

Fort Worth Independent School District

177 Westcliff Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

The mission of Westcliff Elementary School is to provide every child with a challenging, rigorous educational program in an environment of high expectations so that every child will achieve his/her greatest potential.

PREPARING STUDENTS FOR SUCCESS IN COLLEGE, CAREER, AND COMMUNITY LEADERSHIP

Vision

FWISD: Igniting in Every Child a Passion for Learning

Value Statement

- 1. Student Achievement*
- 2. Leadership Development*
- 3. Stakeholder Collaboration*
- 4. Respect for Diversity*
- 5. Equity in Access*
- 6. Perseverance and Commitment*
- 7. Continuous Improvement*

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
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.	15
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 40% by August 2024.	20
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	24
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	29
Campus Funding Summary	32

Comprehensive Needs Assessment

Revised/Approved: April 30, 2021

Demographics

Demographics Summary

Westcliff Elementary School is a high performing urban PK- 5th grade campus in Fort Worth ISD. Westcliff maintains an A RATING from TEA on the 2019-2020 accountability rating report, earning 5 out of 6 distinctions with a noted perfect score of 100% on Closing the Achievement Gap. Our community is diverse, reflecting that of our wonderful city of Fort Worth, Texas, now the 12th largest city in America. Our ethnicity breakdown is as follows:

1.7% African American

3% Asian

73.5% Hispanic

19% White

With a poverty rate of 73%, most of our students are receiving free or reduced lunch, but proudly, our students outperform similar campuses on student progress measures, ranking in the top ten schools in our 40 School Comparison Group. Despite our 530 student enrollment, Westcliff typically incurs fewer than 10 discipline referrals per year. The students at Westcliff model respectful and honoring behavior in keeping with our theme "Strength and Honor". Attendance rates at Westcliff could be higher, with only about 95.7% attendance rate, incentivized in several ways over the years with little impact.

Approximately 9% of our students are receiving Special Education services, through inclusion, resource, and self-contained placements. We have a self-contained classroom of students with more severe/ profound handicapping conditions. Our inclusion students perform very well compared to sped identified students at other campuses with 84% of our special education population taking STAAR passing.

Westcliff serves our Limited English population of 36% with a dual language program from PK - 5th grade. Students learn in both Spanish and English throughout the day with a goal of achieving and maintaining biliteracy.

Westcliff staff are among the top professionals in education, with several winning awards and creating programs here that serve our student body through amazing activities. TWO of our Westcliff teachers won the \$5,000 Chair of Excellence Award in one year last year! What an amazing and unmatched accomplishment! Because of the excellence of our teachers and students, Westcliff Elementary was named one of America's Best Urban Schools in 2018, winning Silver Medal status with the National Center for Urban School Transformation. We have also recently been named a Gold Ribbon School, top 10 in Tarrant County. Westcliff serves as a lab school for TCU, so we have an amazing hiring pipeline through student teaching. We assign mentor teachers to support new teachers which has been very successful. Our teacher turn over is low because no one wants to leave, including our students.

Demographics Strengths

- Diverse population among our student body with 73% Hispanic, 19% White, 2% AA, 3% Asian.
- Perfect 100 score on Closing the Achievement Gap - per TEA Accountability rating 2019
- Distinctions earned in Reading, Science, Comparative Growth, Top 25% Postsecondary Readiness, Closing the Gaps
- A Rated campus - per TEA Accountability 2019
- In some cases, the achievement gap between Hispanic and White is reversed (1st grade MAP Math)- with biliteracy as a strength
- 8 discipline referrals last year, three this year so far
- Strong Family involvement and support - from all demographic groups; PTA, SBDM, Activities
- Parents report that school is a safe and welcoming place, recommend to friends and family
- Teacher relationships with each other and admin are strong with 97% reporting an "inviting work environment".
- 30% of all 3rd - 5th grade students reach "masters" level on STAAR tests

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Based on MAP Literacy growth reports winter 2021, 14% of 3rd grade Hispanic students met growth projections, and their mean RIT score was 177.7 of a point above their 2nd grade Hispanic peers. **Root Cause:** Oral language development needs to be emphasized at an earlier grade-level, with a focus on pre-kindergarten and kindergarten. TELPAS scores last year 2019-2020 indicated that 66% of 2nd graders performed below grade level (23% Beginning, 43% Intermediate) on TELPAS Reading.

Student Learning

Student Learning Summary

Westcliff Elementary has produced steady growth over the past decade, culminating with an outstanding school rating of A from the Texas Education Agency in 2019. Westcliff notably earned 5 out of 6 possible "Distinctions" in the areas of ELA/Reading, Science, Comparative Academic Growth, Comparative Closing the Achievement Gaps, and Postsecondary Readiness. These data points tell a story of a campus with 76% Economically Disadvantaged population, with 8.8% special education population, 37% English Language Learners and a wonderful racial diversity as well, achieving the highest performance ratings - ranking in the top 10 schools in the TEA 40 school comparison group across 5 of the 6 areas of distinction in 2019, the last reporting year due to Covid. In addition, Westcliff has been recognized as one of America's Best Urban Schools in 2018 with a coveted Silver Medal among the top urban schools in the entire nation. Also, we were named in the top 10 schools in Tarrant County among schools with over 75% poverty. These performance ratings do not come without much intentionality in planning for powerful, yet targeted and aligned student learning. In this "challenging" population, the Achievement Gap domain in the TEA Accountability system reflected a perfect score of 100. At Westcliff, we achieve that gap closure every child received differentiated instructional supports through a dedication to small group, data-driven daily instruction in every classroom PK-5th grade.

Current performance levels, are again rising to our level of high expectations, following a full year of covid shut downs, virtual learning, and social distancing (putting masks on children and dividers between them).

MAP data for our current MID year mark reflect an unusual stagnation in student growth on Literacy and Math with some outliers showing more growth. Kindergarten has exceeded expected growth due to a powerful whole group instructional delivery consistent at Westcliff that yields results despite the absence first semester of the SGGR we typically would deliver. Saxon phonics daily and dailly spiraling through math and reading whole group spiral and practice using a variety of resources has allowed our kinder students to move forward without even a slight issue during covid. First grade relies very heavily on delivering these things in the small group setting, which was greatly inhibited by covid protocols. First grade teachers actually delivered no small group instruction at all due to crowded classrooms and distancing restrictions until the mid spring semester. This unique situation made a very clear impact on the amount of student growth that powerful team was able to achieve this year - not much growth at all - a remarkable departure from our typical high growth rate. Other grade levels struggled with growth also and the virtual learning situation made it MUCH more difficult to give students immediate feedback and monitoring in the moment during instruction. Holding students accountable became our ultimate challenge, as students all turned their work in digitally, with a wide gap to close in digital proficiency among students, teachers and parents. That gap has closed quickly, and we are seeing student progress now begin to catch up, hopefully with exponential speed. We are working diligently to show outstanding growth on our EOY MAP Growth assessments, as well as our EOY TX KEA and our EOY PK Circle assessments. Teachers are slowly returning to small group instruction.

Teachers in 3rd - 5th grades, despite the district focus solely on MAP, have carefully used STAAR Released tests to provide periodic TEA Aligned assessment data to collaboratively plan instruction in alignment with the TEKS, to which our state holds us accountable. Those assessment results are promising and are being used to target instruction through differentiation.

Attendance: As many schools have struggled with attendance this year due to virtual and in-person learning challenges, Westcliff is no exception. However the data shows a slight increase from our first semester average of 95.6% to the fourth six weeks of 96.1% attendance rate. If we can continue that trend, perhaps we can even exceed the previous year's rate of 95.7.

Discipline: Thus far, we have entered 6 discipline incidents. We have administered two out of school suspensions due to severity and support plans were put into place for these students, one through a 504.

Westcliff definitely has some target areas of concern that we are actively addressing:

- PK Circle targets are: Rhyming, Alliteration, words in a sentence, math operations
- First Grade MAP math growth at MOY was devastatingly absent with reading not far behind. - 41% LOWER than last year's MOY with 2nd and 3rd grades at about 20% lower mid year than last year's mid year.

- Fourth Grade mid year MAP growth is lower than other grade levels, but not lower than normal moy.
- Benchmark assessments show 3rd Math to be an urgent target with no students at Masters level, 16% at Meets, and 55% Approaches
- 3rd Reading shows much better progress with Masters - 19%, Meets - 35%, Approaches - 67%
- 33% of 5th graders are not meeting the Approaches level on Math benchmark in April
- 33% of 5th graders are not meeting the approaches level on Science benchmark in April

Student Learning Strengths

Currently, students are making progress and showing the following achievements;

PK - Strengths are Math - 78%, phonological awareness - 100%, science - 100%, Rhyming - most areas show more than 50% proficient

Kinder - An amazing 92% on track with blending, 100% on track with social emotional, 97% on track in science, 86% on track in spelling

1st Grade - Average RIT increased from BOY to MOY from 163 to 167 even without sgr

2nd Grade - Average RIT from 178 to 186 from BOY to MOY; MAP MATH GROWTH is ON POINT overall in 2nd grade - highest math growth on campus

3rd Grade - at STAAR Benchmark April, 67% Approaches on Reading and 19% MASTERS on reading! MAP MOY Reading progress is almost at target for MOY - highest on campus

4th Grade - 84% Approaches on Reading benchmark

5th Grade - Reading STAAR benchmark is so strong 85% Approaches; Meets - 53%, Masters - 33% Amazing

TEA Report Card - A RATING, 5 distinctions, the lowest domain is 83% on Student Achievement (passing)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on MAP winter 2021 MATH growth reports, ONLY kindergarten met expected growth projections in the entire school. **Root Cause:** Small group instruction did not happen except virtually. (First grade EL students experienced growth (23% met)). However, the total percentage meeting math growth is the lowest growth in the school. Fourth Grade MAP mid-year reports show only 32% met projected growth on MATH). -SPED, GT students received fewer targeted lessons

School Processes & Programs

School Processes & Programs Summary

At Westcliff Elementary, we believe in cultivating leadership among our teachers and staff. Our Leadership team read the book, The Multiplier Effect by Liz Wiseman, and we talk about how to tap into the genius inside our own school and help create excellence through distributed leadership! In August, we took this angle as we created our professional development. Teachers each recorded a FLIPGRID about the genius inside a colleague, and we posted those. Each grade level has a Team Lead, as does specials and Special Ed. These Team Leads meet with us monthly to plan, give input, etc. They, in turn, lead the PLC's every other Thursday following their own variances of the Task Design protocols.

When new teachers are hired, even if they are not new to the profession, we assign a campus Teacher Mentor who will meet with them for planning bi-weekly. Both get paid for the collaborative planning. This structure assures that new teachers have a "go to" person on campus and usually on their team that can support them through their first year as they acclamate to the campus. We also allow that new teacher to observe their mentor as well as other colleagues that could provide support in identified areas of need based on administrative feedback. This also allows us to highlight expert teachers as role models.

Westcliff serves as a "lab" school for TCU College of Education in an ongoing and meaningful partnership. Each year, our teachers eagerly host senior student teachers as well as multiple junior observers. As the college model has changed over the years, we adapt right along with them, offering them partnership and support as the university seeks to innovate through their teacher preparation program. We have provided support and data during the application process for multiple prestigious awards the college has received. They, in turn, have supported our application for the America's Best Urban School Award, physically sending a professor to interview with the panel. We have countless other efforts in teacher professional development, graduate research, and have even hosted a TCU Reading methods class right here on campus.

Westcliff Teachers not only engage with the T-TESS evaluation process eagerly, setting goals high for themselves and their students, but they understand the use of data to measure student progress as well as teacher effectiveness. Using data to drive instructional planning day by day is a norm among our faculty. We all grew so much in our depth of understanding the TEKS and the importance of truly hitting alignment during instruction and assessment. Team building using the DISC assessment and the Sped of Trust have also been an important part of our success. We cannot dissect with honesty if we cannot love each other enough to be honest. This has been a very meaningful part of the work here.

Teachers and Staff are integral in every aspect of our campus planning and improvement. We use a team approach to all we do here - from planning protocols for campus culture routines, to food services and lunchroom procedures, to planning and troubleshooting the master schedule, to assigning duties, to staffing, hiring, and placing students. We need all the brains at the table and we value the voices of genius here. Teachers are assigned based on teacher strengths, team dynamics, student needs as the primary variables. We get creative at times to best meet the needs of our students, like looping a teacher with her high needs class this year with great success!

Campus Title I funds are used carefully to truly impact student achievement, primarily going to support our degreed and certified tutors and to pay teachers for extra duties of planning collaboratively using data and providing structured interventions beyond the school day. Materials purchased are instructional in nature and support the needs of students.

Our special populations are served with the strongest teacher supports, such as our expert Special Education Teachers - both leaders in their field with masters degrees, or our Dyslexia teacher - serving students with powerful results. We encourage all of our teachers to become GT certified as well.

School Processes & Programs Strengths

- Data Meetings / Task Design meetings ensure a collaborative planning of TEKS aligned tasks / assessments
- Team Leads actually facilitate their team meetings, using tools such as TEKS Resource and Lead4ward bi weekly.
- Leadership Team meets and has a Huddle each morning - includes Principal, Asst. Principal, Counselor, Lead Teacher

- A planning team including team leads, specials teachers, etc. reviews all campus culture routines and refines campus protocols and procedures together, looking for upgrades
- Teachers at every grade level serve as TCU mentor teachers to TCU and Wesleyan seniors and juniors all year every year.
- New teachers are given mentors and follow consistent structured meetings and observations
- Teachers take part in decisions of hiring, placement of teachers, instructional design / team / Self-contained
- Teachers assign students to classes based on data and innovative designs
- Teachers are encouraged to innovate and design new structures, processes, monitoring tools, competitions, etc.
- Professional development is very teacher and campus driven and connected to the campus student achievement goals
- STEAM clubs support instruction, such as our weekly STEM Girls club and ART club.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The professional development opportunities this year were limited for many reasons and failed to yield measurable results in terms of student achievement as measured by MAP results or growth mindset among teachers as measured by the panorama survey. **Root Cause:** Most Scheduled professional development did not happen in person or after school due to Covid, social distancing requirements, restrictions on meeting times, etc. Training focused greatly on technology applications for instruction. Vertical planning days we had calendared did not happen due to shortage of substitutes. PLC weekly data meetings shifted to every two weeks

Perceptions

Perceptions Summary

Westcliff Elementary Faculty and staff are very driven by core beliefs and values, recognizing that we are role models and that our beliefs about children will become children's beliefs about themselves. They reflect their teachers ultimately, so we look inward where the change begins through professional development, team building, collaborative planning, and problem solving. Teachers showed a deficit in growth mindset on the survey this year, most notably with only 50% favorable about the extent to which teachers can improve their implementation of different teaching strategies. We will target our focus for next year on a faculty growth mindset, ordering and reading a book together, and engaging in professional development about this topic, as well as targeting look fors in growth mindset in classrooms.

The survey data has been a powerful tool for improvement and growth as a faculty. The fact that Panorama is nationally norm referenced and district norm referenced gives us a more robust and honest look at ourselves and our ability to take feedback and use it as a springboard for change.

- SURVEY DATA Teachers 2021 -
- Faculty Growth Mindset - Perceptions of whether teaching can improve over time - 61% favorable; 61% Paschal; 61% Nationals
- Cultural Awareness and Action (Student Focus) How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture. 62% 61% Paschal 62% Fort Worth Independent School District (TX)
- Educating All Students 81% 73% Paschal 77% Fort Worth Independent School District (TX) Faculty Growth Mindset Perceptions of whether teaching can improve over time. 61% 57% Paschal 58% Fort Worth Independent School District (TX)
- Feedback and Coaching Perceptions of the amount and quality of feedback faculty and staff receive. 66% 55% Paschal 56% Fort Worth Independent School District (TX)
- Inviting Work Environment 97% 93% Paschal 87% Fort Worth Independent School District (TX)
- Staff-Leadership Relationships Perceptions of faculty and staff relationships with school leaders. 88% 79% Paschal 73% Fort Worth Independent School District (TX)

Student SURVEY DATA 2021

- Emotion Regulation How well students regulate their emotions. 46% 50% Paschal 46% Fort Worth Independent School District (TX)
- Engagement How attentive and invested students are in class. 65% 66% Paschal 63% Fort Worth Independent School District (TX)
- Sense of Belonging How much students feel that they are valued members of the school community. 71% 73% Paschal 67% Fort Worth Independent School District (TX)
- Social Awareness How well students consider the perspectives of others and empathize with them. 67% 69% Paschal 65% Fort Worth Independent School District (TX)
- Supportive Relationships How supported students feel through their relationships with friends, family, and adults at school. 84% 88% Paschal 87% Fort Worth Independent School District (TX)
- Teacher-Student Relationships How strong the social connection is between teachers and students within and beyond the classroom. 72% 74% Paschal 70% Fort Worth Independent School District (TX)

Perceptions Strengths

- 97% of Faculty perceive Westcliff to be an "inviting Work Environment"
- 88% of Faculty perceive positive staff - leadership relationships
- 84% of the students express their feeling that they find supportive relationships happening with their teachers
- 72% of students report positive teacher - student relationships
- Parents report feeling very satisfied with the educational program at Westcliff
- Families seek transfers to Westcliff by the dozens each year based on other families referring them
- Online reviews of Westcliff are positive and are part of the attraction for real-estate purchases in the area

- Community partnerships are strong - with ongoing long-term partnerships with three churches in the area
- Academy 4 is an important partnership for three years now, providing every fourth grade student with a mentor

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the Panorama Climate Survey, student engagement was the lowest category, rated by students, and growth mindset was the lowest category, rated by teachers. Only 33% of students report that they talk about their learning outside of school. Fifty percent of teachers are not confident in improving their teaching strategies. **Root Cause:** 75% of students indicate excitement or interest in their learning, according to the survey, possibly due to more screen time. In particular, 61% third graders are interested in class, which contrasts significantly with 4th and 5th grades. Teachers don't feel they can grow in the implementation of different teaching strategies possibly due to lack of professional development and fewer PLC's.

Priority Problem Statements

Problem Statement 1: Based on MAP winter 2021 MATH growth reports, ONLY kindergarten met expected growth projections in the entire school.

Root Cause 1: Small group instruction did not happen except virtually. (First grade EL students experienced growth (23% met)). However, the total percentage meeting math growth is the lowest growth in the school. Fourth Grade MAP mid-year reports show only 32% met projected growth on MATH). -SPED, GT students received fewer targeted lessons

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on MAP Literacy growth reports winter 2021, 14% of 3rd grade Hispanic students met growth projections, and their mean RIT score was 177 .7 of a point above their 2nd grade Hispanic peers.

Root Cause 2: Oral language development needs to be emphasized at an earlier grade-level, with a focus on pre-kindergarten and kindergarten. TELPAS scores last year 2019-2020 indicated that 66% of 2nd graders performed below grade level (23% Beginning, 43% Intermediate) on TELPAS Reading.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The professional development opportunities this year were limited for many reasons and failed to yield measurable results in terms of student achievement as measured by MAP results or growth mindset among teachers as measured by the panorama survey.

Root Cause 3: Most Scheduled professional development did not happen in person or after school due to Covid, social distancing requirements, restrictions on meeting times, etc. Training focused greatly on technology applications for instruction. Vertical planning days we had calendared did not happen due to shortage of substitutes. PLC weekly data meetings shifted to every two weeks

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: According to the Panorama Climate Survey, student engagement was the lowest category, rated by students, and growth mindset was the lowest category, rated by teachers. Only 33% of students report that they talk about their learning outside of school. Fifty percent of teachers are not confident in improving their teaching strategies.

Root Cause 4: 75% of students indicate excitement or interest in their learning, according to the survey, possibly due to more screen time. In particular, 61% third graders are interested in class, which contrasts significantly with 4th and 5th grades. Teachers don't feel they can grow in the implementation of different teaching strategies possibly due to lack of professional development and fewer PLC's.

Problem Statement 4 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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 68% to 73% by May 2022.

Increase the percentage of Hispanic students who score On Track on Circle Phonological Awareness in English from 59% to 64% by May 2022.

HB3 Goal

Evaluation Data Sources: PK Circle Assessments BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of differentiated Tier I instruction of PK students, particularly LEP Bilingual PK students in order to rapidly increase print and phonological awareness.</p> <p>Strategy's Expected Result/Impact: EOY PK Circle data will show at least 75% of students in PK performing on level in phonological awareness, showing a significant increase from BOY in all measured ethnicity groups.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor progress of PK students on mastery of PK guidelines and Circle skills to track students' progress on targeted skills / mastery, and design small groups to develop fluency by EOY.</p> <p>Strategy's Expected Result/Impact: 50% of PK students will achieve word reading with fluency by EOY as measured by PK circle</p> <p>Staff Responsible for Monitoring: PK Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</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 1 Problem Statements:

Demographics

Problem Statement 1: Based on MAP Literacy growth reports winter 2021, 14% of 3rd grade Hispanic students met growth projections, and their mean RIT score was 177.7 of a point above their 2nd grade Hispanic peers. **Root Cause:** Oral language development needs to be emphasized at an earlier grade-level, with a focus on pre-kindergarten and kindergarten. TELPAS scores last year 2019-2020 indicated that 66% of 2nd graders performed below grade level (23% Beginning, 43% Intermediate) on TELPAS Reading.

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 48% to 51% 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 30% to 33% by May 2022.

Increase the percentage of kindergarten - Grade 3 Hispanic students who Meet or Exceed grade level expectations on key MAP Fluency indicators from 30% to 33% by May 2022.

HB3 Goal

Evaluation Data Sources: MAP Fluency BOY, MOY, EOY of all K-3rd graders 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher will monitor the development fluency through monthly check of the Lexia Core 5 data system and Fountas and Pinnell.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will participate in PLC / PD focused on best practices for increasing student fluency. Kindergarten - 3rd grade fluency will increase from 48% to at least 51%.</p> <p>Staff Responsible for Monitoring: Teachers and School leaders will monitor usage of Fountas and Pinnell and Lexia Core 5 with fidelity.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Extra duty pay for tutoring - Title I (211) - 211-11-6116-04E-177-30-510-000000-22F10 - \$4,000, Fluency materials and supplies - Title I (211) - 211-11-6329-04E-177-30-510-000000-22F10 - \$600, Reading Intervention Materials - Title I (211) - 211-11-6399-04E-177-30-510-000000-22F10 - \$600, Professional development - Title I (211) - 211-11-6116-0PD-177-30-510-000000-22F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Facilitate opportunities for teachers to learn collaborate and implement the Neuhaus, Lexia Core 5 and Estrellita early literacy programs to improve Tier 1 literacy instruction.</p> <p>Strategy's Expected Result/Impact: 100% of Literacy teachers will complete professional development for new literacy program implementation, resulting in 51% or more K-Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from by May 2022.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Part-Time / Hourly tutors - Title I (211) - 211-11-6117-04E-177-30-510-000000-22F10 - \$7,000, Extra Duty Pay - Title I (211) - 211-11-6116-04E-177-30-510-000000-22F10 - \$7,500, Materials to supplement fluency and literacy -center and Newhaus prep - SCE (199 PIC 24) - 199-11-6399-001-177-24-313-000000- - \$1,672</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Based on MAP Literacy growth reports winter 2021, 14% of 3rd grade Hispanic students met growth projections, and their mean RIT score was 177 .7 of a point above their 2nd grade Hispanic peers. Root Cause: Oral language development needs to be emphasized at an earlier grade-level, with a focus on pre-kindergarten and kindergarten. TELPAS scores last year 2019-2020 indicated that 66% of 2nd graders performed below grade level (23% Beginning, 43% Intermediate) on TELPAS Reading.</p>

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 42% to 45% 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 34% to 37% by May 2022.

Increase the percentage of Kindergarten through Grade 5 Hispanic students who meet or exceed projected growth on MAP Growth Reading from 43% to 46% by May 2022.

HB3 Goal

Evaluation Data Sources: MAP Growth Reading BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan to align standards, deliver quality Tier 1 literacy instruction and collaborate vertically on instructional practices to impact student's performance.</p> <p>Strategy's Expected Result/Impact: 100% of Teachers will engage in ongoing professional development and collaborative planning on at least a bi-weekly basis. 90% of PLC's will focus on Standards Alignment, planning, and collaboration. Teachers will gain expertise in Tier 1 literacy instruction through knowledge and skills acquired from the TEA Reading Academies.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: Supplemental instructional materials including reading, content area materials, TEKS aligned supplemental materials, and materials for teacher created learning activities - Title I (211) - 211-11-6399-04E-177-30-510-000000-22F10 - \$6,658.44, Digital materials for student acceleration and intervention, as well as additional TEKS aligned and MAP aligned practice / instruction - Title I (211) - 211-11-6399-04E-177-30-510-000000-22F10 - \$2,500, State Compensatory Ed funds to support at risk learners, ELL learners, ED learners, Special Education learners - SCE (199 PIC 24) - 199-11-6399-001-177-24-313-000000- - \$2,000, Books for Professional Development - Title I (211) - 211-13-6329-04E-177-30-510-000000-22F10 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: Engage the instructional leadership team in making decisions to improve student culture, staff communication, and tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will receive walkthrough feedback 3-8 cycles, based on their T-TESS Performance level. 90% of PLC meetings will be focused on Standards Aligned instructional planning and / or assessment data analysis 100% of Team Leads will facilitate bi-weekly PLCs that focus on instructional planning based on assessment data. Staff will demonstrate daily proficiency in following School Culture Protocols.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Based on MAP Literacy growth reports winter 2021, 14% of 3rd grade Hispanic students met growth projections, and their mean RIT score was 177.7 of a point above their 2nd grade Hispanic peers. Root Cause: Oral language development needs to be emphasized at an earlier grade-level, with a focus on pre-kindergarten and kindergarten. TELPAS scores last year 2019-2020 indicated that 66% of 2nd graders performed below grade level (23% Beginning, 43% Intermediate) on TELPAS Reading.</p>
School Processes & Programs
<p>Problem Statement 1: The professional development opportunities this year were limited for many reasons and failed to yield measurable results in terms of student achievement as measured by MAP results or growth mindset among teachers as measured by the panorama survey. Root Cause: Most Scheduled professional development did not happen in person or after school due to Covid, social distancing requirements, restrictions on meeting times, etc. Training focused greatly on technology applications for instruction. Vertical planning days we had calendared did not happen due to shortage of substitutes. PLC weekly data meetings shifted to every two weeks</p>
Perceptions
<p>Problem Statement 1: According to the Panorama Climate Survey, student engagement was the lowest category, rated by students, and growth mindset was the lowest category, rated by teachers. Only 33% of students report that they talk about their learning outside of school. Fifty percent of teachers are not confident in improving their teaching strategies. Root Cause: 75% of students indicate excitement or interest in their learning, according to the survey, possibly due to more screen time. In particular, 61% third graders are interested in class, which contrasts significantly with 4th and 5th grades. Teachers don't feel they can grow in the implementation of different teaching strategies possibly due to lack of professional development and fewer PLC's.</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 40% by August 2024.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 81% to 84% by May 2022.

Increase the percentage of PK Hispanic students who score On Track on Circle Math from 73% to 76% by May 2022.

Evaluation Data Sources: PK Circle Assessment in Math BOY, MOY, EOY 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: PK teachers to deliver rigorous mathematics instruction daily through careful design of the lesson content, delivery, and assessment cycle using appropriately challenging instructional materials from curriculum frameworks.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF</p> <p>Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: PK mathematics supplemental materials and manipulatives - Title I (211) - 211-11-6399-04E-177-30-510-000000-22F10 - \$700</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

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 40% by August 2024.

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 66% to 69% by May 2022.

Increase the percentage of Kinder Hispanic students who score On Track on TX-KEA Math from 65% to 68% by May 2022.

Evaluation Data Sources: TX-KEA Assessment BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten teachers will collaborate to develop powerful math instruction aligned with the TEKS providing differentiated mathematics instruction to accelerate student growth as measured by MAP growth and TX-KEA Math.</p> <p>Strategy's Expected Result/Impact: 75% or more Kindergarten students will score On Track on TX-KEA EOY 2022 75% or more Hispanic Kindergarten students will score On Track on TX-KEA EOY 2022 100% of kindergarten teachers will collaborate weekly to design math lessons that are aligned with Texas state standards</p> <p>Staff Responsible for Monitoring: ILT and Kinder Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Materials and Supplies for teacher created materials and concrete / pictorial math representations and hands on activities as well as 2 dimensional (paper) representations and practice - Title I (211) - 211-11-6399-04E-177-30-510-000000-22F10 - \$1,200</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>Problem Statement 1: Based on MAP winter 2021 MATH growth reports, ONLY kindergarten met expected growth projections in the entire school. Root Cause: Small group instruction did not happen except virtually. (First grade EL students experienced growth (23% met)). However, the total percentage meeting math growth is the lowest growth in the school. Fourth Grade MAP mid-year reports show only 32% met projected growth on MATH). -SPED, GT students received fewer targeted lessons</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 40% by August 2024.

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 38% to 41% by May 2022.

Increase the percentage of K-5 Hispanic students who Meet or Exceed projected growth on MAP Growth from 38% to 41% by May 2022.

Evaluation Data Sources: MAP Growth Assessment K-5th BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: K-5th grade teachers will systematically and collaboratively plan TEKS aligned Tier 1 instruction and deliver it to students in both whole group and small group design.</p> <p>Strategy's Expected Result/Impact: At least 50% of Kinder - 5th grade students will meet or exceed expected math MAP Growth by EOY 2022. 100% of Teachers will participate in collaborative planning during the PLC that results in at least 50% of students meeting or exceeding Growth.</p> <p>Staff Responsible for Monitoring: ILT - including Team Leads</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Registration for PD - Title I (211) - 211-13-6499-04E-177-30-510-000000-22F10 - \$1,000, After School Tutoring - Title I (211) - 211-11-6116-04E-177-30-510-000000-22F10 - \$7,500, Push in differentiated supports for students - Title I (211) - 211-11-6117-04E-177-30-510-000000-22F10 - \$6,000, Materials for professional development - Title I (211) - 211-13-6399-04E-177-30-510-000000-22F10 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Based on MAP winter 2021 MATH growth reports, ONLY kindergarten met expected growth projections in the entire school. Root Cause: Small group instruction did not happen except virtually. (First grade EL students experienced growth (23% met)). However, the total percentage meeting math growth is the lowest growth in the school. Fourth Grade MAP mid-year reports show only 32% met projected growth on MATH). -SPED, GT students received fewer targeted lessons</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 40% by August 2024.

Performance Objective 4: Increase the percentage of students who Meet or Master the 3rd - 5th STAAR Reading assessment from 48% Meets and 26% Masters in 2021 to 51% Meets and 29% Masters in 2022.

HB3 Goal

Evaluation Data Sources: STAAR Benchmarks
 STAAR formatted formative assessments
 Content based TEKS aligned weekly assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will administer TEKS aligned common assessments, meet in PLCs to review data from the common assessments to create a plan of action to reteach TEKS identified as minimally mastered.</p> <p>Strategy's Expected Result/Impact: 75% of students in grades 3-5 will meet or exceed the progress measure on STAAR Math 2022 55% of students in grades 3-5 will Meet Expectation on STAAR Math 2022 31% of students in grades 3-5 will Master expectations on STAAR Math 2022 100% of teachers in grades 3-5 Math will collaboratively plan TEKS aligned lessons and create differentiated supports for students to accelerate learning.</p> <p>Staff Responsible for Monitoring: ILT including Team Leads</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Mentoring Minds, Measuring Up Express, and supplies and materials for teacher created TEKS aligned activities - Title I (211) - 211-11-6399-04E-177-30-510-000000-22F10 - \$6,000, Push in support for differentiated instruction in grades 3-5 Math - Title I (211) - 211-11-6117-04E-177-30-510-000000-22F10 - \$5,600</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: Based on MAP winter 2021 MATH growth reports, ONLY kindergarten met expected growth projections in the entire school. Root Cause: Small group instruction did not happen except virtually. (First grade EL students experienced growth (23% met)). However, the total percentage meeting math growth is the lowest growth in the school. Fourth Grade MAP mid-year reports show only 32% met projected growth on MATH). -SPED, GT students received fewer targeted lessons</p>

Goal 3: CCMR

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

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 55% to 60% by May 2022.

HB3 Goal

Evaluation Data Sources: STAAR Benchmarks and formative assessments based on TEKS throughout the year.
STAAR READING TEST in May 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of 3-5 teachers to implement HB3 strategies in the classroom resulting in increased reading fluency and comprehension across all student accountability groups in order to increase the percentage of students scoring Masters level on STAAR reading.</p> <p>Strategy's Expected Result/Impact: Students scoring Masters on STAAR reading in 3rd - 5th will increase from 26% to 100% of teachers will engage in PL opportunities for the Fundamental Four and TEKS aligned reading instruction. 100% of 3rd grade teachers will complete HB3 TRA sessions and implement strategies immediately. 90% of PLC's observed will focus on TEKS aligned reading instruction in accordance</p> <p>Staff Responsible for Monitoring: ILT</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: Materials for project based learning and UIL, BOB, - Title I (211) - 211-11-6399-04E-177-30-510-000000-22F10 - \$1,200, Tutors for Advanced Learners - Title I (211) - 211-11-6116-04E-177-30-510-000000-22F10 - \$2,500, Differentiated supports for meets level students to hit masters - Title I (211) - 211-11-6117-04E-177-30-510-000000-22F10 - \$3,200</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 1 Problem Statements:

Demographics
<p>Problem Statement 1: Based on MAP Literacy growth reports winter 2021, 14% of 3rd grade Hispanic students met growth projections, and their mean RIT score was 177.7 of a point above their 2nd grade Hispanic peers. Root Cause: Oral language development needs to be emphasized at an earlier grade-level, with a focus on pre-kindergarten and kindergarten. TELPAS scores last year 2019-2020 indicated that 66% of 2nd graders performed below grade level (23% Beginning, 43% Intermediate) on TELPAS Reading.</p>
School Processes & Programs
<p>Problem Statement 1: The professional development opportunities this year were limited for many reasons and failed to yield measurable results in terms of student achievement as measured by MAP results or growth mindset among teachers as measured by the panorama survey. Root Cause: Most Scheduled professional development did not happen in person or after school due to Covid, social distancing requirements, restrictions on meeting times, etc. Training focused greatly on technology applications for instruction. Vertical planning days we had calendared did not happen due to shortage of substitutes. PLC weekly data meetings shifted to every two weeks</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 53% to 60% by May 2022.

HB3 Goal

Evaluation Data Sources: STAAR Benchmarks and formative assessments based on TEKS throughout the year. STAAR MATH TEST in May 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Using MAP and Benchmark Assessments, monitor students who score within the Approach and Meets in order to provide intervention and acceleration to improve students skills and knowledge.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students scoring Meets and Masters in STAAR Math from 37% Meets and 18% Masters to 45% Meets and 23% Masters on 2022 STAAR Math. 50% of Teachers will sponsor some type of extracurricular program, with at least 3 math focused opportunities Math Pathblazers lessons will be tracked and incentivized. Students will report that they feel more connected to school and talk more about academics at home on the Panorama Survey.</p> <p>Staff Responsible for Monitoring: ILT Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p> <p>Funding Sources: Materials and supplies for math motivational and tracking supports and tools, instructional activities - Title I (211) - 211-11-6399-04E-177-30-510-000000-22F10 - \$588, Part Time Data Analyst - Title I (211) - 211-13-6119-04E-177-30-510-000000-22F10 - \$29,841.56</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>Problem Statement 1: Based on MAP winter 2021 MATH growth reports, ONLY kindergarten met expected growth projections in the entire school. Root Cause: Small group instruction did not happen except virtually. (First grade EL students experienced growth (23% met)). However, the total percentage meeting math growth is the lowest growth in the school. Fourth Grade MAP mid-year reports show only 32% met projected growth on MATH). -SPED, GT students received fewer targeted lessons</p>

Perceptions

Problem Statement 1: According to the Panorama Climate Survey, student engagement was the lowest category, rated by students, and growth mindset was the lowest category, rated by teachers. Only 33% of students report that they talk about their learning outside of school. Fifty percent of teachers are not confident in improving their teaching strategies. **Root Cause:** 75% of students indicate excitement or interest in their learning, according to the survey, possibly due to more screen time. In particular, 61% third graders are interested in class, which contrasts significantly with 4th and 5th grades. Teachers don't feel they can grow in the implementation of different teaching strategies possibly due to lack of professional development and fewer PLC's.

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 2nd - 5th grade students scoring Meets and Masters as projected by the MAP Growth Reading results from 27% to 30% on 2022 MAP Growth.

Increase the percentage of 2nd - 5th grade students scoring Meets and Masters as projected by the MAP Growth Math results from 30% to 33% on 2022 MAP Growth.

HB3 Goal

Evaluation Data Sources: MAP Growth Assessments in Reading and Math BOY, MOY, EOY 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the capacity of teachers to provide rigorous math instruction that is aligned to the TEKS, differentiated to ensure more students accelerate to CCMR standards by scoring Masters on STAAR Math</p> <p>Strategy's Expected Result/Impact: 100% of math teachers will engage in Vertical alignment each six weeks 55% of students will score Meets on STAAR Math 75% of 3rd - 5th grade students will participate in some type of extracurricular club or competition 75% of 3rd - 5th grade students will meet the 30 lesson challenge for Pathblazers math lessons</p> <p>Staff Responsible for Monitoring: ILT Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p> <p>Funding Sources: SUBS for professional collaboration and vertical planning - Title I (211) - 211-11-6112-OPD-177-30-510-000000-22F10 - \$1,400</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Based on MAP winter 2021 MATH growth reports, ONLY kindergarten met expected growth projections in the entire school. Root Cause: Small group instruction did not happen except virtually. (First grade EL students experienced growth (23% met)). However, the total percentage meeting math growth is the lowest growth in the school. Fourth Grade MAP mid-year reports show only 32% met projected growth on MATH). -SPED, GT students received fewer targeted lessons</p>

Perceptions

Problem Statement 1: According to the Panorama Climate Survey, student engagement was the lowest category, rated by students, and growth mindset was the lowest category, rated by teachers. Only 33% of students report that they talk about their learning outside of school. Fifty percent of teachers are not confident in improving their teaching strategies. **Root Cause:** 75% of students indicate excitement or interest in their learning, according to the survey, possibly due to more screen time. In particular, 61% third graders are interested in class, which contrasts significantly with 4th and 5th grades. Teachers don't feel they can grow in the implementation of different teaching strategies possibly due to lack of professional development and fewer PLC's.

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: Increase positive response by students to the learning environment on the Panorama SEL Survey from 66% to 70% by May 2022.

Evaluation Data Sources: Panorama Survey BOY EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Enhance the school climate and culture through intentionality of culture routines, professional learning, and collaboration among teachers to ensure students experience connectedness with peers and teachers as well as look forward to engagement in learning daily as measured by the Panorama survey 2022</p> <p>Strategy's Expected Result/Impact: 75% of students will respond positively to the learning environment on the Panorama Survey 75% of students will indicate they feel connected at school and look forward to learning on the Panorama Survey 100% of Teachers will facilitate morning restorative / relational circles on Friday mornings. 100% of ILT will practice and model daily Campus Culture Routines, checking staff proficiency levels using the School Culture Rubric each 6 weeks with a target of at least 85% compliance by October 2021.</p> <p>Staff Responsible for Monitoring: ILT All Teachers Counselor</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: According to the Panorama Climate Survey, student engagement was the lowest category, rated by students, and growth mindset was the lowest category, rated by teachers. Only 33% of students report that they talk about their learning outside of school. Fifty percent of teachers are not confident in improving their teaching strategies. Root Cause: 75% of students indicate excitement or interest in their learning, according to the survey, possibly due to more screen time. In particular, 61% third graders are interested in class, which contrasts significantly with 4th and 5th grades. Teachers don't feel they can grow in the implementation of different teaching strategies possibly due to lack of professional development and fewer PLC's.</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: Decrease the number of in and out of school suspensions for students from 1% to 0.5% by May 2022.

Evaluation Data Sources: Discipline & suspension documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Strengthen the PBIS Plan of Westcliff Elementary through professional learning to revise and communicate a unified vision and expectation.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will remain below 1% of students. Restorative circles will be held on Fridays in all classrooms during the first 10-20 minutes. Relational Agreements will be written and revised / revisited continually through the year. PL for Team Leads in how to create a Relational Agreement with your Team in August Culture building activities and Culture Routines will be rewritten as a staff, scripted, and role-played in August to ensure tight campus routines and transitions that create JOY and CONNECTEDNESS among the student body.</p> <p>Staff Responsible for Monitoring: ILT All teachers and staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: According to the Panorama Climate Survey, student engagement was the lowest category, rated by students, and growth mindset was the lowest category, rated by teachers. Only 33% of students report that they talk about their learning outside of school. Fifty percent of teachers are not confident in improving their teaching strategies. Root Cause: 75% of students indicate excitement or interest in their learning, according to the survey, possibly due to more screen time. In particular, 61% third graders are interested in class, which contrasts significantly with 4th and 5th grades. Teachers don't feel they can grow in the implementation of different teaching strategies possibly due to lack of professional development and fewer PLC's.</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: Increase the positive perception of parents on Engagement on the district's Parent Survey from 79% to 85% by May 2022.

Evaluation Data Sources: Panorama Parent Survey BOY, EOY 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with our community, SBDM, and church partners to reimagine, refine, and calendar monthly parental participation activities to support the campus culture and vision.</p> <p>Strategy's Expected Result/Impact: Parental involvement numbers will increase to at least 75 families represented at each multiple grade level parent event. 90% of parents will respond positively concerning parent engagement at the school. PTA Board will increase in diversity in proportion to the ethnicity of the student body - more Hispanic representation from 20% of PTA Board to 40% of PTA Board members. PTA Membership will increase from 120 members to 175 members in 2022 Community Partnerships will flourish as before covid with 4 active ongoing partnerships: Academy 4, Arborlawn, Doxology, Congregation Ahavath Sholom.</p> <p>Staff Responsible for Monitoring: Parent Communication Specialist PTA</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: materials for parent involvement - Title I (211) - 211-61-6399-04L-177-30-510-000000-22F10 - \$1,000, Funding for Parent involvement activities - Title I (211) - 211-61-6499-04L-177-30-510-000000-22F10 - \$1,600</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:

Perceptions
<p>Problem Statement 1: According to the Panorama Climate Survey, student engagement was the lowest category, rated by students, and growth mindset was the lowest category, rated by teachers. Only 33% of students report that they talk about their learning outside of school. Fifty percent of teachers are not confident in improving their teaching strategies. Root Cause: 75% of students indicate excitement or interest in their learning, according to the survey, possibly due to more screen time. In particular, 61% third graders are interested in class, which contrasts significantly with 4th and 5th grades. Teachers don't feel they can grow in the implementation of different teaching strategies possibly due to lack of professional development and fewer PLC's.</p>

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	1	Extra duty pay for tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-177-30-510-000000-22F10	\$4,000.00
1	2	1	Fluency materials and supplies	Reading materials for classroom use	211-11-6329-04E-177-30-510-000000-22F10	\$600.00
1	2	1	Reading Intervention Materials	Supplies and materials for instructional use	211-11-6399-04E-177-30-510-000000-22F10	\$600.00
1	2	1	Professional development	Extra duty pay for PD after hours	211-11-6116-0PD-177-30-510-000000-22F10	\$500.00
1	2	2	Part-Time / Hourly tutors	Tutors with degree or certified	211-11-6117-04E-177-30-510-000000-22F10	\$7,000.00
1	2	2	Extra Duty Pay	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-177-30-510-000000-22F10	\$7,500.00
1	3	1	Supplemental instructional materials including reading, content area materials, TEKS aligned supplemental materials, and materials for teacher created learning activities	Supplies and materials for instructional use	211-11-6399-04E-177-30-510-000000-22F10	\$6,658.44
1	3	1	Digital materials for student acceleration and intervention, as well as additional TEKS aligned and MAP aligned practice / instruction	Supplies and materials for instructional use	211-11-6399-04E-177-30-510-000000-22F10	\$2,500.00
1	3	1	Books for Professional Development	Reading materials for professional development	211-13-6329-04E-177-30-510-000000-22F10	\$1,500.00
2	1	1	PK mathematics supplemental materials and manipulatives	Supplies and materials for instructional use	211-11-6399-04E-177-30-510-000000-22F10	\$700.00
2	2	1	Materials and Supplies for teacher created materials and concrete / pictorial math representations and hands on activities as well as 2 dimensional (paper) representations and practice	Supplies and materials for instructional use	211-11-6399-04E-177-30-510-000000-22F10	\$1,200.00
2	3	1	Registration for PD	Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04E-177-30-510-000000-22F10	\$1,000.00
2	3	1	After School Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-177-30-510-000000-22F10	\$7,500.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
2	3	1	Push in differentiated supports for students	Tutors with degree or certified	211-11-6117-04E-177-30-510-000000-22F10	\$6,000.00
2	3	1	Materials for professional development	Supplies and materials for professional development	211-13-6399-04E-177-30-510-000000-22F10	\$1,500.00
2	4	1	Mentoring Minds, Measuring Up Express, and supplies and materials for teacher created TEKS aligned activities	Supplies and materials for instructional use	211-11-6399-04E-177-30-510-000000-22F10	\$6,000.00
2	4	1	Push in support for differentiated instruction in grades 3-5 Math	Tutors with degree or certified	211-11-6117-04E-177-30-510-000000-22F10	\$5,600.00
3	1	1	Materials for project based learning and UIL, BOB,	Supplies and materials for instructional use	211-11-6399-04E-177-30-510-000000-22F10	\$1,200.00
3	1	1	Tutors for Advanced Learners	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-177-30-510-000000-22F10	\$2,500.00
3	1	1	Differentiated supports for meets level students to hit masters	Tutors with degree or certified	211-11-6117-04E-177-30-510-000000-22F10	\$3,200.00
3	2	1	Materials and supplies for math motivational and tracking supports and tools, instructional acitivities	Supplies and materials for instructional use	211-11-6399-04E-177-30-510-000000-22F10	\$588.00
3	2	1	Part Time Data Analyst	Data Analyst	211-13-6119-04E-177-30-510-000000-22F10	\$29,841.56
3	3	1	SUBS for professional collaboration and vertical planning	Subs for professional development	211-11-6112-0PD-177-30-510-000000-22F10	\$1,400.00
4	3	1	materials for parent involvement	Supplies and materials for parental involvement	211-61-6399-04L-177-30-510-000000-22F10	\$1,000.00
4	3	1	Funding for Parent involvement activities	Snacks for parents to promote participation	211-61-6499-04L-177-30-510-000000-22F10	\$1,600.00
Sub-Total						\$101,688.00
Budgeted Fund Source Amount						\$101,688.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	2	Materials to supplement fluency and literacy -center and Newhaus prep	Supplies and materials for instructional use	199-11-6399-001-177-24-313-000000-	\$1,672.00
1	3	1	State Compensatory Ed funds to support at risk learners, ELL learners, ED learners, Special Education learners	Supplies and materials for instructional use	199-11-6399-001-177-24-313-000000-	\$2,000.00
Sub-Total						\$3,672.00

SCE (199 PIC 24)

Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount						\$3,672.00
+/- Difference						\$0.00
Grand Total						\$105,360.00