

Fort Worth Independent School District
178 Westcreek Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

We will inspire life-long learners in a risk-free environment by growing our students a year and a half each school year.

Vision

*We will serve and inspire **ALL** stakeholders to achieve their highest potential.*

Value Statement

Here at Westcreek, we believe in every child having access to on-grade level instruction every day along with supports when needed. Because our Westcreek Eagles deserve the choice of a college, community or military career, we will provide

- *Equitable learning environments,
- *Tier 1 instruction adjusted in real time, and
- *Pre-planned supports to remove any learning obstacle.

By anchoring ourselves in *Believe*- our Westcreek Eagles can succeed!



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Comprehensive Needs Assessment

Revised/Approved: June 11, 2021

Demographics

Demographics Summary

Westcreek Elementary is located in the southwest area of Fort Worth. We have an enrollment of 508 students: fifty-seven percent are Hispanic, twenty-nine percent are African American/Black, seven percent are white and the other seven percent are other. Ninety-two percent of our students are economically disadvantaged, 67% are considered at-risk, 43% are English Language Learners, 3% are homeless, 14% receive special education services, 4% receive 504 services, 3% receive dyslexia services, and 5% receive GT services. We have three self-contained special education units.

Besides the neighborhood houses, we serve eight apartment complexes. Our mobility rate was approximately 30% according to the 2018-2019 school report card. The attendance rate for all students is approximately 93%; however, attendance for the African American students is the lowest at 89%.

Discipline referrals are at 29 for the 2020-2021 school year. African American students received 79% of the referrals while Hispanics received 14% of the referrals. This is disproportionate to the enrollment.

We have a PTO we are trying to get established. Currently, we have staff involved with a few parents. The pandemic has affected our recruitment of parents and volunteers.

Our staff is composed of 34 classroom teachers, 23 support staff and 13 teacher assistants. Thirty-four percent of total staff is white, fifty-two percent are Hispanic, and thirteen percent are African American/Black. The racial and ethnic composition of the staff is proportionate for Hispanics (57% enrollment vs 52% staff); however, it is disproportionate for African American/Blacks (29% enrollment vs. 13% staff)

Demographics Strengths

Pk has the highest attendance rate at 96%.

Referral are down this school year from 203 to 29.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): For the 2020-2021 school year, 5% of the enrolled students are labeled GT, down 7% from previous year. **Root Cause:** The campus did not prioritize taking an active role in the identification process since the committee was dissolved at the campus level.

Student Learning

Student Learning Summary

Westcreek Elementary is currently rated as an F campus. In the 2018-2019 school year, the overall performance dropped from 78% to 57% in the STAAR test.

Third grade math was at 64% approaches, 22% meets, and 7% masters. There was an increase in the economically disadvantaged subgroup by 9% in approaches and 3% in meets. There was an increase in the EL subgroup 35% in approaches and 11% in meets. There was a 33% decrease in special education students.

Fourth grade math was at 47% approaches, 19% meets, and 5% masters. Fourth grade had a decrease in almost every subgroup and every level with the exception of AA increasing in approaches by 6% and meets by 14%.

Fifth grade math was at 64% approaches, 34% meets, and 16% masters. Fifth grade had a decrease across the board. The subgroup SE had an increase of 5% in meets.

Third grade English reading was at 55% approaches, 29% meets, and 17% masters. There was a 3% increase in AA subgroup in masters.

Third grade Spanish reading was at 86% approaches, 57% meets, and 14% masters. There was a 36% increase in approaches, 39% increase in meets, and 14% increase in masters.

Fourth grade English reading was at 56% approaches, 22% meets, and 8% masters. There was a 2% increase across each. The AA subgroup saw the most gains: 19% increase in approaches, 20% increase in meets, and 11% increase in masters.

Fourth grade Spanish reading was at 36% approaches, 0% meets, and 0% masters. There was an increase of 3% in approaches but a 22% decrease in meets.

Fifth grade English reading was at 68% approaches, 32% meets, and 15% masters. The SE subgroup saw a 12% increase in meets.

We did not have the opportunity to take the STAAR test for the 2019-2020 school year.

Westcreek teachers review data during PLCs. We also emphasize delivering strong Tier 1 instruction in order to improve student achievement. During PLC's, teachers have been trained to utilize data to inform their instructional practices. In addition, an implementation of a consistent plan to utilize Core 5 and Pathblazer to remediate students gaps in learning. The fidelity of proper use of the programs are monitored weekly. A report is sent out to all teachers notifying them of weekly student usage of the Lexia program. A weekly Students who complete a unit are recognized every Friday with a Lexia certificate delivered by the Leadership team.

The Westcreek staff and Leadership team work diligently to ensure implementation of the FWISD Literacy Frameworks with fidelity. There are inconsistencies across the campus with embedding the Fundamental Four components, from the Curriculum Framework, into one lesson on a daily basis.

The MOY MAP reading showed that 3rd and 4th grade students met the projected growth for their level. While Kinder, 1st, 2nd and 5th did not meet the projected growth. There are inconsistencies in our virtual students scores from the BOY to the MOY, possibly due to parental support. Additionally, there was a lack of clear understanding of the literacy framework which set back our Tier 1 instruction. This issue is being addressed through on campus professional development and will continue into the 2021-2022 school year.

The MOY MAP math showed 2nd and 3rd grade students met the projected growth for their grade level. While Kinder, 1st, 4th and 5th did not meet the projected growth.

Westcreek Elementary was ranked 4th in reading and 3rd in math for our students showing growth on the MOY MAP within our school pyramid.

Student Learning Strengths

The MOY MAP math showed 2nd and 3rd grade students met the projected growth for their grade level. While Kinder, 1st, 4th and 5th did not meet the projected growth.

Westcreek Elementary was ranked 4th in reading and 3rd in math for our students showing growth on the MOY MAP within our school pyramid.

3rd STAAR Math had an increase in the EL subgroup 35% in approaches and 11% in meets.

4th STAAR Math had an increase in the AA subgroup in approaches by 6% and meets by 14%.

Third grade Spanish reading was at 86% approaches, 57% meets, and 14% masters. There was a 36% increase in approaches, 39% increase in meets, and 14% increase in masters.

The AA subgroup saw the most gains in the 4th English Reading: 19% increase in approaches, 20% increase in meets, and 11% increase in masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 77% of Kinder, 1st and 2nd grade did not meet expected MAP reading growth projection for the MOY 2020-2021 school year. **Root Cause:** There wasn't a clear understanding of the Literacy Framework, especially for K-2, at the teacher and ILT level which set back tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

Teachers began the school year teaching virtually, which was a continuation of last year. Teachers had to shift in October to teach virtually and in-person simultaneously. Students struggled to connect due to lack of technology and/or internet. Once students returned to school for in-person instruction, student attendance went up which has positively impacted their learning and their social-emotional well-being. Currently, 75% of our students attend in-person instruction and 25% attend virtually. Some of our virtual students continue to struggle in connecting due to lack of at-home supervision. We continue to encourage our students to return to in-person instruction.

FWISD introduced a new instructional framework and literacy framework for the 2020-2021 school year. The leadership team delivered the new information at the beginning of the year. As the year progressed, the leadership team and the staff grew in our understanding of the framework. We revisited both frameworks from January-March in bite size pieces to increase the level of implementation. This is something that we are continuing to grow in.

Last year, we started looking to the TEKS to guide our instruction. We followed the district curriculum framework's pacing guide and dug deeper into what the TEKS were asking us to do. We started our work with the instructional planning calendars and mapping out what was being taught each day to ensure that all TEKS are being covered and at the level it needed to be covered. This year, we began with delivering professional development as a refresher to returning staff and new delivery for new staff. Because of lack of substitutes, we were unable to continue this work with all teachers. The leadership team and lead teachers took on the responsibility of providing IPCs to third, fourth and fifth grade reading and math teachers. We see the value in growing our teachers in their knowledge of the TEKS they teach. We will continue with this work for next year.

When it comes to addressing the social-emotional needs of our students, we have implemented PBIS and Restorative Practice. We focus on six character traits: respect, responsibility, citizenship, honesty, caring, and fairness. We focus on a character trait each week. We recognize students through the "Student of the Week". Each teacher submits a student to recognize by Thursday of the week. A member from the Leadership team takes a picture of each student with their certificate. The pictures are displayed in the front hallway for all stakeholders to recognize. The fidelity of teachers submitting certificates on-time has been sporadic this school year. The leadership team has recently begun to send a follow-up email to all teachers who have not submitted a certificate on time. This has improved the consistency of the certificates being submitted each week.

At the beginning of the school year, we introduced a positive referral system. The goal of the positive referral was to honor our students for their academics and accountability at school, and to connect with our parents by sharing positive news. We had each teacher submit positive referral goals/projections for the school year. We have had inconsistencies in teachers rewarding positive referrals to students. The leadership team had sent emails throughout the school year reminding teachers of positive referrals and the need to recognize our students at school.

Twenty-six staff members have been trained on using Restorative Practice techniques with our students. Due to the pandemic, 13 of our teachers have not been trained on Restorative Practice. However, they are implementing the respect agreements and conducting morning circles.

We have a case manager that focuses on our high-needs students. She manages a caseload of identified students. We have one counselor that focuses on the entire campus and provides guidance lessons throughout the year.

We have a social story library that has been provided for all pk to 2nd grade teachers and one per grade level for 3rd to 5th. The implementation/use of the social story is done by some teachers. The person in charge of the social story library was our Intervention Specialist and she left this school year. This fell to the wayside. We need to create a solid implementation plan for the social story library to start day 1 for the 2021-2022 school year.

We have an arrival procedure in place to ensure students are greeted multiple times by leadership and staff before they arrive to their classroom. We have a dismissal system in place from leadership and staff members which reinforces, encourages and inspires students to return the next day to a risk-free learning environment.

School Processes & Programs Strengths

We have a system in place for the following:

- Lesson plan feedback
- PBIS/RP
- Arrival/dismissal
- RtI
- PLCs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As of the 4th six weeks of the 2020- 2021 school year, African American students made up 79% of classroom discipline referrals when they make up 29% of the enrollment compared to Hispanics having 14% classroom discipline referrals but making up 57% of the student population. **Root Cause:** If everyone bought in to the implementation and understood the impact of RP, the number of referrals would decrease.

Perceptions

Perceptions Summary

Our vision and mission statements were revised at the beginning of the school year. Our vision statement states: We will serve and inspire all stakeholders to achieve their highest potential. Our Mission statement states: We will inspire life-long learners in a risk-free environment by growing our students a year and half each school year. We took our vision and mission statements and created what it looks like in action.

Students and teachers completed a survey at the beginning of the 2020-2021 school year. Below are the results:

37% of the third through 5th grade student population know how to regulate their emotions. 60% of the students are attentive and invested in class. 64% have a positive sense of belonging at Westcreek. 82% of students feel supported through their relationships with friends, family, and adults at school. 65% of the students have a strong social connection between teachers and other students within and beyond the classroom.

47% of teachers have a faculty growth mindset. 71% of the staff surveyed think Westcreek is an inviting work environment. 55% of staff have a positive relationship with the Leadership team. 70% of the staff feel like they are educating all students.

Based on the survey results, some changes were made to address some deficits.

We have an arrival procedure in place to ensure students are greeted multiple times by leadership and staff before they arrive to their classroom. Teachers stand by their doors and greet the students before entering their classrooms. We have a dismissal system in place from leadership and staff members which reinforces, encourages and inspires students to return the next day to a risk-free learning environment.

At the beginning of the 2020-2021 school year, students were instructed virtually. Westcreek Elementary faculty and staff provided individual instructional materials, and specific resources such as: technology, consumables, hands-on manipulatives, etc to ensure every students' needs were met in our Covid environment. Teachers continued to provide materials as needed for those that chose to remain virtual.

In addition, our teachers and staff commitment and dedication was evident by providing instructional support and guiding our parents and students through the use of technology and virtual instruction.

Perceptions Strengths

82% of third - fifth grade students felt supported through their relationships with friends, family, and adults at school.

76% of third - fifth grade students feel respected by thier teachers.

71% of teachers find Westcreek an inviting work environment.

70% of teachers belive they respond to educating all teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In the 2020-2021 student survey, 36% of third to fifth grade students indicated they did not feel like valued members of the school community. **Root Cause:** A system has not been developed for full implementation to develop social skills.

Problem Statement 2 (Prioritized): According to the 2020 -2021 Panorama Survey, 64% of staff doesn't feel there is sufficient trust between leaders and faculty. **Root Cause:** There might be a perception of lack of transparency.

Priority Problem Statements

Problem Statement 1: 77% of Kinder, 1st and 2nd grade did not meet expected MAP reading growth projection for the MOY 2020-2021 school year.

Root Cause 1: There wasn't a clear understanding of the Literacy Framework, especially for K-2, at the teacher and ILT level which set back tier 1 instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: As of the 4th six weeks of the 2020- 2021 school year, African American students made up 79% of classroom discipline referrals when they make up 29% of the enrollment compared to Hispanics having 14% classroom discipline referrals but making up 57% of the student population.

Root Cause 2: If everyone bought in to the implementation and understood the impact of RP, the number of referrals would decrease.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: For the 2020-2021 school year, 5% of the enrolled students are labeled GT, down 7% from previous year.

Root Cause 3: The campus did not prioritize taking an active role in the identification process since the committee was dissolved at the campus level.

Problem Statement 3 Areas: Demographics

Problem Statement 4: In the 2020-2021 student survey, 36% of third to fifth grade students indicated they did not feel like valued members of the school community.

Root Cause 4: A system has not been developed for full implementation to develop social skills.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: According to the 2020 -2021 Panorama Survey, 64% of staff doesn't feel there is sufficient trust between leaders and faculty.

Root Cause 5: There might be a perception of lack of transparency.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Goals

Revised/Approved: September 27, 2021

Goal 1: Early Literacy

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 68% to 78% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 19% to 50% by May 2022.

Increase the percentage of Dual Language students from 19% to 50% by May 2022.

HB3 Goal

Evaluation Data Sources: Circle Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Build Teacher capacity in tier 1 instruction by leveraging specific instructional strategies and student supports in order to improve student achievement.</p> <p>Strategy's Expected Result/Impact: *Circle Phonological awareness results from each administration of Circle will be used in Pre-K to monitor student progress towards at least 78% of students being on track in English. *Circle Phonological awareness results from each administration of Circle will be used in Pre-K to monitor student progress towards at least 50% of students being on track in Spanish. *Circle Phonological awareness results from each administration of Circle will be used in Pre-K to monitor student progress towards at least 50% of students being on track in Dual Language. *At each administration a 3% - 5% increase from the baseline will be expected.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Data Analyst</p> <p>Title I Schoolwide Elements: 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: Data Analyst - Title I (211) - 211-13-6119-04E-178-30-510-000000-22F10 - \$74,172</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 77% of Kinder, 1st and 2nd grade did not meet expected MAP reading growth projection for the MOY 2020-2021 school year. **Root Cause:** There wasn't a clear understanding of the Literacy Framework, especially for K-2, at the teacher and ILT level which set back tier 1 instruction.

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 22.58% to 43% 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 8.65% to 30% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 38% to 50% by May 2022.

HB3 Goal

Evaluation Data Sources: Oral Reading Rate for 1 -3 on Map Fluency plus K phonological awareness for MAP Fluency EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Build Teacher capacity in tier 1 instruction by leveraging specific instructional strategies and student supports in order to improve student achievement.</p> <p>Strategy's Expected Result/Impact: *Map Fluency results from each administration will be used to monitor student progress towards at least 43% English testers at Meets or Exceeds grade level. *Map Fluency results from each administration will be used to monitor student progress towards at least 30% Spanish testers at Meets or Exceeds grade level. *Map Fluency results from each administration will be used to monitor student progress towards at least 50% of African American testers at Meets or Exceeds grade level. *At each administration we will expect a 3% - 5 % increase from the baseline.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches, Data Analyst</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Title 1 Teacher Assistant - Title I (211) - 211-11-6129-04E-178-30-510-000000-22F10 - \$21,279, Title 1 Teacher Assistant - Title I (211) - 211-11-6129-04E-178-30-510-000000-22F10 - \$18,769</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 77% of Kinder, 1st and 2nd grade did not meet expected MAP reading growth projection for the MOY 2020-2021 school year. Root Cause: There wasn't a clear understanding of the Literacy Framework, especially for K-2, at the teacher and ILT level which set back tier 1 instruction.</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 39.83% to 50% 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 32.89% to 42% by May 2022.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 54.1% to 64% by May 2022.

HB3 Goal

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Build Teacher capacity in tier 1 instruction by leveraging specific instructional strategies and student supports in order to improve student achievement.</p> <p>Strategy's Expected Result/Impact: *Map Growth Reading results from each administration will be used to monitor student growth of English testers in grades Kinder - 5th who meets or exceeds expected growth of at least 50%.</p> <p>*Map Growth Reading results from each administration will be used to monitor student growth of Spanish testers in grades Kinder - 5th who meets or exceeds expected growth of at least 42%.</p> <p>*Map Growth Reading results from each administration will be used to monitor student growth of African American testers in grades Kinder - 5th who meets or exceeds expected growth of at least 64%.</p> <p>*At each administration we will expect a 3% - 5 % increase from the baseline.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Administrators, Teachers, Data Analyst</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Title I Teacher Assistant - Title I (211) - 211-11-6129-04E-178-30-510-000000-22F10 - \$21,279, Substitutes for pull-out planning - Title I (211) - 211-11-6112-0PD-178-30-510-000000-22F10 - \$5,854</p>	Formative			Summative
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	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: 77% of Kinder, 1st and 2nd grade did not meet expected MAP reading growth projection for the MOY 2020-2021 school year. Root Cause: There wasn't a clear understanding of the Literacy Framework, especially for K-2, at the teacher and ILT level which set back tier 1 instruction.</p>

Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math in English from 71% to 81% by May 2022.

Increase the percentage of PK students who score On Track on Circle Math in Spanish from 75% to 85% by May 2022.

Increase the percentage of African American students from 29% to 50% by May 2022.

Evaluation Data Sources: Circle Progress Monitoring Pre-K School Benchmark Report 6/2/2021

Strategy 1 Details	Reviews			
<p>Strategy 1: Build Teacher capacity in tier 1 instruction by leveraging specific instructional strategies and student supports in order to improve student achievement.</p> <p>Strategy's Expected Result/Impact: *Circle Math results from each administration of Circle will be used in Pre-K to monitor student progress towards at least 81% of students being on track in English. *Circle Math results from each administration of Circle will be used in Pre-K to monitor student progress towards at least 85% of students being on track in Spanish. *Circle Math results from each administration of Circle will be used in Pre-K to monitor student progress towards at least 50% of African American students being on track *At each administration a 3% - 5% increase from the baseline will be expected.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches, Data Analyst</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: Early Math

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

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 57% to 70% by May 2022.

Increase the percentage of African American students from 37.5% to 50% by May 2022.

Evaluation Data Sources: TX-KEA Math School Summary Benchmark Report 6/2/2021

Strategy 1 Details	Reviews			
<p>Strategy 1: Build Teacher capacity in tier 1 instruction by leveraging specific instructional strategies and student supports in order to improve student achievement.</p> <p>Strategy's Expected Result/Impact: *KEA Math results from each administration of KEA will be used in Kinder to monitor student progress towards at least 81% of students being on track in English. *KEA Math results from each administration of KEA will be used in Kinder to monitor student progress towards at least 50% of African American students being on track. *At each administration a 3% - 5% increase from the baseline will be expected.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches, Data Analysts</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Early Math

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

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 45.64% to 60% by May 2022.

Increase the percentage of African American students from 39.29% to 50% by May 2022.

Evaluation Data Sources: MOY MAP growth

Strategy 1 Details	Reviews			
<p>Strategy 1: Build Teacher capacity in tier 1 instruction by leveraging specific instructional strategies and student supports in order to improve student achievement.</p> <p>Strategy's Expected Result/Impact: *Map Growth Math results from each administration will be used to monitor student growth of English testers in grades Kinder - 5th who meets or exceeds expected growth of at least 60%.</p> <p>*Map Growth Math results from each administration will be used to monitor student growth of African American testers in grades Kinder - 5th who meets or exceeds expected growth of at least 50%.</p> <p>*At each administration we will expect a 3% - 5 % increase from the baseline.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches, Data Analysts</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 3: CCMR

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

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 25.12 % to 35% by May 2022.

Increase the percentage of African American students from 20.90% to 35% by May 2022.

Evaluation Data Sources: STAAR, Benchmarks, Exit tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Build Teacher capacity in tier 1 instruction by leveraging specific instructional strategies and student supports in order to improve student achievement.</p> <p>Strategy's Expected Result/Impact: By May 2022 3rd-5th grade students will score at least 25% at Meets or Masters on STAAR Reading. By May 2022 3rd-5th grade African American students will score at least 35% at Meets or Masters on STAAR Reading. At each benchmark a 2% - 3% increase from the baseline will be expected.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches, Data Analyst</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies - Title I (211) - 211-11-6399-04E-178-30-510-000000-22F10 - \$1,500, All-IN Learning - SCE (199 PIC 24) - 199-11-6396-001-178-24-313-000000- - \$4,092</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% 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 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 12.08% to 30% by May 2022.
 Increase the percentage of African American students from 4.48% to 15% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Exit tickets, Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Build Teacher capacity in tier 1 instruction by leveraging specific instructional strategies and student supports in order to improve student achievement.</p> <p>Strategy's Expected Result/Impact: By May 2022 3rd-5th grade students will score at least 30% at Meets or Masters on STAAR Math. By May 2022 3rd-5th grade African American students will score at least 15% at Meets or Masters on STAAR Math. At each benchmark a 2% - 3% increase from the baseline will be expected.</p> <p>Staff Responsible for Monitoring: Instructional coach & administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</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 1: Decrease the number and percentage of students who are chronically absent from 28.60% to 20% by May 2022.

Decrease the number and percentage of African American students from 40.50% to 30% by May 2022.

Evaluation Data Sources: FOCUS Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the school culture through an aligned vision, mission, goals and values, explicit behavioral expectations and management system, student support systems, and involved families and community.</p> <p>Strategy's Expected Result/Impact: Each 2021 - 2022 6 weeks cycle report will reflect 20% or less of chronically absent PK - 5th grade students. Each 2021 - 2022 6 weeks cycle report will reflect 30% or less of chronically absent African American PK - 5th grade students. After each 6 weeks cycle report will reflect 3% - 5% drop in chronically absent students.</p> <p>Staff Responsible for Monitoring: Parent Liaison, Clerk, and Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Student Incentives - Title I (211) - 211-11-6499-04E-178-30-510-000000-22F10 - \$1,607</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: In the 2020-2021 student survey, 36% of third to fifth grade students indicated they did not feel like valued members of the school community. Root Cause: A system has not been developed for full implementation to develop social skills.</p>

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

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

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 60% to 70% by May 2022.

Increase positive response by African American students from 42% to 60% by May 2022.

Evaluation Data Sources: Panorama SEL Survey Engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the school culture through an aligned vision, mission, goals and values, explicit behavioral expectations and management system, student support systems, and involved families and community.</p> <p>Strategy's Expected Result/Impact: By May 2022, Panorama SEL Survey will reflect students feel like they are part of a community with a 60% positive rate.</p> <p>Staff Responsible for Monitoring: Counselor, Administrators, teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: In the 2020-2021 student survey, 36% of third to fifth grade students indicated they did not feel like valued members of the school community. Root Cause: A system has not been developed for full implementation to develop social skills.</p>

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

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

Performance Objective 3: Decrease the number of in and out of school suspensions for African American students from 72.2% to 40% by May 2022.

Evaluation Data Sources: Focus Disciplinary Breakdown (Only 11 students have been suspended this year)

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the school culture through an aligned vision, mission, goals and values, explicit behavioral expectations and management system, student support systems, and involved families and community.</p> <p>Strategy's Expected Result/Impact: By May 2022, Our African American students will be able to self-regulate and be supported by Restorative Practices protocols. Suspensions will decrease to 20%.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Teachers, Counselors, Case Manager</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: As of the 4th six weeks of the 2020- 2021 school year, African American students made up 79% of classroom discipline referrals when they make up 29% of the enrollment compared to Hispanics having 14% classroom discipline referrals but making up 57% of the student population. Root Cause: If everyone bought in to the implementation and understood the impact of RP, the number of referrals would decrease.</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 91% to 95% by May 2022. Increase the number of parents that complete the survey from 34 to 75 by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the school culture through an aligned vision, mission, goals and values, explicit behavioral expectations and management system, student support systems, and involved families and community.</p> <p>Strategy's Expected Result/Impact: By May 2022, Family engagement will increase to 75 parents completing the survey and positive perception will increase to 95% as indicated parent survey.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Parent Liaison, Administrator</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Supplies - Title I (211) - 211-61-6116-04L-178-30-510-000000-22F10 - \$500, Supplies- Stamps, paper, envelopes, etc. - Title I (211) - 211-61-6399-04L-178-30-510-000000-22F10 - \$250, Supplies for Math & Reading Night - Title I (211) - 211-61-6399-04L-178-30-510-000000-22F10 - \$596, Supplies - Title I (211) - 211-61-6499-04L-178-30-510-000000-22F10 - \$500, Cost for Science Night at Science & History Museum - Title I (211) - 211-61-6299-04E-178-30-510-000000-22F10 - \$800</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 1: In the 2020-2021 student survey, 36% of third to fifth grade students indicated they did not feel like valued members of the school community. Root Cause: A system has not been developed for full implementation to develop social skills.</p>

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Data Analyst	Data Analyst	211-13-6119-04E-178-30-510-000000-22F10	\$74,172.00
1	2	1	Title 1 Teacher Assistant	Teacher Assistant	211-11-6129-04E-178-30-510-000000-22F10	\$21,279.00
1	2	1	Title 1 Teacher Assistant	Teacher Assistant	211-11-6129-04E-178-30-510-000000-22F10	\$18,769.00
1	3	1	Title 1 Teacher Assistant	Teacher Assistant	211-11-6129-04E-178-30-510-000000-22F10	\$21,279.00
1	3	1	Substitutes for pull-out planning	Subs for professional development	211-11-6112-0PD-178-30-510-000000-22F10	\$5,854.00
3	1	1	Supplies	Supplies and materials for instructional use	211-11-6399-04E-178-30-510-000000-22F10	\$1,500.00
4	1	1	Student Incentives	Snacks or incentives for students	211-11-6499-04E-178-30-510-000000-22F10	\$1,607.00
4	4	1	Supplies	Extra duty for family engagement activities after hours	211-61-6116-04L-178-30-510-000000-22F10	\$500.00
4	4	1	Supplies- Stamps, paper, envelopes, etc.	Supplies and materials for parental involvement	211-61-6399-04L-178-30-510-000000-22F10	\$250.00
4	4	1	Supplies for Math & Reading Night	Supplies and materials for parental involvement	211-61-6399-04L-178-30-510-000000-22F10	\$596.00
4	4	1	Supplies	Snacks for parents to promote participation	211-61-6499-04L-178-30-510-000000-22F10	\$500.00
4	4	1	Cost for Science Night at Science & History Museum	Family Science Night	211-61-6299-04E-178-30-510-000000-22F10	\$800.00
Sub-Total						\$147,106.00
Budgeted Fund Source Amount						\$147,106.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
3	1	1	All-IN Learning	Technology for instructional use	199-11-6396-001-178-24-313-000000-	\$4,092.00
Sub-Total						\$4,092.00
Budgeted Fund Source Amount						\$4,092.00

SCE (199 PIC 24)

Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
					+/- Difference	\$0.00
					Grand Total	\$151,198.00