

**Fort Worth Independent School District**  
**167 South Hills Elementary School**  
**2021-2022 Campus Improvement Plan**

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



# Mission Statement

Preparing all students for success in college, career and community.

## Vision

To build relationships that inspire life-long learning for EVERY STUDENT, EVERY DAY!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

South Hills is comprised of 700 students of which 89% are Economically Disadvantaged. Our student population is 89% Hispanic, 3% African American, 6% White, 1% Asian and 1% Two or More Races. 48% of our students are English Learners, with 44% being serviced in Bilingual classrooms. We have 7% of students on 504 / Dyslexia and 6% receiving SPED services. 8% of our students are identified Gifted and Talented. Our Campus Mobility Rate is 8%

Our staff composition is Hispanic 42%, White 53%, African American 5%. 92% of our staff is female and 8% are male. Our staff's average years of experience in education is 13. 26% of our staff holds a Masters degree.

We engage with the South Hills Elementary neighborhood community and partner with Doxology Bible Church and South Hills Christian Church.

### Demographics Strengths

- One of the largest elementary schools in FWISD
- Low Mobility Rate
- Low Teacher Turnover Rate
- Bilingual campus
- Discipline is not an issue
- Bilingual administrator, counselors, nurse and data clerk
- Strong SPED (Bilingual teacher) and Dyslexia (1 Bilingual teacher) department

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** On the Panorama survey, 52% of teachers indicated that they could not easily adapt their teaching styles to meet the needs of their language learners. **Root Cause:** Regular Program teachers have not received adequate training on language acquisition.

**Problem Statement 2 (Prioritized):** As indicated on the Panorama survey, 44% of teachers are unsure of teacher supports and resources that will assist them in meeting the needs of their unique learners. **Root Cause:** District provided enrichment and intervention programs are new therefore teachers have not had the time necessary to adapt and incorporate these programs with fidelity.

# Student Learning

## Student Learning Summary

\* MAP Reports are uploaded in the Addendums section.

Based on our MOY MAP Growth Reports and MOY MAP Grade Reports, no grade levels met the expected growth as projected from BOY assessments with the exception of 4th grade Math. Our average RIT scores fall below the National Norm RIT scores, but are equal to or above the district average RIT scores in Math and Reading.

## Student Learning Strengths

- Technology Integration in instructional delivery
- Technology 1:1
- In-person students are approaching grade level per MAP data
- Instructional Coaches are actively engaging teachers by building capacity in Tier 1 Instruction alignment
- 80% of our student body are in-person learners
- Weekly PLCs have started to build teacher capacity in our target areas
- With a complete team in place we are better equipped to implement previous timelines and instructional goals
- Our focus has remained on instructional alignment and data-driven, research-based instructional practices

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** On MAP Growth Reading and Math, our students' average RIT scores are below the National Norm. **Root Cause:** Tier 1 instruction has been focused on below grade level remediation in an attempt to close gaps, rather than on high-leverage, grade level instruction.

**Problem Statement 2 (Prioritized):** On MAP Growth Reading and Math no grade levels met their projected growth measures, with the exception of 4th grade Math. **Root Cause:** Small group instructional component is missing from daily lessons because teachers lack the skill to implement with fidelity.

# School Processes & Programs

## School Processes & Programs Summary

- District Curriculum Frameworks
- PathBlazers and Lexia Core 5
- Standard Data Protocol (SDP)
- Weekly PLCs
- Wildcat Walks once per six weeks
- Campus Leadership Team
- Instructional Support Team
- SBDM
- Wildcat Weekly Calendar for Staff
- Monthly Newsletter
- Class Dojo for parent communication
- RISE, ESCE, SPED, DX
- Two instructional coaches
- Campus Data Leader
- Boys' Town Skill of the Week

## School Processes & Programs Strengths

- With the addition of two instructional coaches from the first day of school, we have been able to come together as a cohesive Instructional Support Team to target specific campus instructional needs and create a plan, begin training teachers with our new focus that will be fully implemented in 2021-2022.

Campus wide Student Data Protocol has continued to provide critical information to pertinent campus stakeholders.

Monthly Campus Leadership team meetings provide opportunity for all teachers to have equal agency, regular discussions, and problem solving of school-wide needs.

Regular weekly PLCs have offered grade levels time to collaborate and share instructional practices.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Lexia/Core 5 and Pathblazers (Reading) were introduced this year without implementing specific parameters resulting in high usage but very little growth. **Root Cause:** There was a lack of training before implementation.

**Problem Statement 2 (Prioritized):** We still struggle with aligning the daily learning objectives to the language and rigor of grade level TEKS **Root Cause:** There is a misconception in curriculum versus adoption, and new TEKS versus old TEKS. Lack of a universal lesson planning tool.

# Perceptions

## Perceptions Summary

South Hills Elementary Vision Statement - To build relationships that inspire life-long learning for EVERY STUDENT, EVERY DAY!

With minority populations making up the majority of our student body and staff, we celebrate cultural differences and turn them into learning opportunities one of which is our book study, *Culturally Responsive Teaching and the Brain*. Through that lense, we have examined and reflected upon our individual bias and incorporated tools learned to provide a more inclusive instructional environment.

Our vision statement applies not only to our students but to our faculty and staff as well. With a fully-staffed Instructional Support Team, we are able to provide an educator environment that empowers and celebrates building teacher capacity and agency.

Our administrators have an open door policy where everyone is welcome to voice their ideas, opinions and concerns and know that they will be heard and validated.

## Perceptions Strengths

Based on the teacher results from the Panorama survey, our averages for each topic were higher than the district and South Hills pyramid results, except for the area of Cultural Awareness & Action.

- Low staff turnover
- Supportive community sponsors
- Generational school community
- Substitutes often request to be called back because our students are so well-behaved and the school is very well organized
- ROAR PBIS

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** On the Panorama survey, 51% of teachers indicated that they feel teachers on our campus lack the confidence to discuss topics surrounding racism with their students. **Root Cause:** Staff members do not have the proper training or confidence necessary to facilitate appropriate classroom conversations on racism.

**Problem Statement 2 (Prioritized):** On the Panorama Student survey, 48% of our students indicated having problems with regulating their emotions. **Root Cause:** Many of our students are living through childhood trauma and lack the skills to self-regulate their emotions.



# Priority Problem Statements

**Problem Statement 1:** On the Panorama survey, 52% of teachers indicated that they could not easily adapt their teaching styles to meet the needs of their language learners.

**Root Cause 1:** Regular Program teachers have not received adequate training on language acquisition.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** As indicated on the Panorama survey, 44% of teachers are unsure of teacher supports and resources that will assist them in meeting the needs of their unique learners.

**Root Cause 2:** District provided enrichment and intervention programs are new therefore teachers have not had the time necessary to adapt and incorporate these programs with fidelity.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** On MAP Growth Reading and Math, our students' average RIT scores are below the National Norm.

**Root Cause 3:** Tier 1 instruction has been focused on below grade level remediation in an attempt to close gaps, rather than on high-leverage, grade level instruction.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** On MAP Growth Reading and Math no grade levels met their projected growth measures, with the exception of 4th grade Math.

**Root Cause 4:** Small group instructional component is missing from daily lessons because teachers lack the skill to implement with fidelity.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Lexia/Core 5 and Pathblazers (Reading) were introduced this year without implementing specific parameters resulting in high usage but very little growth.

**Root Cause 5:** There was a lack of training before implementation.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** We still struggle with aligning the daily learning objectives to the language and rigor of grade level TEKS

**Root Cause 6:** There is a misconception in curriculum versus adoption, and new TEKS versus old TEKS. Lack of a universal lesson planning tool.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** On the Panorama survey, 51% of teachers indicated that they feel teachers on our campus lack the confidence to discuss topics surrounding racism with their students.

**Root Cause 7:** Staff members do not have the proper training or confidence necessary to facilitate appropriate classroom conversations on racism.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** On the Panorama Student survey, 48% of our students indicated having problems with regulating their emotions.

**Root Cause 8:** Many of our students are living through childhood trauma and lack the skills to self-regulate their emotions.

**Problem Statement 8 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
- 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

## 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- 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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- 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

# Goals

Revised/Approved: June 4, 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: "Performance Objective 1:

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

\*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 84% to 88% by May 2022.


\*Increase the percentage of Hispanic students within the English program from 75% to 80% by May 2022."


**Targeted or ESF High Priority**


**HB3 Goal**


**Evaluation Data Sources:** CIRCLE MOY 2021, EOY 2021, BOY 2021, MOY 2022, EOY 2022

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality of Tier 1 instruction by building teacher capacity in the area of Literacy through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources</p> <p><b>Strategy's Expected Result/Impact:</b> *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 78% to 83% by May 2022. *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 84% to 88% by May 2022. *Increase the percentage of Hispanic students within the English program from 75% to 80% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, Data Analyst, Pre-K Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

### Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> On MAP Growth Reading and Math, our students' average RIT scores are below the National Norm. <b>Root Cause:</b> Tier 1 instruction has been focused on below grade level remediation in an attempt to close gaps, rather than on high-leverage, grade level instruction.</p>

## Student Learning

**Problem Statement 2:** On MAP Growth Reading and Math no grade levels met their projected growth measures, with the exception of 4th grade Math. **Root Cause:** Small group instructional component is missing from daily lessons because teachers lack the skill to implement with fidelity.

**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: "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 44% to 49% 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 36.5% to 41.5% by May 2022.

\*Increase the percentage of students receiving Special Education services in English from 17.7% to 21% by May 2022."

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAP Fluency - MOY 2021, EOY 2021, BOY 2021, MOY 2022, EOY 2022

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality of Tier 1 instruction by building teacher capacity in the area of Literacy through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 44% to 49% 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 36.5% to 41.5% by May 2022. *Increase the percentage of students receiving Special Education services in English from 17.7% to 21% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Instructional Coaches, Data Analyst, Kindergarten - 3rd grade teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> On MAP Growth Reading and Math, our students' average RIT scores are below the National Norm. <b>Root Cause:</b> Tier 1 instruction has been focused on below grade level remediation in an attempt to close gaps, rather than on high-leverage, grade level instruction.</p>

## Student Learning

**Problem Statement 2:** On MAP Growth Reading and Math no grade levels met their projected growth measures, with the exception of 4th grade Math. **Root Cause:** Small group instructional component is missing from daily lessons because teachers lack the skill to implement with fidelity.



**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 37.6% to 42.5% 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 43.3% to 48% by May 2022.

Increase the percentage of students receiving Special Education services in English from 26.2% to 30% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAP Growth Reading - MOY 2021, EOY 2021, BOY 2021, MOY 2022, EOY 2022

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality of Tier 1 instruction by building teacher capacity in the area of Literacy through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 37.6% to 42.5% 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 43.3% to 48% by May 2022. Increase the percentage of students receiving Special Education services in English from 26.2% to 30% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, Data Analyst, Kindergarten - 5th grade Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Supplemental Resources for Literacy - SCE (199 PIC 24) - 199-11-6329-001-167-24-313-000000- - \$3,096, Professional Development for Teachers, Instructional Coaches and Administrators - Title I (211) - 211-13-6299-04E-167-30-510-000000-22F10 - \$3,000, Instructional Supplies - Title I (211) - 211-11-6399-04E-167-30-510-000000-22F10 - \$1,810.80, Literacy Materials - Library - Title I (211) - 211-12-6329-04E-167-30-510-000000-22F10 - \$8,000, After School Reading Tutoring - Title I (211) - 211-11-6116-04E-167-30-510-000000-22F10 - \$2,225, Substitutes for Teacher Data Pull-outs - Title I (211) - 211-11-6112-0PD-167-30-510-000000-22F10 - \$1,000, Title 1 Teacher Assistant - Literacy - Title I (211) - 211-11-6129-04E-167-30-510-000000-22F10 - \$23,456.07, Data Analyst - Title I (211) - 211-13-6119-04E-167-30-510-000000-22F10 - \$75,349.13</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 3 Problem Statements:**

**Student Learning**

**Problem Statement 1:** On MAP Growth Reading and Math, our students' average RIT scores are below the National Norm. **Root Cause:** Tier 1 instruction has been focused on below grade level remediation in an attempt to close gaps, rather than on high-leverage, grade level instruction.

**Problem Statement 2:** On MAP Growth Reading and Math no grade levels met their projected growth measures, with the exception of 4th grade Math. **Root Cause:** Small group instructional component is missing from daily lessons because teachers lack the skill to implement with fidelity.

**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:** "Performance Objective 1:





Increase the percentage of PK students who score On Track on Circle Math from 75.3% to 80% by May 2022.

Increase the percentage of Hispanic students from 72.5% to 77% by May 2022."

**Targeted or ESF High Priority**

**Evaluation Data Sources:** CIRCLE - MOY 2021, EOY 2021, BOY 2021, MOY 2022, EOY 2022

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality of Tier 1 instruction by building teacher capacity in the area of Math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of PK students who score On Track on Circle Math from 75.3% to 80% by May 2022. Increase the percentage of Hispanic students from 72.5% to 77% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, Data Analyst, Pre-K Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> On MAP Growth Reading and Math, our students' average RIT scores are below the National Norm. <b>Root Cause:</b> Tier 1 instruction has been focused on below grade level remediation in an attempt to close gaps, rather than on high-leverage, grade level instruction.</p>
<p><b>Problem Statement 2:</b> On MAP Growth Reading and Math no grade levels met their projected growth measures, with the exception of 4th grade Math. <b>Root Cause:</b> Small group instructional component is missing from daily lessons because teachers lack the skill to implement with fidelity.</p>

**Goal 2: Early Math**

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

**Performance Objective 2: "Performance Objective 2:**





Increase the percentage of Kinder students who score On Track on TX-KEA Math from 44.4% to 49.5% by May 2022.

Increase the percentage of ELL students from 37.8% to 43% by May 2022."

**Targeted or ESF High Priority**

**Evaluation Data Sources:** TX-KEA - MOY 2021, EOY 2021, BOY 2021, MOY 2022, EOY 2022

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality of Tier 1 instruction by building teacher capacity in the area of Math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of Kinder students who score On Track on TX-KEA Math from 44.4% to 49.5% by May 2022. Increase the percentage of ELL students from 37.8% to 43% by May 2022</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, Data Analyst, Kindergarten Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> On MAP Growth Reading and Math, our students' average RIT scores are below the National Norm. <b>Root Cause:</b> Tier 1 instruction has been focused on below grade level remediation in an attempt to close gaps, rather than on high-leverage, grade level instruction.</p>
<p><b>Problem Statement 2:</b> On MAP Growth Reading and Math no grade levels met their projected growth measures, with the exception of 4th grade Math. <b>Root Cause:</b> Small group instructional component is missing from daily lessons because teachers lack the skill to implement with fidelity.</p>

**Goal 2: Early Math**





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

**Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 43.1% to 48% by May 2022.

Increase the percentage of students receiving Special Education services from 37.5% to 42% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** MAP Growth Math MOY 2021, EOY 2021, BOY 2021, MOY 2022, EOY 2022

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality of Tier 1 instruction by building teacher capacity in the area of Math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 43.1% to 48% by May 2022. Increase the percentage of students receiving Special Education services from 37.5% to 42% by May 2022</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, Data Analyst, Kindergarten - 5th grade teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Instructional materials for Math instruction - Title I (211) - 211-11-6399-04E-167-30-510-000000-22F10 - \$1,500, Title 1 Math Coach - Title I (211) - 211-11-6119-04E-167-30-510-000000-22F10 - \$72,114, Tier 1 Supplemental Resources - SCE (199 PIC 24) - 199-11-6399-001-167-24-313-000000- - \$3,096, Professional Development in Math for teachers, instructional coaches and administration - Title I (211) - 211-13-6299-04E-167-30-510-000000-22F10 - \$3,000, After School Tutoring for Math - Title I (211) - 211-11-6116-04E-167-30-510-000000-22F10 - \$2,225, Substitutes for math data pull-outs - Title I (211) - 211-11-6112-0PD-167-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> On MAP Growth Reading and Math, our students' average RIT scores are below the National Norm. <b>Root Cause:</b> Tier 1 instruction has been focused on below grade level remediation in an attempt to close gaps, rather than on high-leverage, grade level instruction.</p>

## Student Learning

**Problem Statement 2:** On MAP Growth Reading and Math no grade levels met their projected growth measures, with the exception of 4th grade Math. **Root Cause:** Small group instructional component is missing from daily lessons because teachers lack the skill to implement with fidelity.

**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 27.3% to 32% by May 2022.

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading Spanish from 22.5% to 27.5% by May 2022.





Increase the percentage of students receiving Special Education services from 12.5% to 17% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Reading for 3rd - 5th grade for 2019, 2021 and 2022

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading English from 27.3% to 32% by May 2022.                      Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading Spanish from 22.5% to 27.5% by May 2022.                      Increase the percentage of students receiving Special Education services from 12.5% to 17% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, Data Analyst and 3rd - 5th grade teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> On MAP Growth Reading and Math, our students' average RIT scores are below the National Norm. <b>Root Cause:</b> Tier 1 instruction has been focused on below grade level remediation in an attempt to close gaps, rather than on high-leverage, grade level instruction.</p>
<p><b>Problem Statement 2:</b> On MAP Growth Reading and Math no grade levels met their projected growth measures, with the exception of 4th grade Math. <b>Root Cause:</b> Small group instructional component is missing from daily lessons because teachers lack the skill to implement with fidelity.</p>

**Goal 3: CCMR**





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

**Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 28% to 32% by May 2022.  
 Increase the percentage of students receiving Special Education services from 6% to 10% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Math for 3rd - 5th grade for 2019, 2021 and 2022

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 28% to 32% by May 2022.                      Increase the percentage of students receiving Special Education services from 6% to 10% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, Data Analyst and 3rd - 5th grade teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> On MAP Growth Reading and Math, our students' average RIT scores are below the National Norm. <b>Root Cause:</b> Tier 1 instruction has been focused on below grade level remediation in an attempt to close gaps, rather than on high-leverage, grade level instruction.</p>
<p><b>Problem Statement 2:</b> On MAP Growth Reading and Math no grade levels met their projected growth measures, with the exception of 4th grade Math. <b>Root Cause:</b> Small group instructional component is missing from daily lessons because teachers lack the skill to implement with fidelity.</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 23% to 19% by May 2022.

Decrease the number and percentage of African American students from 36% to 29% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** FOCUS data reports, FWISD ADQ Attendance Report, Panorama reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Family Communication Liaison and staff will collaborate to provide targeted parent engagement strategies to all families that create a greater sense of belonging and increase awareness on the importance of daily attendance and parent partnerships.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number and percentage of students who are chronically absent from 23% to 19% by May 2022. Decrease the number and percentage of African American students from 36% to 29% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor, Data Clerk, Data Analyst, Instructional Coaches, all teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> On the Panorama Student survey, 48% of our students indicated having problems with regulating their emotions. <b>Root Cause:</b> Many of our students are living through childhood trauma and lack the skills to self-regulate their emotions.</p>

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





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

**Performance Objective 2:** Increase positive response by students to the learning environment on the Panorama SEL Survey from 68.6% to 74% by May 2022.

Increase positive response for students receiving Special Education services from 66% to 70% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Panorama SEL Survey 2021 and 2022, counselor feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create classrooms that promote culturally responsive learning through equitable access to diverse instructional materials and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive response by students to the learning environment on the Panorama SEL Survey from 68.6% to 74% by May 2022. Increase positive response for students receiving Special Education services from 66% to 70% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, counselor, data analyst, instructional coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> On the Panorama survey, 51% of teachers indicated that they feel teachers on our campus lack the confidence to discuss topics surrounding racism with their students. <b>Root Cause:</b> Staff members do not have the proper training or confidence necessary to facilitate appropriate classroom conversations on racism.</p>
<p><b>Problem Statement 2:</b> On the Panorama Student survey, 48% of our students indicated having problems with regulating their emotions. <b>Root Cause:</b> Many of our students are living through childhood trauma and lack the skills to self-regulate their emotions.</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: Maintain the number of in and out of school suspensions for African American students from 0% to 0% by May 2022.**

**Targeted or ESF High Priority**

**Evaluation Data Sources:** FOCUS disciple reports, ADQ discipline reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create classrooms that promote culturally responsive learning and increase student engagement through equitable access to diverse instructional materials and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain the number of in and out of school suspensions for African American students from 0% to 0% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Administrations, counselor, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 3 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> On the Panorama survey, 51% of teachers indicated that they feel teachers on our campus lack the confidence to discuss topics surrounding racism with their students. <b>Root Cause:</b> Staff members do not have the proper training or confidence necessary to facilitate appropriate classroom conversations on racism.</p>
<p><b>Problem Statement 2:</b> On the Panorama Student survey, 48% of our students indicated having problems with regulating their emotions. <b>Root Cause:</b> Many of our students are living through childhood trauma and lack the skills to self-regulate their emotions.</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 81.4% to 84% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** FWISD Parent Survey reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Family Communication Liaison and staff will collaborate to provide targeted parent engagement strategies to all families that create a greater sense of belonging and increase awareness on the importance of daily attendance and parent partnerships.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the positive perception of parents on Engagement on the district's Parent Survey from 81.4% to 84% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Family Communication Liaison, counselor</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2</p> <p><b>Funding Sources:</b> Materials for Family Engagement - Title I (211) - 211-61-6399-04L-167-30-510-000000-22F10 - \$3,691</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> On the Panorama survey, 52% of teachers indicated that they could not easily adapt their teaching styles to meet the needs of their language learners. <b>Root Cause:</b> Regular Program teachers have not received adequate training on language acquisition.</p> <p><b>Problem Statement 2:</b> As indicated on the Panorama survey, 44% of teachers are unsure of teacher supports and resources that will assist them in meeting the needs of their unique learners. <b>Root Cause:</b> District provided enrichment and intervention programs are new therefore teachers have not had the time necessary to adapt and incorporate these programs with fidelity.</p>

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Melissa Russell	Principal
Non-classroom Professional	Angela Lea	Instructional Coach
DERC Representative 1	Courtney Calixto	Teacher
Classroom Teacher 2	Sandra Shannonhouse	Teacher
Classroom Teacher 3	Melissa Garcia	Teacher
DERC Representative 2	Lauren Wagner	Teacher
District-level Professional	Sara Reed	District Technology Coordinor
Parent 1	Millie Watters	Parent
Community Representative	Dottie Cook	Community Representative
Community Representative	Veronica Lopez	Community
Business Representative	Carolyn Conklin	Business Member - Doxology
Business Representative	Tiffany Pendley	Business Member - Freese & Nichols
Parent 2	Ada Cardona	Parent
Administrator	Cynthia Flores	Assistant Principal
Parent 3	Micaiah Blackshear	Parent
Campus Coordinator - Clayton After School Program	China Victories	Campus Coordinator - Clayton After School Program

# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	3	1	Professional Development for Teachers, Instructional Coaches and Administrators	Contracted professional development	211-13-6299-04E-167-30-510-000000-22F10	\$3,000.00
1	3	1	Instructional Supplies	Supplies and materials for instructional use	211-11-6399-04E-167-30-510-000000-22F10	\$1,810.80
1	3	1	Literacy Materials - Library	Reading materials for library use	211-12-6329-04E-167-30-510-000000-22F10	\$8,000.00
1	3	1	After School Reading Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-167-30-510-000000-22F10	\$2,225.00
1	3	1	Substitutes for Teacher Data Pull-outs	Subs for professional development	211-11-6112-0PD-167-30-510-000000-22F10	\$1,000.00
1	3	1	Title I Teacher Assistant - Literacy	Teacher Assistant	211-11-6129-04E-167-30-510-000000-22F10	\$23,456.07
1	3	1	Data Analyst	Data Analyst	211-13-6119-04E-167-30-510-000000-22F10	\$75,349.13
2	3	1	Instructional materials for Math instruction	Supplies and materials for instructional use	211-11-6399-04E-167-30-510-000000-22F10	\$1,500.00
2	3	1	Title I Math Coach	Title I Teacher	211-11-6119-04E-167-30-510-000000-22F10	\$72,114.00
2	3	1	Professional Development in Math for teachers, instructional coaches and administration	Contracted professional development	211-13-6299-04E-167-30-510-000000-22F10	\$3,000.00
2	3	1	After School Tutoring for Math	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-167-30-510-000000-22F10	\$2,225.00
2	3	1	Substitutes for math data pull-outs	Subs for professional development	211-11-6112-0PD-167-30-510-000000-22F10	\$1,000.00
4	4	1	Materials for Family Engagement	Supplies and materials for parental involvement	211-61-6399-04L-167-30-510-000000-22F10	\$3,691.00
<b>Sub-Total</b>						\$198,371.00
<b>Budgeted Fund Source Amount</b>						\$198,371.00
<b>+/- Difference</b>						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	3	1	Supplemental Resources for Literacy	Reading materials for classroom use	199-11-6329-001-167-24-313-000000-	\$3,096.00

**SCE (199 PIC 24)**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
2	3	1	Tier 1 Supplemental Resources	Supplies and materials for instructional use	199-11-6399-001-167-24-313-000000-	\$3,096.00
<b>Sub-Total</b>						\$6,192.00
<b>Budgeted Fund Source Amount</b>						\$6,192.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total</b>						\$204,563.00