

Fort Worth Independent School District
165 Richard J. Wilson Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

To inspire learning and achieve excellence by creating meaningful learning opportunities.

Vision

To support a positive, welcoming environment for students, families, and staff; where individuals are inspired to excel in meaningful lifelong learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

RJ Wilson is a dual-language campus located on the South Side of FWISD. We are a community school with several families that have had multiple generations attend the school. RJ Wilson is a Title 1 campus that serves a diverse student population. This school year, RJ Wilson has enrolled approximately 100 additional students from Rosemont Elementary and surrounding schools. As a result, 5 additional classrooms were added to our campus numbers, which brings us closer to our campus capacity.

600 Students

Grade Total

PK	70
K	77
1st	86
2nd	87
3rd	95
4th	102
5th	82

Enrollment by Race/Ethnicity

African American

Hispanic	568
White	565
American Indian	21
Asian	8
Pacific Islander	1
Two or More Races	4
Economically Disadvantaged	477
English Learners	329
Special Education	56

Enrollment by Demographic Group

ELL Monitored 329

504 Eligible	21
Dyslexia	15
Bilingual	310
ESL	8
Asian	0
Black	10
2 or More	0
White	0

Gender

Male 291

Female 308

Staff

African American 4

Hispanic	17
White	13
American Indian	0
Asian	0
2 or more races	0
Pacific Islander	0

Males 2

Females 35

Demographics Strengths

RJ Wilson has a very active PTO and a newly added Head Start Program collaborating with Child Care Associates. This school year, we are happy to add a new Parent Engagement Specialist that will help us connect with our parents more personally.

The campus has a positive school culture and atmosphere, which is inviting to our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In 2020-2021, zero percent of parent activities were held to support parent involvement. **Root Cause:** This school year a parent liaison was not hired.

Problem Statement 2 (Prioritized): In the 2020-2021 school year, 1st-grade Hispanic students decreased their expected projected growth of grade-level norms from 10.1 to -6.01 on the MAP Reading assessment. **Root Cause:** The campus has not provided enough opportunities for staff to plan vertically and to use research-based resources to teach students with diverse learning styles.

Student Learning

Student Learning Summary

2018-2019 Report Card Information

Accountability Rating of C

- Overall - 78/C
- Student Achievement 71/C
- School Progress 80/B
- Closing the Gaps 74/C

Math MAP Growth - Average RIT Score by Grade Level

	Tested	Mean RIT	Met Projected Growth
KG	77	137	0
1st	86	153	20%
2nd	87	168	45%
3rd	95	179	38%
4th	99	188	55%
5th	82	205	56%

Reading Spanish MAP Growth - Average RIT Score by Grade Level

	# tested	EOY Mean RIT	Students At or Above Mean Rit
KG	44	134	22
1st	36	151	21
2nd	37	161	9
3rd	55	177	17

Reading English MAP Growth - Average RIT Score by Grade Level

	# tested	Mean RIT Score	Met Projected Growth	Met Projected Growth
KG	33	137	20	
1st	50	148	16	24%
2nd	86	161	20	30%

	# tested	Mean RIT Score	Met Projected Growth	Met Projected Growth
3rd	95	177	35	61%
4th	100	185	32	58%
5th	82	199	32	64%

Student Learning Strengths

In Math, students "Mean RIT" scores increased from 2020-2021, meaning there was growth from EOY to BOY assessments. Fifty percent of 4th and 5th-grade students met growth projections in Math. Forty-five percent of students in 2nd grade showed students who met growth projections.

Fifty percent of 3rd-5th grade students met growth projection in English Reading. Third-grade students showed over 10 points in Spanish Reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In the 2020-2021 school year, Kinder Title 1 students decreased their expected projected growth of grade-level norms from 10.2 to -4.32 on the MAP Math assessment. **Root Cause:** As a campus, we are not using a variety of teaching methods using manipulatives for a variety of content areas.

Problem Statement 2 (Prioritized): In the 2020-2021 school year, 3rd grade ELL students decreased their expected projected growth of grade-level norms from 7.6 to -2.18 on the MAP Reading assessment. **Root Cause:** As a campus, we have not focused on EL strategies for students in reading, writing, speaking, and listening.

School Processes & Programs

School Processes & Programs Summary

We currently have Bi-weekly PLC meeting that target on student data, Tier 1 and accelerated instruction. Clayton Yes services about 80 students daily with extra support in K-5th grade. Learning walks are planned for the year, during and after school.

School Processes & Programs Strengths

On a daily basis, staff welcome students at the main entrance and classroom doors. There is a 1-to-1 technology distribution for all students. This school year, we have implemented a SEL time to ensure we build relationships with students. The school provides services that include counseling services, referrals to outside agencies and uniform/school supplies.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In the 2020-2021 school year Panorama Survey under Faculty Growth Mindset, 65% of teachers and staff show that they do not have the perception that teaching can improve over time. **Root Cause:** As a campus, teachers have difficulty changing their teaching style to match the styles of their specific students.

Problem Statement 2 (Prioritized): In the 2020-2021 school Panorama Survey under Faculty Growth Mindset, over 48% of teachers stated that they were not confident in changing their ability to work with dissatisfied parents. **Root Cause:** Teachers need additional training when holding parent communications (face-to-face, phone call, virtual, etc..).

Perceptions

Perceptions Summary

We have constant communication with our parents. The campus has a welcoming environment that encourages student to want to be on campus. Staff communication is a focus for this school year.

Perceptions Strengths

We have a supportive team at the campus, we all help one another when needed. If we don't have the necessary resources, we will find them to support our staff and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In the 2020-2021 school year based on the Panorama Survey under Emotion Regulation, 50% of At-Risk students struggle with regulating their emotions. **Root Cause:** Teachers are not trained on assisting students to regulate their emotions using different strategies and environmental factors.

Problem Statement 2 (Prioritized): In 2020-2021, under the Faculty Growth Mindset in the Panorama Survey it shows that 65% of teachers and staff show that they need tools to increase their perception that teaching and student learning can improve over time. **Root Cause:** Most of the campus teachers are veteran teachers that have not made the shift into the 21st century teaching strategies.

Priority Problem Statements

Problem Statement 1: In the 2020-2021 school year, 1st-grade Hispanic students decreased their expected projected growth of grade-level norms from 10.1 to -6.01 on the MAP Reading assessment.

Root Cause 1: The campus has not provided enough opportunities for staff to plan vertically and to use research-based resources to teach students with diverse learning styles.

Problem Statement 1 Areas: Demographics

Problem Statement 2: In the 2020-2021 school year, Kinder Title 1 students decreased their expected projected growth of grade-level norms from 10.2 to -4.32 on the MAP Math assessment.

Root Cause 2: As a campus, we are not using a variety of teaching methods using manipulatives for a variety of content areas.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: In the 2020-2021 school year, 3rd grade ELL students decreased their expected projected growth of grade-level norms from 7.6 to -2.18 on the MAP Reading assessment.

Root Cause 3: As a campus, we have not focused on EL strategies for students in reading, writing, speaking, and listening.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In the 2020-2021 school year Panorama Survey under Faculty Growth Mindset, 65% of teachers and staff show that they do not have the perception that teaching can improve over time.

Root Cause 4: As a campus, teachers have difficulty changing their teaching style to match the styles of their specific students.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: In the 2020-2021 school Panorama Survey under Faculty Growth Mindset, over 48% of teachers stated that they were not confident in changing their ability to work with dissatisfied parents.

Root Cause 5: Teachers need additional training when holding parent communications (face-to-face, phone call, virtual, etc..).

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: In the 2020-2021 school year based on the Panorama Survey under Emotion Regulation, 50% of At-Risk students struggle with regulating their emotions.

Root Cause 6: Teachers are not trained on assisting students to regulate their emotions using different strategies and environmental factors.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: In 2020-2021, under the Faculty Growth Mindset in the Panorama Survey it shows that 65% of teachers and staff show that they need tools to increase their perception that teaching and student learning can improve over time.

Root Cause 7: Most of the campus teachers are veteran teachers that have not made the shift into the 21st century teaching strategies.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: In 2020-2021, zero percent of parent activities were held to support parent involvement.

Root Cause 8: This school year a parent liaison was not hired.

Problem Statement 8 Areas: Demographics

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 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 57 % to 62 % by May 2022.


Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 78 % to 83 % by May 2022.


Increase the percentage of Economically Disadvantaged Spanish students from 78 % to 83 % by May 2022.


Evaluation Data Sources: PK Circle Phonological Awareness section

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop teacher instructional capacity to plan and implement Tier 1 instruction that is explicit and systemic in Reading. Teachers will use differentiated instruction and scaffold support for all students.</p> <p>Strategy's Expected Result/Impact: 80% of Lesson Plans submitted will receive feedback on the alignment of their activities, assessment, instructional practices and TEKS.</p> <p>80% of Lesson Plans will include differentiation and scaffolded supports for all special populations.</p> <p>Classroom observations will have systematic and explicit TIER 1 instruction based on the Reading Academies - The Science of Teaching Reading.</p> <p>80% of all classrooms will use Formative Assessment strategies to ensure students demonstrate mastery of TEKS.</p> <p>Teacher observations will focus on instructional strategies and routines that facilitate student learning.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team - Principal, Assistant Principal, Data Analyst, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: SATURDAY/PM CAMPS - Title I (211) - 211-11-6116-04E-165-30-510-000000-22F10 - \$6,200</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: In the 2020-2021 school year, Kinder Title 1 students decreased their expected projected growth of grade-level norms from 10.2 to -4.32 on the MAP Math assessment. **Root Cause:** As a campus, we are not using a variety of teaching methods using manipulatives for a variety of content areas.

Problem Statement 2: In the 2020-2021 school year, 3rd grade ELL students decreased their expected projected growth of grade-level norms from 7.6 to -2.18 on the MAP Reading assessment. **Root Cause:** As a campus, we have not focused on EL strategies for students in reading, writing, speaking, and listening.

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 45 % to 50 % 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 31 % to 36 % by May 2022.


Increase the percentage of Economically Disadvantaged students in Spanish from 28 % to 31 % by May 2022.


Evaluation Data Sources: MAP Fluency indicators

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop teacher instructional teacher capacity to plan and implement Tier 1 instruction that is explicit and systemic in Reading. Teachers will use differentiated instruction and scaffold support for all students.</p> <p>Strategy's Expected Result/Impact: 80% of Lesson Plans submitted will receive feedback on the alignment of their activities, assessment, instructional practices and TEKS.</p> <p>80% of Lesson Plans will include differentiation and scaffolded supports for all special populations.</p> <p>Classroom observations will have systematic and explicit TIER 1 instruction based on the Reading Academies - The Science of Teaching Reading.</p> <p>80% of all classrooms will use Formative Assessment strategies to ensure students demonstrate mastery of TEKS.</p> <p>Teacher observations will focus on instructional strategies and routines that facilitate student learning.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team - Principal, Assistant Principal, Data Analyst, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: TEACHER BOOK STUDY - Title I (211) - 211-13-6329-04E-165-30-510-000000-22F10 - \$2,000, Purchase Online and print resources for student use - Title I (211) - 211-12-6329-04E-165-30-510-000000-22F10 - \$10,000, books in the classroom - Title I (211) - 211-11-6329-04E-165-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: In the 2020-2021 school year, Kinder Title 1 students decreased their expected projected growth of grade-level norms from 10.2 to -4.32 on the MAP Math assessment. **Root Cause:** As a campus, we are not using a variety of teaching methods using manipulatives for a variety of content areas.

Problem Statement 2: In the 2020-2021 school year, 3rd grade ELL students decreased their expected projected growth of grade-level norms from 7.6 to -2.18 on the MAP Reading assessment. **Root Cause:** As a campus, we have not focused on EL strategies for students in reading, writing, speaking, and listening.

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 42 % to 47 % 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 31 % to 35 % by May 2022.

Increase the percentage of Economically Disadvantaged Spanish students from 31 % to 35% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop teacher instructional teacher capacity to plan and implement Tier 1 instruction that is explicit and systemic in Reading. Teachers will use differentiated instruction and scaffold support for all students.</p> <p>Strategy's Expected Result/Impact: 80% of Lesson Plans submitted will receive feedback on the alignment of their activities, assessment, instructional practices and TEKS.</p> <p>80% of Lesson Plans will include differentiation and scaffolded supports for all special populations.</p> <p>Classroom observations will have systematic and explicit TIER 1 instruction based on the Reading Academies - The Science of Teaching Reading.</p> <p>80% of all classrooms will use Formative Assessment strategies to ensure students demonstrate mastery of TEKS.</p> <p>Teacher observations will focus on instructional strategies and routines that facilitate student learning.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team - Principal, Assistant Principal, Data Analyst, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: In the 2020-2021 school year, Kinder Title 1 students decreased their expected projected growth of grade-level norms from 10.2 to -4.32 on the MAP Math assessment. Root Cause: As a campus, we are not using a variety of teaching methods using manipulatives for a variety of content areas.</p>
<p>Problem Statement 2: In the 2020-2021 school year, 3rd grade ELL students decreased their expected projected growth of grade-level norms from 7.6 to -2.18 on the MAP Reading assessment. Root Cause: As a campus, we have not focused on EL strategies for students in reading, writing, speaking, and listening.</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 English PK students who score On Track on Circle Math from 84 % to 88 % by May 2022.

Increase the percentage of Spanish PK students who score On Track on Circle Math from 77 % to 80 % by May 2022.

Increase the percentage of Spanish Economically Disadvantaged Spanish students from 75% to 80% by May 2022.

Evaluation Data Sources: Circle Math On Track indicator

Strategy 1 Details	Reviews			
<p>Strategy 1: The PLC process will be strengthened in order to improve TIER 1 instruction across all content areas and grade levels.</p> <p>Strategy's Expected Result/Impact: 80% of teachers will utilize the FWISD Curriculum with fidelity. PLC's will focus on Lesson Planning, alignment, and best strategies. A schedule will be followed to monitor lesson plan alignment to instruction.</p> <p>80% of Lesson Plans submitted will include activities, assessments, and instructional practices that are aligned to the Math TEKS.</p> <p>The Data Analyst will assist with breaking down the TEKS and analyzing data during PLC's.</p> <p>Staff Responsible for Monitoring: Instructional Team - Principal, AP, Data Analyst, Classroom 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 4: High-Quality Curriculum</p> <p>Funding Sources: Campus Learning Walks - Title I (211) - 211-11-6112-0PD-165-30-510-000000-22F10 - \$7,000, Data Analyst - Title I (211) - 211-13-6119-04E-165-30-510-000000-22F10 - \$70,551.48</p>	Formative			Summative
	Nov	Jan	Mar	June
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 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 47% by May 2022.

Increase the percentage of Hispanic students from 42 % to 45 % by May 2022.

Evaluation Data Sources: TX KEA Math On Track indicator

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in bi-weekly PLC's to collaborate and determine the best instructional practices to use based on student data.</p> <p>Strategy's Expected Result/Impact: 80% of teachers will utilize the FWISD Curriculum with fidelity. PLC's will focus on Lesson Planning, alignment, and best strategies. A schedule will be followed to monitor lesson plan alignment to instruction.</p> <p>80% of Lesson Plans submitted will include activities, assessments, and instructional practices that are aligned to the Math TEKS.</p> <p>Staff Responsible for Monitoring: Instructional Team - Principal, AP, Data Analyst, Classroom 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 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: Early Math


Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.


Performance Objective 3: Increase the percentage of Kindergarten-Grade 5 students who Meet or Exceed projected growth on MAP Growth from 39 % to 42 % by May 2022.


Increase the percentage of Special Education students from 26 % to 31 % by May 2022.


Evaluation Data Sources: MAP Growth Meet or Exceeded

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in bi-weekly PLC's to collaborate and determine the best instructional practices to use based on student data.</p> <p>Strategy's Expected Result/Impact: 80% of teachers will utilize the FWISD Curriculum with fidelity. PLC's will focus on Lesson Planning, alignment, and best strategies. A schedule will be followed to monitor lesson plan alignment to instruction.</p> <p>80% of Lesson Plans submitted will include activities, assessments, and instructional practices that are aligned to the Math TEKS.</p> <p>Staff Responsible for Monitoring: Instructional Team - Principal, AP, Data Analyst, Classroom 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 4: High-Quality Curriculum</p> <p>Funding Sources: Purchase manipulatives - Title I (211) - 211-11-6399-04E-165-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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 English from 29% to 33% by May 2022.

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading Spanish from 24 % to 27 % by May 2022.

Increase the percentage of ELL English students scoring at MEETS or above STAAR Reading from 29 % to 31 % by May 2022.

Evaluation Data Sources: STAAR MEETS or Above data

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop teacher instructional teacher capacity to plan and implement Tier 1 instruction that is explicit and systemic in Reading and Math. Teachers will use differentiated instruction and scaffold support for all students.</p> <p>Strategy's Expected Result/Impact: 80% of Lesson Plans submitted will receive feedback on the alignment of their activities, assessment, instructional practices and TEKS.</p> <p>80% of Lesson Plans will include differentiation and scaffolded supports for all special populations.</p> <p>Classroom observations will have systematic and explicit TIER 1 instruction based on the Reading Academies - The Science of Teaching Reading.</p> <p>80% of all classrooms will use Formative Assessment strategies to ensure students demonstrate mastery of TEKS.</p> <p>Teacher observations will focus on instructional strategies and routines that facilitate student learning.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team - Principal, Assistant Principal, Data Analyst, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Differentiated resources - SCE (199 PIC 24) - 199-11-6399-001-165-24-313-000000- - \$4,488</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: In the 2020-2021 school year, Kinder Title 1 students decreased their expected projected growth of grade-level norms from 10.2 to -4.32 on the MAP Math assessment. Root Cause: As a campus, we are not using a variety of teaching methods using manipulatives for a variety of content areas.</p>

Student Learning





Problem Statement 2: In the 2020-2021 school year, 3rd grade ELL students decreased their expected projected growth of grade-level norms from 7.6 to -2.18 on the MAP Reading assessment. **Root Cause:** As a campus, we have not focused on EL strategies for students in reading, writing, speaking, and listening.

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 23 % to 27 % by May 2022.
 Increase the percentage of Special Education students from 23 % to 27 % by May 2022.

Evaluation Data Sources: Math STAAR MEETS or above indicators

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Develop teacher instructional capacity to plan and implement Tier 1 instruction that is explicit and systemic in Reading and Math. Teachers will use differentiated instruction and scaffold support for all students.</p> <p>Strategy's Expected Result/Impact: 80% of Lesson Plans submitted will receive feedback on the alignment of their activities, assessment, instructional practices and TEKS.</p> <p>80% of Lesson Plans will include differentiation and scaffolded supports for all special populations.</p> <p>Classroom observations will have systematic and explicit TIER 1 instruction based on the Reading Academies - The Science of Teaching Reading.</p> <p>80% of all classrooms will use Formative Assessment strategies to ensure students demonstrate mastery of TEKS.</p> <p>Teacher observations will focus on instructional strategies and routines that facilitate student learning.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team - Principal, Assistant Principal, Data Analyst, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Vertical Alignment - Title I (211) - 211-11-6116-0PD-165-30-510-000000-22F10 - \$3,000</p>				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: In the 2020-2021 school year, Kinder Title 1 students decreased their expected projected growth of grade-level norms from 10.2 to -4.32 on the MAP Math assessment. Root Cause: As a campus, we are not using a variety of teaching methods using manipulatives for a variety of content areas.</p> <p>Problem Statement 2: In the 2020-2021 school year, 3rd grade ELL students decreased their expected projected growth of grade-level norms from 7.6 to -2.18 on the MAP Reading assessment. Root Cause: As a campus, we have not focused on EL strategies for students in reading, writing, speaking, and listening.</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 22 % to 16 % by May 2022.

Decrease the number and percentage of Special Education students who are chronically absent from 17 % to 10 % by May 2022.

Evaluation Data Sources: FOCUS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent Liaison and E-Team will develop an attendance plan, incentives and make-up plan to promote school attendance for every 6 weeks.</p> <p>Strategy's Expected Result/Impact: All stakeholders will receive information on the attendance policy and expectations.</p> <p>All students who are chronically absent (2-3 consecutive days) will receive some type of communication from the school.</p> <p>Student attendance is expected to increase by 5% from the 2020-2021 school year.</p> <p>Staff Responsible for Monitoring: Administrators, Clerk , Teaches</p> <p>Title I Schoolwide Elements: 2.5, 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Reusable Materials for laminator and copies - Title I (211) - 211-61-6399-04L-165-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 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 65 % to 70 % by May 2022.

Increase positive response by Special Education students to the Learning Environment from the Panorama SEL survey from 59 % to 70 % by May 2022.

Evaluation Data Sources: Panorama SEL Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Build positive growth mindset for teachers and students, keeping in mind culturally responsive practices to promote social/emotional well-being in a positive learning environment.</p> <p>Strategy's Expected Result/Impact: Students in all classrooms will receive conduct, social/emotional supports where all students have a sense of belonging in the classroom/campus.</p> <p>Rhythm app will be used to monitor student/staff social-emotional well-being to help increase student sense of belonging at school.</p> <p>All staff will receive Professional Development to continue using Restorative Practices and implement strategies in the classroom.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Counselor, Teaches and Staff</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Book Study - Title I (211) - 211-13-6329-04E-165-30-510-000000-22F10 - \$3,000, Flexible seating - Title I (211) - 211-11-6399-04E-165-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





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: Ensure that the number of in and out of school suspensions for all students remains at 0% by May 2022.

Evaluation Data Sources: FOCUS

Strategy 1 Details	Reviews			
<p>Strategy 1: Build positive growth mindset for teachers and students, keeping in mind culturally responsive practices to promote social/emotional well-being in a positive learning environment.</p> <p>Strategy's Expected Result/Impact: Students in all classrooms will receive conduct, social/emotional supports where all students have a sense of belonging in the classroom/campus.</p> <p>Rhithm app will be used to monitor student/staff social-emotional well-being to help increase student sense of belonging at school.</p> <p>All staff will receive Professional Development to continue using Restorative Practices and implement strategies in the classroom.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Counselor, Teaches and Staff</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: After-School PD - Title I (211) - 211-11-6116-0PD-165-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue





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 by 10 % by May 2022.

Evaluation Data Sources: District Parent Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide collaboration, communication and varied workshops to ensure positive relationships of school community are occurring throughout the school year.</p> <p>Strategy's Expected Result/Impact: Surveys will demonstrate an increase of positive learning environment on the Panorama Survey.</p> <p>An minimum of 20 parents will participate in Parent Liaison workshops every 6 weeks based on student needs.</p> <p>Student attendance will improve by 5% from 2020-2021 school year.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers, Parent Liaison, Student Support Teams</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: GENERAL SUPPLIES - Title I (211) - 211-61-6399-04L-165-30-510-000000-22F10 - \$3,000, Student/Parent Incentives - Title I (211) - 211-11-6499-04E-165-30-510-000000-22F10 - \$3,000, GENERAL SUPPLIES FOR STUDENTS - Title I (211) - 211-11-6399-04E-165-30-510-000000-22F10 - \$14,736.52</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Irma Ayala	Principal
Administrator	Tresha Johnson	Assistant Principal
Community Representative	Robert Holman	Community Representative
Classroom Teacher	Dulce Barrera	Teacher
DERC Representative 1	Maria Robledo	Non-Teacher Staff
Parent	Maria Salazar	Parent
Classroom Teacher	Viviana Rodriguez	Teacher
Classroom Teacher	Arturo Lopez	Teacher
Classroom Teacher	Menagere Isaac	Teacher
Non-classroom Professional	Mary Garcia	Campus Non-Teacher Professional
District-level Professional	Isabel Moore	District Rep
Community Representative	David Mirambi	Community Representative
Community Representative	Fernando Peralta	Community Representative
Parent	Tomasa Flores	Parent

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	SATURDAY/PM CAMPS	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-165-30-510-000000-22F10	\$6,200.00
1	2	1	TEACHER BOOK STUDY	Reading materials for professional development	211-13-6329-04E-165-30-510-000000-22F10	\$2,000.00
1	2	1	Purchase Online and print resources for student use	Reading materials for library use	211-12-6329-04E-165-30-510-000000-22F10	\$10,000.00
1	2	1	books in the classroom	Reading materials for classroom use	211-11-6329-04E-165-30-510-000000-22F10	\$3,000.00
2	1	1	Campus Learning Walks	Subs for professional development	211-11-6112-0PD-165-30-510-000000-22F10	\$7,000.00
2	1	1	Data Analyst	Data Analyst	211-13-6119-04E-165-30-510-000000-22F10	\$70,551.48
2	3	1	Purchase manipulatives	Supplies and materials for instructional use	211-11-6399-04E-165-30-510-000000-22F10	\$5,000.00
3	2	1	Vertical Alignment	Extra duty pay for PD after hours	211-11-6116-0PD-165-30-510-000000-22F10	\$3,000.00
4	1	1	Reusable Materials for laminator and copies	Supplies and materials for parental involvement	211-61-6399-04L-165-30-510-000000-22F10	\$5,000.00
4	2	1	Book Study	Reading materials for professional development	211-13-6329-04E-165-30-510-000000-22F10	\$3,000.00
4	2	1	Flexible seating	Supplies and materials for instructional use	211-11-6399-04E-165-30-510-000000-22F10	\$2,000.00
4	3	1	After-School PD	Extra duty pay for PD after hours	211-11-6116-0PD-165-30-510-000000-22F10	\$2,000.00
4	4	1	GENERAL SUPPLIES	Supplies and materials for parental involvement	211-61-6399-04L-165-30-510-000000-22F10	\$3,000.00
4	4	1	Student/Parent Incentives	Snacks or incentives for students	211-11-6499-04E-165-30-510-000000-22F10	\$3,000.00
4	4	1	GENERAL SUPPLIES FOR STUDENTS	Supplies and materials for instructional use	211-11-6399-04E-165-30-510-000000-22F10	\$14,736.52
Sub-Total						\$139,488.00
Budgeted Fund Source Amount						\$139,488.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
3	1	1	Differentiated resources	Supplies and materials for instructional use	199-11-6399-001-165-24-313-000000-	\$4,488.00
Sub-Total						\$4,488.00
Budgeted Fund Source Amount						\$4,488.00
+/- Difference						\$0.00
Grand Total						\$143,976.00