs, data meetings, and providing consistent feedback to teachers about student academic growth.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** 5% of the student population is identified as dyslexic.

**Root Cause 4:** Instructional leadership team isn't trained on identification of dyslexia indicators for at-risk students to disseminate information to teachers and staff. Instructional leaders aren't consistent with ensuring that teachers follow the district/campus referral process to identify students.

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

**Problem Statement 5:** Based on the Panorama MOY Survey in Winter of 2021, only 41% of students know how to emotionally regulate.

**Root Cause 5:** Instructional leadership team hasn't prioritize and followed through to support teachers with the district/campus SEL initiative(s) in lesson plans, plcs,, and integration of SEL to provide quality Tier I instruction for all students.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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-P ESS data

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

Revised/Approved: September 27, 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 65% to 70% by May 2022.

Increase the percentage of Economically Disadvantage students that are the most marginalized by instruction on our campus from 51% to 60% by May 2022.





**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Circle Phonological Awareness, TPRI, and Prekindergarten self-assessment tool.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Improve quality TIER I instruction in literacy through aligned planning that is based on student data, FWISD Instructional Framework, Language Objective Lesson Frames, and aligned lesson delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> 1).Based on the Teacher Walkthrough Proration Guide, all teachers will receive 50% of their observational feedback in the form of coaching.</p> <p>2). 90% of lessons and student work observed are aligned with FWISD Instructional Framework and the appropriate rigor of the standards for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Accelerated instruction for at-risks students - SCE (199 PIC 24) - 199-11-6116-001-156-24-313-000000- - \$3,312</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Improve quality Professional Learning Communities to drive TIER I instruction in literacy through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and social emotional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> 1). 25% of PLCs will be focused on TIER I Literacy Instructional Practices that impact all students with a focus on the lowest scoring marginalized groups as demonstrated by the PLC calendar.</p> <p>2). 25% of PLCs will examine student data with the data analyst looking at student work, that encompasses marginalized groups, and/or instructional plans to help drive TIER I Instruction for all literacy teachers as demonstrated by the PLC calendar.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2</p> <p><b>Funding Sources:</b> Data Analyst - Title I (211) - 211-13-6119-04E-156-30-510-000000-22F10 - \$79,611</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

| <b>Demographics</b>   |
|---|
| <p><b>Problem Statement 1:</b> In Fall 2020, 2nd Grade African American students met 12% on their MAP Literacy BOY RIT score. However in Winter 2021, 2nd grade African American students met 1% on their MAP Literacy BOY RIT score with a total decrease of 11%. <b>Root Cause:</b> Time and loss of data analyst has caused a loss of intentional classroom support and focus on data to support teachers and students in plcs, data meetings, and providing consistent feedback to teachers about student academic growth.</p>  |
| <b>Student Learning</b>   |
| <p><b>Problem Statement 1:</b> 19% of 2nd Grade African American students met projected growth from BOY to MOY on their MAP Literacy Growth in reading with a 15% difference in growth as compared to White students. <b>Root Cause:</b> Time is not provided for teachers to plan quality Tier I instruction so that teachers can develop consistency with plcs, to provide feedback, and focus on utilizing the FWISD instructional model.</p>  |
| <p><b>Problem Statement 2:</b> Kinder and 1st grade students did not meet projected Math MAP growth from BOY to MOY 2021. In Kindergarten, only 30% of students met projected growth and in 1st grade, students, met 26%. <b>Root Cause:</b> Loss of data analyst caused a loss of intentional classroom support and focus on data to support teachers. Although instructional leadership supports teachers and provides feedback, lack of auxiliary instructional support doesn't allow for the time needed to be intentional with classroom data as a consistent focus.</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 2:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 47%, to 57% by May 2022.

Increase the percentage of ELL students that are most the marginalized by instruction on our campus from 40% to 50% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAP Fluency Data, Lexia Core 5, Benchmark Assessment Data, PLCs, STAAR EL progress measure, STAAR, TELPAS data, and HB3 reading goals.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Improve quality Professional Learning Communities to drive TIER I instruction in literacy through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and social emotional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> 1). 25% of PLCs will be focused on TIER I Literacy Instructional Practices that impact all students with a focus on the lowest scoring marginalized groups as demonstrated by the PLC calendar.</p> <p>2). 25% of PLCs will examine student data with the data analyst looking at student work, that encompasses marginalized groups, and/or instructional plans to help drive TIER I Instruction for all literacy teachers as demonstrated by the PLC calendar.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Data Analyst</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Improve quality TIER I instruction in literacy through aligned planning that is based on student data, FWISD Instructional Framework, Language Objective Lesson Frames, and aligned lesson delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> 1).Based on the Teacher Walkthrough Proration Guide, all teachers</p>   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

|  |  |  |  |  |
|--|--|--|--|--|
| <p>will receive 50% of their observational feedback in the form of coaching.</p> <p>2). 90% of lessons and student work observed are aligned with FWISD Instructional Framework and the appropriate rigor of the standards for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers, and Data Analyst</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> |  |  |  |  |
|--|--|--|--|--|

|   |  |   |   |
|---|--|---|---|
|  No Progress |  Accomplished |  Continue/Modify |  Discontinue |
|---|--|---|---|

**Performance Objective 2 Problem Statements:**

|   |
|---|
| <b>Demographics</b>   |
| <p><b>Problem Statement 1:</b> In Fall 2020, 2nd Grade African American students met 12% on their MAP Literacy BOY RIT score. However in Winter 2021, 2nd grade African American students met 1% on their MAP Literacy BOY RIT score with a total decrease of 11%. <b>Root Cause:</b> Time and loss of data analyst has caused a loss of intentional classroom support and focus on data to support teachers and students in plcs, data meetings, and providing consistent feedback to teachers about student academic growth.</p>  |
| <b>Student Learning</b>   |
| <p><b>Problem Statement 1:</b> 19% of 2nd Grade African American students met projected growth from BOY to MOY on their MAP Literacy Growth in reading with a 15% difference in growth as compared to White students. <b>Root Cause:</b> Time is not provided for teachers to plan quality Tier I instruction so that teachers can develop consistency with plcs, to provide feedback, and focus on utilizing the FWISD instructional model.</p>  |
| <p><b>Problem Statement 2:</b> Kinder and 1st grade students did not meet projected Math MAP growth from BOY to MOY 2021. In Kindergarten, only 30% of students met projected growth and in 1st grade, students, met 26%. <b>Root Cause:</b> Loss of data analyst caused a loss of intentional classroom support and focus on data to support teachers. Although instructional leadership supports teachers and provides feedback, lack of auxiliary instructional support doesn't allow for the time needed to be intentional with classroom data as a consistent focus.</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 38% to 50% by May 2022.

Increase the percentage of ELL students that are the most marginalized by instruction on our campus from 32% to 42% by May 2022.





**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR EL, STAAR, TELPAS, Lexia Core 5, TPRI, Benchmark Assessments, Grades, Student failure and/or retention rates, HB3 Reading goals, and attendance.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Improve quality Professional Learning Communities to drive TIER I instruction in literacy through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and social emotional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> 1). 25% of PLCs will be focused on TIER I Literacy Instructional Practices that impact all students with a focus on the lowest scoring marginalized groups as demonstrated by the PLC calendar.</p> <p>2). 25% of PLCs will examine student data with the data analyst looking at student work, that encompasses marginalized groups, and/or instructional plans to help drive TIER I Instruction for all literacy teachers as demonstrated by the PLC calendar.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Team and Data Analyst</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Improve quality TIER I instruction in literacy through aligned planning that is based on student data, FWISD Instructional Framework, Language Objective Lesson Frames, and aligned lesson delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> 1).Based on the Teacher Walkthrough Proration Guide, all teachers will receive 50% of their observational feedback in the form of coaching.</p> <p>2). 90% of lessons and student work observed are aligned with FWISD Instructional Framework and the appropriate rigor of the standards for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers, and Data Analyst</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

| Student Learning  |
|---|
| <p><b>Problem Statement 2:</b> Kinder and 1st grade students did not meet projected Math MAP growth from BOY to MOY 2021. In Kindergarten, only 30% of students met projected growth and in 1st grade, students, met 26%. <b>Root Cause:</b> Loss of data analyst caused a loss of intentional classroom support and focus on data to support teachers. Although instructional leadership supports teachers and provides feedback, lack of auxiliary instructional support doesn't allow for the time needed to be intentional with classroom data as a consistent focus.</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 88% to 95% by May 2022.

Increase the percentage of Hispanic students that are the most marginalized by instruction on our campus from 78% to 85% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** HB3 Math goals for PreK and Prekindergarten assessment tool.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Improve quality Professional Learning Communities to drive TIER I instruction in literacy through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and social emotional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> 1). 25% of PLCs will be focused on TIER I Literacy Instructional Practices that impact all students with a focus on the lowest scoring marginalized groups as demonstrated by the PLC calendar.</p> <p>2). 25% of PLCs will examine student data with the data analyst looking at student work, that encompasses marginalized groups, and/or instructional plans to help drive TIER I Instruction for all literacy teachers as demonstrated by the PLC calendar.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers, and Data Analyst</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Improve quality TIER I instruction in literacy through aligned planning that is based on student data, FWISD Instructional Framework, Language Objective Lesson Frames, and aligned lesson delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> 1).Based on the Teacher Walkthrough Proration Guide, all teachers</p>   | Formative |     |     | Summative |
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will receive 50% of their observational feedback in the form of coaching.

2). 90% of lessons and student work observed are aligned with FWISD Instructional Framework and the appropriate rigor of the standards for all students.

**Staff Responsible for Monitoring:** Campus Administration, Teachers, and Data Analyst

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction



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 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 44% to 54% by May 2022.

Increase the percentage of African American students that are the most marginalized by instruction on our campus from 22% to 32% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TX-KEA Math data, HB3 goal for math, attendance data, and, mobility rate.

**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 43% to 50% by May 2022.

Increase the percentage of African American and ELL students that are the most marginalized by instruction on our campus from 33% to 43% by May 2022.

**Targeted or ESF High Priority**


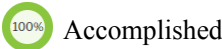
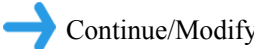

**HB3 Goal**

**Evaluation Data Sources:** MAP Growth Data, TELPAS Data, STAAR EL progress measure, STAAR data, HB3 Math Goals, Attendance Data, Mobility Rate, Student Surveys and Feedback.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Improve the quality Tier I instruction that builds teacher capacity to support culturally responsive instruction that is aligned with planning, curriculum, and lesson execution for all students.</p> <p>Provide systematic ongoing feedback and coaching to improve quality Tier I instruction in all content areas for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% African American Students will increase their MAP Growth Data by 10% on the EOY MAP assessment.</p> <p>90% of coaching conversations documented in STRIVE will demonstrate culturally responsive quality Tier I instruction that focuses on equity for all students.</p> <p>90% of PLCs observed will focus on equity: standards, alignment, planning and collaboration.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team, Teachers, and Data Analyst.</p> <p><b>Problem Statements:</b> Demographics 1</p> | Formative |     |     | Summative |
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| Strategy 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Improve quality Professional Learning Communities to drive TIER I instruction in literacy through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and social emotional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> 1). 25% of PLCs will be focused on TIER I Literacy Instructional Practices that impact all students with a focus on the lowest scoring marginalized groups as demonstrated by the PLC calendar.</p> <p>2). 25% of PLCs will examine student data with the data analyst looking at student work, that encompasses marginalized groups, and/or instructional plans to help drive TIER I Instruction for all literacy teachers as demonstrated by the PLC calendar.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team, Teachers, and Data Analyst.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
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**Performance Objective 3 Problem Statements:**

| Demographics   |
|--|
| <p><b>Problem Statement 1:</b> In Fall 2020, 2nd Grade African American students met 12% on their MAP Literacy BOY RIT score. However in Winter 2021, 2nd grade African American students met 1% on their MAP Literacy BOY RIT score with a total decrease of 11%. <b>Root Cause:</b> Time and loss of data analyst has caused a loss of intentional classroom support and focus on data to support teachers and students in plcs, data meetings, and providing consistent feedback to teachers about student academic growth.</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 56% to 70% by May 2022.





Increase the percentage of Two or More students that are the most marginalized by instruction on our campus from 33% to 44% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Data, Academic Achievement Data, Attendance, Benchmark Assessments, EFS, Closing the Gaps Domain, Student Progress Data, and Student Failure and Retention Rates.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Improve quality Professional Learning Communities to drive TIER I instruction in literacy through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and social emotional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> 1). 25% of PLCs will be focused on TIER I Literacy Instructional Practices that impact all students with a focus on the lowest scoring marginalized groups as demonstrated by the PLC calendar.</p> <p>2). 25% of PLCs will examine student data with the data analyst looking at student work, that encompasses marginalized groups, and/or instructional plans to help drive TIER I Instruction for all literacy teachers as demonstrated by the PLC calendar.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Leadership Team, Teachers, &amp; Data Analyst</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

| Strategy 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Improve quality TIER I instruction in literacy through aligned planning that is based on student data, FWISD Instructional Framework, Language Objective Lesson Frames, and aligned lesson delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> 1).Based on the Teacher Walkthrough Proration Guide, all teachers will receive 50% of their observational feedback in the form of coaching.</p> <p>2). 90% of lessons and student work observed are aligned with FWISD Instructional Framework and the appropriate rigor of the standards for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Leadership Team, Teachers, &amp; Data Analyst</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 48% to 70% by May 2022.

Increase the percentage of African American, 42%, and Two or More, 16%, students that are the most marginalized by instruction on our campus from 42% to 50% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Data, Academic Achievement Data, Attendance, Benchmark Assessments, EFS, Closing the Gaps Domain, Student Progress Data, and Student Failure and Retention Rates.

| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Improve quality TIER I instruction in literacy through aligned planning that is based on student data, FWISD Instructional Framework, Language Objective Lesson Frames, and aligned lesson delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> 1).Based on the Teacher Walkthrough Proration Guide, all teachers will receive 50% of their observational feedback in the form of coaching.</p> <p>2). 90% of lessons and student work observed are aligned with FWISD Instructional Framework and the appropriate rigor of the standards for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Leadership Team, Teachers, &amp; Data Analyst</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 2 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Improve quality Professional Learning Communities to drive TIER I instruction in literacy through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and social emotional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> 1). 25% of PLCs will be focused on TIER I Literacy Instructional Practices that impact all students with a focus on the lowest scoring marginalized groups as demonstrated by the PLC calendar.</p> <p>2). 25% of PLCs will examine student data with the data analyst looking at student work, that encompasses marginalized groups, and/or instructional plans to help drive TIER I Instruction for all literacy teachers as demonstrated by the PLC calendar.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Leadership Team, Teachers, &amp; Data Analyst</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | <b>Formative</b> |            |            | <b>Summative</b> |
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|   |                  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>  |                  |            |            |                  |

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

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

**Performance Objective 1:** Decrease the number and percentage of students who are chronically absent from 17% to 10% 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 from 27% to 10% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Attendance data, mobility rate, discipline records, student surveys and feedback, and monthly principal reports from stay-in-school coordinator.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Implementation of Student Success Team that will support social emotional needs, attendance and sense of community of all at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> 1). SST monthly analyzes student data to plan campus-wide activities to address the results of the data specifically in the areas of social emotional needs and building campus community.</p> <p>2). SST monthly analyzes student data and works in collaboration with the counselor to plan topics for whole class and small group guidance lessons.</p> <p>3). SST monthly analyzes student data and works in collaboration with the PTA to plan topics and trainings for parents.</p> <p>4). Attendance Plan will be created for 100% of students that are chronically absent by the attendance committee.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Leadership Team, Counselor, Teachers, and Students.</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

## Demographics

**Problem Statement 1:** In Fall 2020, 2nd Grade African American students met 12% on their MAP Literacy BOY RIT score. However in Winter 2021, 2nd grade African American students met 1% on their MAP Literacy BOY RIT score with a total decrease of 11%. **Root Cause:** Time and loss of data analyst has caused a loss of intentional classroom support and focus on data to support teachers and students in plcs, data meetings, and providing consistent feedback to teachers about student academic growth.

**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 60% to 70% by May 2022.





Increase positive response by ELL students or the student group that is most marginalized by instruction on our campus from 52% to 62% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Panorama data, student survey data and/or other feedback, and student progress domain.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Improve our campus culture through team building by fostering cross grade-level relationships, building student leadership capacity, supporting interest groups, increasing students' sense of belonging and self-worth, celebrating cultural identities, and promoting cultural awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> 1). EOY campus and/or Panorama survey data will demonstrate a 10% increase both among all students and marginalized groups in the area of Learning Environment.<br/>2). 85% of students will participate in team building activities outside of their homeroom/classroom routines.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Leadership Team and Student Council.</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

| Perceptions   |
|---|
| <p><b>Problem Statement 1:</b> Based on the Panorama MOY Survey in Winter of 2021, only 41% of students know how to emotionally regulate. <b>Root Cause:</b> Instructional leadership team hasn't prioritize and followed through to support teachers with the district/campus SEL initiative(s) in lesson plans, ples,, and integration of SEL to provide quality Tier I instruction for all students.</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 2.7% to 1% by May 2022.


**Targeted or ESF High Priority**


**HB3 Goal**


**Evaluation Data Sources:** Attendance data, mobility rate, discipline records, student survey data and feedback, grades that measure student performance based on the TEKS, and academic achievement data.

| Strategy 1 Details  | Reviews             |     |     |           |
|---|---------------------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Refine RHE's current PBIS System by strengthening teacher capacity to increase relationships with students, self regulation, and social and emotional support for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> 1). 100% of classrooms have agreed upon PBIS classroom systems in place.</p> <p>2). 100% of teachers track honorable character vs. office referrals each week with in the outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration team and counselor.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1</p> | Formative           |     |     | Summative |
|   | Nov                 | Jan | Mar | June      |
|   | Review content area |     |     |           |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**

| Perceptions   |
|---|
| <p><b>Problem Statement 1:</b> Based on the Panorama MOY Survey in Winter of 2021, only 41% of students know how to emotionally regulate. <b>Root Cause:</b> Instructional leadership team hasn't prioritize and followed through to support teachers with the district/campus SEL initiative(s) in lesson plans, plcs,, and integration of SEL to provide quality Tier I instruction for all students.</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 85% to 90% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Parent surveys and/or other feedback, parent engagement rate, and SBDM input.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Refine campus communication with PTA with the goal to increase the knowledge of all stakeholders, including parents, teachers, and staff, as to the campus programs and resources that promote social emotional needs, attendance improvement, and culture awareness for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> 1). PTA and Administration Team will meet once every grading period. 2). All communication disseminated will include at least one engagement topic from the parent survey.</p> <p><b>Staff Responsible for Monitoring:</b> Parents, Teachers, and Administration Leadership Team.</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Supplies/snacks for parent engagement meetings throughout the school year. - Title I (211) - 211-61-6399-04L-156-30-510-000000-22F10 - \$2,520, Supplies/snacks for parent engagement meetings throughout the year. - Title I (211) - 211-61-6499-04L-156-30-510-000000-22F10 - \$994</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Build staff's capacity to respond to all parents with a customer service focus so that parents feel heard, seen, and helped as much as we can.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of parents complaints will decrease by 50% for the 2021-2022.</p> <p><b>Staff Responsible for Monitoring:</b> Campus leadership team and office staff.</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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| <p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>  |           |     |     |           |

**Performance Objective 4 Problem Statements:**

## Perceptions

**Problem Statement 1:** Based on the Panorama MOY Survey in Winter of 2021, only 41% of students know how to emotionally regulate. **Root Cause:** Instructional leadership team hasn't prioritize and followed through to support teachers with the district/campus SEL initiative(s) in lesson plans, plcs,, and integration of SEL to provide quality Tier I instruction for all students.

# Plan Notes

All areas have been updated utilizing the CIP checklist and our pre-work from March-August...great job!

Todd Koppes/Executive Director

# Site-Based Decision Making Committee

| <b>Committee Role</b>             | <b>Name</b>       | <b>Position</b>               |
|-----------------------------------|-------------------|-------------------------------|
| Classroom Teacher 1               | Halie Poe         | teacher                       |
| Classroom Teacher 2               | Tessa Chapman     | Teacher                       |
| Classroom Teacher 3               | Laura Hixon       | teacher                       |
| Classroom Teacher 4               | Monique Gillaspy  | Kindergarten                  |
| Professional Non-Teaching Staff   | Tracie Harris     | Counselor                     |
| Community Representative 2        | Stephanie Johnson | Community rep.                |
| Business Representative 1         | Nancy Sticksel    | Business Rep.                 |
| Business Representative 2         | Brent Dore        | Bus. Rep.                     |
| DERC Representative 1             | Ellen Starr       | Derc Rep. Assistant Principal |
| DERC Representative 2             | Lori Blakley      | derc 2                        |
| Professional District-Level Staff | Karen Wallace     | Gift & Talented Dept.         |
| Parent 1                          | Laura Armstrong   | parent                        |
| Parent 2                          | Megan Powers      | parent                        |
| Parent 3                          | Cailey Walton     | parent                        |
| Community Representative 1        | Justin Grimsley   | community rep.                |

# Campus Funding Summary

| Title I (211)                      |           |          |  |   |   |             |
|------------------------------------|-----------|----------|--|---|---|-------------|
| Goal                               | Objective | Strategy | Resources Needed   | Description                                       | Account Code                            | Amount      |
| 1                                  | 1         | 2        | Data Analyst   | Data Analyst                                      | 211-13-6119-04E-156-30-510-000000-22F10 | \$79,611.00 |
| 4                                  | 4         | 1        | Supplies/snacks for parent engagement meetings throughout the school year. | Supplies and materials for parental involvement   | 211-61-6399-04L-156-30-510-000000-22F10 | \$2,520.00  |
| 4                                  | 4         | 1        | Supplies/snacks for parent engagement meetings throughout the year.        | Snacks for parents to promote participation       | 211-61-6499-04L-156-30-510-000000-22F10 | \$994.00    |
| <b>Sub-Total</b>                   |           |          |  |   |   | \$83,125.00 |
| <b>Budgeted Fund Source Amount</b> |           |          |  |   |   | \$83,125.00 |
| <b>+/- Difference</b>              |           |          |  |   |   | \$0.00      |
| SCE (199 PIC 24)                   |           |          |  |   |   |             |
| Goal                               | Objective | Strategy | Resources Needed   | Description                                       | Account Code                            | Amount      |
| 1                                  | 1         | 1        | Accelerated instruction for at-risks students                              | Extra duty pay for tutoring after hours (Teacher) | 199-11-6116-001-156-24-313-000000-      | \$3,312.00  |
| <b>Sub-Total</b>                   |           |          |  |   |   | \$3,312.00  |
| <b>Budgeted Fund Source Amount</b> |           |          |  |   |   | \$3,312.00  |
| <b>+/- Difference</b>              |           |          |  |   |   | \$0.00      |
| <b>Grand Total</b>                 |           |          |  |   |   | \$86,437.00 |