

Fort Worth Independent School District

171 Tanglewood Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

Mission Statement-

At Tanglewood, we strive to prepare ALL students for success in college, career, and community leadership. All Tanglewood students will gain the ability to problem solve, communicate clearly and effectively, and make a positive impact in the community.

Vision

Vision Statement-

At Tanglewood, we believe ALL students are capable of participating in advanced academics and achieving at high-levels. Students also participate in daily enrichment activities including art, music, physical education, foreign language, and STEAM. We foster a growth-mindset learning environment where students are challenged to set goals for personal growth. Students are encouraged to meet these goals through consistent effort and practice.

Value Statement

School Motto/Pledge-

We are the Tanglewood Tigers. We are here to learn; therefore, I am respectful, responsible, safe, and prepared.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Tanglewood is neighborhood school serving a diverse group of PK-5th grade students. We are not eligible to receive Title 1 funds and we rely heavily on the financial support of our PTA to make ends meet. With only 27K dollars in our local district budget, PTA provides the majority of our resources and programs.

Students- We currently serve 494 students in grades PK-5. We experienced an increase in enrollment this year as many of our students returned from private/charter school. We lost approximately 70 students last summer due to the delayed start of school and mandatory virtual instruction for the first four weeks of school.

Demographics:

Economically Disadvantaged 16%

SPED 8%

ESL 7%

504 6%

GT 24%

Dyslexia 2%

Staff: We currently have 23 homeroom teachers, 3 specials teachers, one SPED teacher, and one dyslexia teacher. Twenty-five percent of our teachers hold advanced degrees. Eighty-three percent of our teachers have more than 10 years of teaching experiencing.

Parents: We have approximately 300 families at Tanglewood. Our parents are highly involved and support our high student expectations.

District: We are one of three FWISD schools that do not qualify for Title 1 funding due to our low number of students eligible to receive free and reduced lunch. We are also a fairly stable campus as far as enrollment with a mobility rate of less than six percent.

Demographics Strengths

We have a diverse student body representative of over 20 different countries and languages. International families come to Fort Worth for work and several of the big corporations have liaisons who assist families in finding housing in our neighborhood due to our exemplary academic programs. This adds cultural and linguistic diversity to our school community

Twenty-three percent of our students are identified as gifted as talented and we run a school-wide GT program. All teachers are certified in GT instruction. All students are held

accountable to our high expectations.

We have a very generous and supportive community. This includes a PTA board of over 50 volunteers. We work side by side as partners in education. They raise money and donate their time to support our school. Our PTA spends an average of \$450 per student per year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our enrollment dropped by 70 students last year. Due to our lower numbers, we lost a 3rd and a 4th grade unit. We had a higher than expected KG enrollment so we moved a first grade teacher down to KG and built a 1st/2nd grade combo class to accommodate all of the first grade students. After school started, we enrolled several new 2nd grade students. This put us out of compliance in 2nd grade. **Root Cause:** Parents left for charter/private schools last summer because they wanted an in-person option and an on-time opening of school. The projections used for staffing in the spring were significantly lower than our actual enrollment in August.

Student Learning

Student Learning Summary

Student achievement as measured by CLI and NWEA MAP for Fall of 2021:

PK- 79% of students are achieving at meets/masters in all subject areas (Circle Assessment)

KG- 71% of students are achieving at meets/masters in math and 59% in reading (MAP Growth)

1st- 89% of students are achieving at meets/masters in math (MAP) and 76% in reading (Fountas and Pinnell)

2nd- 82% of students are achieving at meets/masters in math (MAP) and 75% in reading (STAR)

3rd- 76% of students are achieving at meets/masters in math (MAP) and 82% in reading (STAR)

4th- 87% of students are achieving at meets/masters in math (MAP) and 82% in reading (STAR)

5th- 76% of students are achieving at meets/masters in math (MAP) and 84% in reading (MAP)

Student Learning Strengths

Our last TEA report card rating for the 2018-2019 school year was an A. We earned this A rating for both progress and achievement. We also earned four out of five distinctions. 85% of students scored at the meets/masters level across all grades and all subjects. Despite the challenges of Covid and lost instructional time, our students are making progress as measured by MAP, STAR, F and P, and local/district benchmarks. Our strengths 1st and 2nd grade math and 3rd-5th grade reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the May 2021 Science STAAR, 67% of 5th grade students scored at the meets/masters level. There are no significant gaps based on demographics. **Root Cause:** Some teachers are not familiar with STEMscopes curriculum and resources and rely on other materials to teach science. When students struggle in reading and math- intervention time is usually pulled from the science and social studies block.

Problem Statement 2 (Prioritized): On the BOY MAP GROWTH Math assessment, 76% of 3rd grade students and 76% of 5th grade students scored at the meets/masters level (61st percentile or higher). **Root Cause:** Lost instructional time due to Covid. Decreased rigor in instruction last year due to teachers having to teach both online and in-person. Students at home but not participating in virtual learning. Students new to our campus this year who have not been in school since March of 2020.

School Processes & Programs

School Processes & Programs Summary

We have explicit schedules for each grade level that maximize learning time. We are able to recruit, support, and maintain highly effective teachers. Our office staff provides exemplary customer service to all stakeholders. We have systems in place for safety, transitions, instruction, recess, lunch, drop-off, dismissal, etc. Teachers and staff follow routines and procedures and provide a consistent environment for students.

School Processes & Programs Strengths

We are a very organized school with clear expectations, systems, and procedures. Clear and consistent communication is evident among all stakeholders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We are able to provide Tier 3 pull-out tutorials in reading for our KG, 1st, and 2nd grade students. We do not have an intervention teacher for 3rd-5th grade. **Root Cause:** We do not have funds to pay for an additional teacher.

Problem Statement 2 (Prioritized): We have a built-in tutorial and enrichment block in our master schedule for 4th and 5th grade but our schedule was not consistent last year. **Root Cause:** Students needing tutorials are in high demand by their content teachers during tutorial time. We want Tier 2 and 3 students to still participate in enrichment two days per week but that just leaves three days per week for tutorials (one 45 minute period per subject). Enrichment teachers need consistency with students in order to complete their lessons.

Perceptions

Perceptions Summary

At Tanglewood, we prepare ALL students for success in college, career, and community leadership by recruiting and retaining highly qualified teachers who believe that all students can learn and achieve at high levels. We provide a safe environment that challenges all students to reach their full potential. We provide advanced academic instruction to all students. We make decisions and implement systems based on equity for all. We proudly partner with our PTA to provide additional resources and enrichment opportunities. We expect our Tigers to be respectful, responsible, safe, and prepared.

Perceptions Strengths

One hundred percent of staff reported a positive, safe, and fair work environment. One hundred percent of staff reported having a positive, respectful, and productive relationship with campus administration. Eighty-nine percent of 3rd-5th grade students feel safe, respected, and cared for at Tanglewood. Parents are grateful to send their students to Tanglewood. Tanglewood is a place where students, staff, and parents shine with pride. These perceptions are based on qualitative data collected from the Panorama Ed survey, emails, social media posts, and conversations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Emotional Regulation- Only 41% of students responded favorably to the following question, "When everyone around you gets angry, how relaxed can you stay?" Our students were also low in identifying and naming their emotions. **Root Cause:** We incorporate SEL into daily learning in the lower grades but in the upper grades we tend to focus more on academics as student schedules are tighter and there is less flexible time.

Priority Problem Statements

Problem Statement 1: On the May 2021 Science STAAR, 67% of 5th grade students scored at the meets/masters level. There are no significant gaps based on demographics.

Root Cause 1: Some teachers are not familiar with STEMscopes curriculum and resources and rely on other materials to teach science. When students struggle in reading and math- intervention time is usually pulled from the science and social studies block.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our enrollment dropped by 70 students last year. Due to our lower numbers, we lost a 3rd and a 4th grade unit. We had a higher than expected KG enrollment so we moved a first grade teacher down to KG and built a 1st/2nd grade combo class to accommodate all of the first grade students. After school started, we enrolled several new 2nd grade students. This put us out of compliance in 2nd grade.

Root Cause 2: Parents left for charter/private schools last summer because they wanted an in-person option and an on-time opening of school. The projections used for staffing in the spring were significantly lower than our actual enrollment in August.

Problem Statement 2 Areas: Demographics

Problem Statement 3: On the BOY MAP GROWTH Math assessment, 76% of 3rd grade students and 76% of 5th grade students scored at the meets/masters level (61st percentile or higher).

Root Cause 3: Lost instructional time due to Covid. Decreased rigor in instruction last year due to teachers having to teach both online and in-person. Students at home but not participating in virtual learning. Students new to our campus this year who have not been in school since March of 2020.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: We are able to provide Tier 3 pull-out tutorials in reading for our KG, 1st, and 2nd grade students. We do not have an intervention teacher for 3rd-5th grade.

Root Cause 4: We do not have funds to pay for an additional teacher.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We have a built-in tutorial and enrichment block in our master schedule for 4th and 5th grade but our schedule was not consistent last year.

Root Cause 5: Students needing tutorials are in high demand by their content teachers during tutorial time. We want Tier 2 and 3 students to still participate in enrichment two days per week but that just leaves three days per week for tutorials (one 45 minute period per subject). Enrichment teachers need consistency with students in order to complete their lessons.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Emotional Regulation- Only 41% of students responded favorably to the following question, "When everyone around you gets angry, how relaxed can you stay?" Our students were also low in identifying and naming their emotions.

Root Cause 6: We incorporate SEL into daily learning in the lower grades but in the upper grades we tend to focus more on academics as student schedules are tighter and there is less flexible time.

Problem Statement 6 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other 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
- 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
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity 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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals


Goal 1: Early Literacy


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 60% to 85% by May 2022.


Evaluation Data Sources: PK Circle

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher capacity for planning, preparing and delivering quality phonological awareness lessons and activities. Ensure that all phonemic awareness instruction is highly aligned to the PK expectations and Circle Assessment format.</p> <p>Strategy's Expected Result/Impact: 100% of PK teachers will meet weekly to plan tier one phonemic awareness instructional activities and use progress monitor data to plan tier 2 and 3 interventions.</p> <p>100% of students will be assessed BOY, MOY, and EOY on PK Circle Assessment.</p> <p>90% of walkthroughs during phonemic awareness instruction will show evidence of student participation in phoneme manipulation.</p> <p>Staff Responsible for Monitoring: Stephanie Plotner, Hannah Severson, Dana McKenzie, Doug Mocek</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June


0% No Progress


100% Accomplished


Continue/Modify


Discontinue

Goal 1: Early Literacy





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 77% to 82% by May 2022.

Increase the percentage of Economically Disadvantaged students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 52% to 64% by May 2022.

Evaluation Data Sources: MAP Fluency

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that all students in KG-2 have quality tier one reading instruction delivered daily in whole group and a small group guided reading lesson on their instructional level. All tier 3 students in KG-2 will receive additional reading instruction through a targeted pull-out program delivered by a reading specialist.</p> <p>Strategy's Expected Result/Impact: 80% of students' independent reading levels will increase by 1.0-1.5 years or higher.</p> <p>100% of teacher lesson plans will include a whole group tier one lesson in reading daily.</p> <p>90% of walk-throughs during small group guided reading will show evidence of scientifically based reading strategies included phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>Staff Responsible for Monitoring: Anthony Deschaine, Glenna Cleworth, Missy Wagman, Doug Mocek, Dana McKenzie, and Lindsey Castro.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Consumable F and P LLI Kit replacement books - SCE (199 PIC 24) - 199-11-6399-001-171-24-313-000000- - \$1,240</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Build teacher capacity to improve reading fluency by learning the Neuhaus system of instruction and deliver targeted phonics and fluency instruction in both tier one and small group guided reading.</p> <p>Strategy's Expected Result/Impact: 90% of students in KG-3 will increase reading fluency by developing their knowledge of phonics and decoding skills as measured by MAP Fluency BOY, MOY < EOY.</p> <p>90% of walk-throughs during small group guided reading will show evidence of targeted Tier 2 and 3 phonics instruction using the Neuhaus training and curricular resources to students in KG-3rd who are not meeting MAP Fluency expectations as measured by BOY MAP Fluency scores.</p> <p>Staff Responsible for Monitoring: Anthony Deschaine, Glenna Cleworth, Missy Wagman, Brooke Fitch, Doug Mocek, Dana McKenzie, and Lindsey Castro.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: Early Literacy

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 50% to 65% by May 2022.

Evaluation Data Sources: MAP Growth Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher capacity in phonics and comprehension instruction to help students advance from one independent reading level to the next.</p> <p>Strategy's Expected Result/Impact: 100% of KG-2nd grade teachers will provide differentiated instruction during small group guided reading.</p> <p>90% of walk-through evidence in Strive will show teachers using leveled readers, science-based phonics materials, and the Continuum of Reading guide during small group guided reading.</p> <p>Staff Responsible for Monitoring: Anthony Deschaine, Glenna Cleworth, Missy Wagman, Dana McKenzie, Doug Mocek, Lindsey Castro.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Empower students in grades 3-5 to collaborate with teachers and set specific reading goals for academic advancement and success.</p> <p>Strategy's Expected Result/Impact: 80% of students will increase time spent on independent reading both inside and outside of the classroom and improve their independent reading levels by 1.0-1.5 years growth.</p> <p>100% of teachers in grades 3-5 will set individual reading goals and literacy levels with all 3rd-5th grade students and provide specific independent reading times during the literacy block to assist students in meeting their goals.</p> <p>100% of teachers in grades 3-5 will monitor student progress through the Renaissance data base weekly and provide feedback to students and parents on current levels of performance.</p> <p>Staff Responsible for Monitoring: Brooke Fitch, Kristen Morrison, Sheri Dewar, Dana McKenzie, Doug Mocek, and Kriste Wolfe.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will continue to provide advanced academic reading instruction to all students in grades 3-5 regardless of their GT status.</p> <p>Strategy's Expected Result/Impact: Through exposure to advanced text and vocabulary, 80% of students' independent reading levels will increase by 1.0-1.5 years.</p> <p>100% of teachers will use advanced academic materials to challenge students who are above level in grades 3-5 to ensure that they meet their growth goal. Advanced academic materials include novel units, Wordly Wise, Motivation Reading, etc...</p> <p>Staff Responsible for Monitoring: Erin Elizabeth Doll, Brooke Fitch, Keri Worden, Kristen Morrison, Sheri Dewar, Dana McKenzie, Doug Mocek, Lindsey Castro.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: Early Math

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 93% to 95% by May 2022.

Evaluation Data Sources: PK Circle

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher capacity to plan tier 1 instruction for math collaboratively and utilize district and Circle resources to ensure all students master the math expectations for PK.</p> <p>Strategy's Expected Result/Impact: 100% of PK teacher lesson plans will show tier one math instructional activities that are tightly aligned to student expectations.</p> <p>90% of Strive feedback during walk-throughs will show evidence of aligned activities.</p> <p>Staff Responsible for Monitoring: Stephanie Plotner, Hannah Severson, Dana McKenzie, Doug Mocek, Lindsey Castro</p> <p>TEA Priorities: Build a foundation of reading and math</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 2: Early Math


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 71% to 81% by May 2022.


Evaluation Data Sources: TX-KEA

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher capacity to plan, prepare, and implement tier one math instruction that includes both hands-on and paper/pencil activities and ensure teachers have the resources and expertise to scaffold small group math instruction for tier two and tier three students.</p> <p>Strategy's Expected Result/Impact: By practicing daily math skills, 90% of students will master the KG TEKS and score at meets/masters on EOY TX KEA.</p> <p>100% of teachers will supplement the Origo math resources with a comprehensive, spiral review that reteaches KG math TEKS to mastery.</p> <p>Staff Responsible for Monitoring: Anthony Deschaine, Amanda Sullivan, Sandi Martin, Meredith Belew, Dana McKenzie, Doug Mocek, Lindsey Castro.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

Goal 2: Early Math

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 36% to 55% by May 2022.

Evaluation Data Sources: MAP Growth

Strategy 1 Details	Reviews			
<p>Strategy 1: Many of our students do not meet their growth goal on MAP because they are already very advanced. We need to ensure that teachers continue to deliver tier one math instruction whole group daily and also provide advanced academic math instruction in small groups.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will use MAP growth data to determine small group math needs.</p> <p>100% of teachers will utilize Pathblazers instructional resources to help students meet their growth goals.</p> <p>90% of walk-through evidence in Strive will show tier one math instruction followed by individualized instruction for students.</p> <p>Staff Responsible for Monitoring: Anthony Deschaine, Glenna Cleworth, Stephanie Wellman, Erin Elizabeth Doll, Della Ray, Keri Worden, Curtis Boerner, Kimm Payne, Dana McKenzie, Doug Moeck, Lindsey Castro.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
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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 81 to 83% by May 2022.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher capacity for planning, preparing and delivering quality phonological awareness lessons and activities. Ensure that all phonemic awareness instruction is highly aligned to the PK expectations and Circle Assessment format.</p> <p>Strategy's Expected Result/Impact: 100% of PK teachers will meet weekly to plan tier one phonemic awareness instructional activities and use progress monitor data to plan tier 2 and 3 interventions.</p> <p>100% of students will be assessed BOY, MOY, and EOY on PK Circle Assessment.</p> <p>90% of walkthroughs during phonemic awareness instruction will show evidence of student participation in phoneme manipulation.</p> <p>Staff Responsible for Monitoring: Stephanie Plotner, Hannah Severson, Dana McKenzie, Doug Mocek</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure that all students in KG-2 have quality tier one reading instruction delivered daily in whole group and a small group guided reading lesson on their instructional level. All tier 3 students in KG-2 will receive additional reading instruction through a targeted pull-out program delivered by a reading specialist.</p> <p>Strategy's Expected Result/Impact: 90% of students' independent reading levels will increase by 1.0-1.5 years or higher.</p> <p>100% of teacher lesson plans will include a whole group tier one lesson in reading daily.</p> <p>90% of walk-throughs during small group guided reading will show evidence of scientifically based reading strategies included phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>Staff Responsible for Monitoring: Anthony Deschaine, Glenna Cleworth, Missy Wagman, Doug Mocek, Dana McKenzie, and Lindsey Castro.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
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Strategy 4 Details	Reviews			
<p>Strategy 4: Increase teacher capacity in phonics and comprehension instruction to help students advance from one independent reading level to the next.</p> <p>Strategy's Expected Result/Impact: 100% of KG-2nd grade teachers will provide differentiated instruction during small group guided reading.</p> <p>90% of walk-through evidence in Strive will show teachers using leveled readers, science-based phonics materials, and the Continuum of Reading guide during small group guided reading.</p> <p>Staff Responsible for Monitoring: Anthony Deschaine, Glenna Cleworth, Missy Wagman, Dana McKenzie, Doug Mocek, Lindsey Castro.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: Empower students in grades 3-5 to collaborate with teachers and set specific reading goals for academic advancement and success.</p> <p>Strategy's Expected Result/Impact: 80% of students will increase time spent on independent reading both inside and outside of the classroom and improve their independent reading levels by 1.0-1.5 years growth.</p> <p>100% of teachers in grades 3-5 will set individual reading goals and literacy levels with all 3rd-5th grade students and provide specific independent reading times during the literacy block to assist students in meeting their goals.</p> <p>100% of teachers in grades 3-5 will monitor student progress through the Renaissance data base weekly and provide feedback to students and parents on current levels of performance.</p> <p>Staff Responsible for Monitoring: Brooke Fitch, Kristen Morrison, Sheri Dewar, Dana McKenzie, Doug Mocek, and Kriste Wolfe.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will continue to provide advanced academic reading instruction to all students in grades 3-5 regardless of their GT status.</p> <p>Strategy's Expected Result/Impact: Through exposure to advanced text and vocabulary, 80% of students' independent reading levels will increase by 1.0-1.5 years.</p> <p>100% of teachers will use advanced academic materials to challenge students who are above level in grades 3-5 to ensure that they meet their growth goal. Advanced academic materials include novel units, Wordly Wise, Motivation Reading, etc...</p> <p>Staff Responsible for Monitoring: Erin Elizabeth Doll, Brooke Fitch, Keri Worden, Kristen Morrison, Sheri Dewar, Dana McKenzie, Doug Mocek, Lindsey Castro.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 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 76% to 85% by May 2022.


Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher capacity to plan tier 1 instruction for math collaboratively and utilize district and Circle resources to ensure all students master the math expectations for PK.</p> <p>Strategy's Expected Result/Impact: 100% of PK teacher lesson plans will show tier one math instructional activities that are tightly aligned to student expectations.</p> <p>90% of Strive feedback during walk-throughs will show evidence of aligned activities.</p> <p>Staff Responsible for Monitoring: Stephanie Plotner, Hannah Severson, Dana McKenzie, Doug Mocek, Lindsey Castro</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase teacher capacity to plan, prepare, and implement tier one math instruction that includes both hands-on and paper/pencil activities and ensure teachers have the resources and expertise to scaffold small group math instruction for tier two and tier three students.</p> <p>Strategy's Expected Result/Impact: By practicing daily math skills, 90% of students will master the KG TEKS and score at meets/masters on EOY TX KEA.</p> <p>100% of teachers will supplement the Origo math resources with a comprehensive, spiral review that reteaches KG math TEKS to mastery.</p> <p>Staff Responsible for Monitoring: Anthony Deschaine, Amanda Sullivan, Sandi Martin, Meredith Belew, Dana McKenzie, Doug Mocek, Lindsey Castro.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Many of our students do not meet their growth goal on MAP because they are already very advanced. We need to ensure that teachers continue to deliver tier one math instruction whole group daily and also provide advanced academic math instruction in small groups.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will use MAP growth data to determine small group math needs.</p> <p>100% of teachers will utilize MyPath instructional resources to help students meet their growth goals.</p> <p>90% of walk-through evidence in Strive will show tier one math instruction followed by individualized instruction for students.</p> <p>Staff Responsible for Monitoring: Anthony Deschaine, Glenna Cleworth, Stephanie Wellman, Erin Elizabeth Doll, Della Ray, Keri Worden, Curtis Boerner, Kimm Payne, Dana McKenzie, Doug Mocek, Lindsey Castro.</p> <p>TEA Priorities: Build a foundation of reading and math</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 3: Increase the percentage of 5th grade students scoring at meets or above on STAAR Science from 67% to 75% by May of 2022.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve science instruction in grades KG-5 by building teacher capacity to plan, prepare, and implement TEKS-based science lessons that are hands-on and include content specific vocabulary.</p> <p>Strategy's Expected Result/Impact: 90% of weekly lesson plans will have a minimum of one hands-on experiment/activity per week planned.</p> <p>90% of all Strive feedback during science walkthroughs will show evidence of STEMscopes resources, science-specific vocabulary, and alignment to the daily objective.</p> <p>Staff Responsible for Monitoring: Anthony Deschaine, Meredith Belew, Sandi Martin, Amanda Sullivan, Christine Feldman, Glenna Cleworth, Mandy Johnston, Tamara Garsek, Missy Wagman, Molly Schaefer, Keith Hill, Stephanie Wellman, Erin Elizabeth Doll, Della Ray, Brooke Fitch, Keri Worden, Kristen Morrison, Curtis Boerner, Kimm Payne, Michael Stephens, Sheri Dewar, Doug Mocek, Dana McKenzie</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: STEMScopes PD - SCE (199 PIC 24) - 199-11-6299-001-171-24-313-000000- - \$212</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 1: On the May 2021 Science STAAR, 67% of 5th grade students scored at the meets/masters level. There are no significant gaps based on demographics.</p> <p>Root Cause: Some teachers are not familiar with STEMscopes curriculum and resources and rely on other materials to teach science. When students struggle in reading and math- intervention time is usually pulled from the science and social studies block.</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 3% to 2% by May 2022.

Evaluation Data Sources: FOCUS





Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure parents know that we care about their child's attendance and that we want them in school daily. Strategy's Expected Result/Impact: The school nurse will call the parent of each absent child by 10:00 a.m. daily unless the parent has already emailed or called the office. This will begin with the first absence. Staff Responsible for Monitoring: Jennifer Harper, Taylor Cavazos, Lindsey Castro.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Performance Objective 2: Increase positive responses by students to the learning environment on the Panorama SEL Survey from 84% to 88% by May 2022.

Evaluation Data Sources: Panorama Ed Survey





Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher capacity to deliver SEL lessons weekly and incorporate effective strategies and systems in daily activities.</p> <p>Strategy's Expected Result/Impact: 90% of Strive walkthrough feedback will show evidence of proficient, accomplished, and distinguished in Domain 3.</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 3: Decrease the number of in and out of school suspensions for all students from less than 1% to zero.

Evaluation Data Sources: FOCUS





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will continue to use SEL strategies daily to build relationships with students and model appropriate behavior and expectations.</p> <p>Strategy's Expected Result/Impact: Office referrals will decrease from 10 referrals (total school-wide for the entire year) to 8 referrals.</p> <p>Staff Responsible for Monitoring: Doug Mocek, Lindsey Castro, Dana McKenzie</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 90% to 91% by May 2022.

Evaluation Data Sources: Qualtrics Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to provide multiple opportunities for parents to engage and participate in their child's education and maintain open lines of consistent communication.</p> <p>Strategy's Expected Result/Impact: Favorable responses on the Parent Engagement Survey will increase from a 3.6 out of 4 to a 3.65 out of 4 in Qualtrics.</p> <p>Staff Responsible for Monitoring: Dana McKenzie and Doug Mocek</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	1	Consumable F and P LLI Kit replacement books	Supplies and materials for instructional use	199-11-6399-001-171-24-313-000000-	\$1,240.00
3	3	1	STEMScopes PD	Contracted instructional services	199-11-6299-001-171-24-313-000000-	\$212.00
Sub-Total						\$1,452.00
Budgeted Fund Source Amount						\$1,452.00
+/- Difference						\$0.00
Grand Total						\$1,452.00