

**Fort Worth Independent School District**  
**187 J.T. Stevens Elementary School**  
**2021-2022 Campus Improvement Plan**

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



# Mission Statement

Preparing ALL Students for Success in College, Career, and Community Leadership.

## Vision

Preparing Respectful Independent Thinkers Determined to Demonstrate Excellence

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

JT Stevens Elementary (JTS) is located in the Wedgewood neighborhood and is both a neighborhood school within the Fort Worth ISD and a district Gold Seal Program of Choice campus. In addition to the neighborhood students, half of the student population is part of an applied learning program through the district's Gold Seal Programs of Choice. Our campus is represented by many diverse populations for a total of 440 students with 332 in-person and 108 participating virtually. Our student population consists of 34% Hispanic, 29% White, 37% African American, and 5% Other. 12% of our students are Limited English Proficient (LEP). We are a Title I campus, meaning that a majority of our students' families are below the national poverty level, with 64% of our students qualifying for free or reduced lunch. We have pre-kindergarten through fifth grade with Early Childhood Special Education for students as young as 3 years old. Our special education programs educate students in self-contained special education classes and inclusion classes. Our special education students range in variety of diagnosis with 11% of our student population participating in one of our programs or models, including speech. Likewise, we have 7.2% of our students identified as having dyslexia and receiving interventions and or strategies to help them be successful in their learning. Additionally, our campus offers a Gifted and Talented program for grades kindergarten through fifth grade with 11% of our student identified as gifted and talented.

The campus mission statement is, "Preparing ALL Students for Success in College, Career, and Community Leadership." The vision statement changes each year based on that specific school year and where the campus need to go. The philosophy of the school is to provide an education that is based on a balance between academics, social emotion skills and building honorable character traits.

With the restrictions in place for COVID-19, we did not have the parent volunteer hours that we have had in prior years. In prior years we have volunteers who donate on 750 to 1000 hours to the school. The volunteers consist of primarily parents with community support from Applied Learning parents, Arborlawn United Methodist Church, and Kids Hope. During the 2020-21 school year, with the COVID-19 protocols and the campus closed to all visitors, we estimate that we will have about 200 volunteer hours. The volunteer hours are primarily boosted by our PTA. Generally, the PTA's main fundraiser for JTS is a Neighborhood Carnival. During the 2020-21 school year this was switch to a Virtual Fundraiser because of COVID-19 campus protocols. The funds are spent on academic needs, the physical environment needs including beautification, social-emotional needs, and professional development needs. The PTA has been a powerful support to JTS for the past two years.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** 83% of students with ten or more absences are students in the campus regular program. **Root Cause:** Campus procedures have not been put in place to consistently track, prevent, and monitor student absences.

**Problem Statement 2 (Prioritized):** 84% of students with ten or more absences are students that are attending school in person. **Root Cause:** Campus procedures have not been put in place to consistently track, prevent, and monitor student absences.

**Problem Statement 3:** 63% of students with ten or more absences are students in PK-2nd grade. **Root Cause:** Campus procedures have not been put in place to consistently track, prevent, and monitor student absences.

# Student Learning

## Student Learning Summary

During the 2018-2019 school year, JTS received an F Rating from TEA. During the 2019-2020 school year, there was no STAAR assessment given by the Texas Education Agency (TEA). The data that was used during the 2020-21 school year to measure student growth and learning is NWEA MAP Reading and Math.

NWEA MAP data shows that 36% of our students have met projected growth measures for the middle of the year math test. Our goal is to increase that to 50% by the end of the year assessment. 37% of our students have met projected growth measures for the middle of the year reading test. Our goal is to increase that to 50% by the end of the year assessment.

The process for developing focused improvement plans begins with the review of the appropriate data by the different stakeholders, including campus administration team, campus leadership team, faculty, and Site Based Decision Making Team. The data will be reviewed by the different groups who provide feedback to help identify root causes, goals, action steps and progress monitoring. This could include professional development (PD). In addition to PD directly related to focused improvement plans, PD is determined throughout the school year as identified by Campus Leadership Team and/or Administration Team based on walkthroughs and teacher, teacher feedback, and student data.

As part of our instructional plan, we are a one-to-one technology campus. All students use their technology to complete at least one hour a week in Lexia Core 5 for reading and math Pathblazers. In addition, grades first through fifth use the Google Classroom as part of their instruction and lessons. Likewise, in grades kindergarten through fifth all students complete accelerated reader and myOn reading articles. All students participate in online MAP testing at least three times a year.

The emphasis on instruction is based on the FWISD Instructional Framework of Planning, Instruction, Assessing, and Reflection. The focus for classroom instruction is on the Lesson Structure based on alignment from Standards Based Learning Objectives, Activation of Learning, Modeling, Interactive Practice, Independent Practice, and Closure. Additionally, teachers are supported through lesson plan feedback and classroom walkthroughs with feedback based on the FWISD Walkthrough Proration Guide by school administration.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** 27% of K-5 African American students met their projected math growth goal on the middle of the year MAP test. **Root Cause:** Campus did not explicitly set up a system for checks for understanding, monitoring, and adjustment during Tier 1 Instruction for all students.

**Problem Statement 2:** 30% of K-5 Hispanic students met their projected reading growth goal on the middle of the year MAP test. **Root Cause:** Campus did not explicitly set up a system for checks for understanding, monitoring, and adjustment during Tier 1 Instruction for all students.

**Problem Statement 3 (Prioritized):** 29% of K-2 students met their projected math growth goal on the middle of the year MAP test. **Root Cause:** Campus systems to build capacity towards alignment of instruction to the level of rigor required by student expectations were not put in place by the ILT.

# School Processes & Programs

## School Processes & Programs Summary

For the 2020/2021 school year, JTS began by restructuring academic focuses around the building. In order to do this, we brought on additional instructional coaching staff and modified how and what teachers planned. PD was developed that codified the development of lesson plans across the campus and provided time for feedback from the campus leadership team. Teacher planning was also shifted so that there was a consistent planning time that grade levels could meet and plan together. Lesson plans were also made due a week in advance so that any adjustments that are needed can be made before they are implemented.

PLCs were scheduled during the school day through additional time being added to teacher planning periods. These were used to advance campus priorities and refine practices that had been previously introduced.

To address the need for teachers to further their ability to scaffold and differentiate instruction, additional professional development around check for understanding was introduced as a precursor activity for work that will continue in the 2021/2022 school year.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** 37% of instructional staff are new to the campus for the 20/21 school year due to staff resignations over campus culture. **Root Cause:** Collaboration between colleagues has not been valued on the campus between all stakeholders.

**Problem Statement 2:** 18% of students enrolled in the campus program of choice are African American. **Root Cause:** Procedures and access to application materials have not been put in place to actively reach out to and recruit all families to encourage enrollment in the campus program of choice.



# Perceptions

## Perceptions Summary

Currently JTS uses Restorative Practices and PBIS strategies. These are all aligned with our vision, mission, goals and values to accelerate academic and social-emotional success of our students and to prepare them for success in the real world by having the skills these programs provide. These skills include fostering strong personal traits that support community and family building, collaborative conflict resolution, and on grade-level reading by third grade.

The programs that we offer at JTS are applied learning programs, Special Education, Gift and Talented, and Dyslexia. Currently, students in the applied learning program must apply through the district's Gold Seal Program of Choice. Students are able to enter this program only if they have completed this application. It is open to all students grades K through 5th.

Likewise, we have several special education programs and models at JTS. We offer Early Education programs that allow students with special needs to begin school as young of three-years old. These programs include Special Education Self-Contained, Special Education Inclusion PK, and Special Education Inclusion K. We also offer an inclusion program in which students are enrolled in a general education classroom and receive push-in support from a special education teacher. We currently have 11% of our students participating on one of our special education programs or models.

In addition, we have a dyslexia program that identifies students through teacher referrals, MAP reading data points, the RTI process and/or parent referrals. When a student is referred for testing, the school counselor completes the paperwork with the needed academic information provided by the classroom teacher(s). Testing is completed by a District Dyslexia Department tester. Those individuals identified as having dyslexia are provided 504 services that may include the dyslexia program that provides 4 days of instruction each week for 45 minutes each day. We currently have 7.2% of our students identified as dyslexic and who receives supports through 504 services.

The Gift and Talented Program is based on the district model that identifies students beginning in kindergarten through observational lessons that members of the district GT team facilitate. Students in other grades are identified by a committee that reviews and nominates testing, parent questionnaire, teacher questionnaire, and a student portfolio. The students in the GT program participate in the online program that includes a curriculum in specific areas of giftedness that incorporates Renzulli and Tynker. We currently have 11% of our students participating in GT services.

Campus administration supports teachers in creating their own broad plans and specific plans based on the district scope and sequence and the current student data. The teachers are provided PLC time to plan specific plans that focuses on Demonstrations of Learning and reteaching/intervention plans. The weekly lesson plans include Student Expectation (TEKS), Resources, Lesson Frame (Objective), Guiding Questions for Higher Order Thinking, Activation of Prior Knowledge, Modeling, Guided Practice, Independent Practice,

Writing/Reading Opportunities, Collaboration Plan/Accountable Talk/Inquiry, Differentiation, Closure/Reflection.

The campus has a master schedule that includes special rotations that provide planning periods, lunches, assistant duties and scheduled PLCs that have a draft plan for the school year.

The classroom management is based on Restorative Practices and building relationships of trust with the students. The teachers and students develop together a class Respect Agreement. Additionally, the classes have Positive Behavioral Interventions and Supports (PBIS) in place. All classrooms provide a positive rewards system in place. Between the Restorative Practices and the PBIS there are few discipline referrals at JTS.

JT Stevens has spent the current school year rebuilding campus culture. There have been seven office referrals for the school year of 2020-21. 20% of the referrals are for white students, 20% of the referrals are for Hispanic students, and 60% of the referrals are for African American students. This does not follow the demographic breakdown of the campus. The African American students are over represented, but this is because of social-emotional concerns with these specific students and is not race related. Most incidents in the classrooms are handled through Restorative practices and circles in the classrooms. The main goal is for students to remain in the classroom for instruction and not to be sent out of the instructional environment.

The staff turnover has previously been high at JTS. The primary loss of faculty came from the instability of the previous leadership on campus. During the 2019-20 school year we lost twelve staff members. Most of these transferred to other district locations or left through attrition. During the 2020-21 school year we have another two teachers leaving for family reasons and one voluntarily surplussed. We are also losing our Campus Data Analyst due to the reduction in Title I campus funds.

The climate and culture survey shows that students feel safe at JTS with students feeling they have supportive relationships and a sense of belonging with survey results showing us in the 60th-79th percentile in these areas. The areas of concern based on the student survey is students' Emotional Regulation. The concerns being that students feel they struggle to relax once they become upset (39%), not being able to stay calm when things go wrong (42%), being unable to get themselves out of a bad mood (41%).

The climate and culture survey shows that teachers feel that they work in an inviting work environment (96%). On the other hand, 46% of the staff do not show a growth mindset, specifically with regards to being able to change their teaching practices to meet the needs of all students.

The SBDM expressed that JTS is becoming a nurturing environment with positive experiences for the students because of the many different opportunities available. The number of teachers that connect with students and their families have also increased. They also expressed the ability of the school to adapt quickly to the needs brought about by COVID-19 and the protocols for safety that continue to be reinforced. They also mentioned the strong PTA support that directly contributes to the students and staff.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** 77% of staff said that their teaching style cannot change to meet the needs of learners based on middle of the year Panorama survey data.

**Root Cause:** Campus priorities have not allowed systems to be put in place to facilitate a growth mindset among the teachers.

**Problem Statement 2:** 61% of students reported that they are unable to relax once they became upset based on middle of the year Panorama survey data. **Root Cause:** Campus expectations have not allowed all stakeholders to receive instruction or model self-regulation and recognition of extreme emotional distress.

**Problem Statement 3:** 61% of teachers reported that they are unable to change their ability to work with dissatisfied parents based on middle of the year Panorama survey data.

**Root Cause:** Campus expectations for building relationships with stakeholders has not been clearly defined or established.

# Priority Problem Statements

**Problem Statement 1:** 29% of K-2 students met their projected math growth goal on the middle of the year MAP test.

**Root Cause 1:** Campus systems to build capacity towards alignment of instruction to the level of rigor required by student expectations were not put in place by the ILT.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** 84% of students with ten or more absences are students that are attending school in person.

**Root Cause 2:** Campus procedures have not been put in place to consistently track, prevent, and monitor student absences.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** 77% of staff said that their teaching style cannot change to meet the needs of learners based on middle of the year Panorama survey data.

**Root Cause 3:** Campus priorities have not allowed systems to be put in place to facilitate a growth mindset among the teachers.

**Problem Statement 3 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

- Study of best practices
- Action research results

# 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 79% to 85% by May 2022.

Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus from 72% to 77% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality and alignment of Tier 1 instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of coaching conversations documented in STRIVE will demonstrate coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson.</p> <p>Selection and use of resources that are aligned to the appropriate level of rigor of the standards will be present in 90% of walkthroughs and learning walks.</p> <p>100% of resources will align with the instructional framework that has been laid out by the district and meet the appropriate level as established by the Science of Teaching Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Counselor, Case Manager</p> <p><b>Funding Sources:</b> Teacher Assistant (x3) - Title I (211) - 211-11-6129-04E-187-30-510-000000-22F10 - \$7,979, Accelerated Reader - Title I (211) - 211-11-6329-04E-187-30-510-000000-22F10 - \$693</p>	Formative			Summative
	Nov	Jan	Mar	June







Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PLCs will be utilized to support the development of teacher/student growth mindset and build the capacity to plan for the delivery of scaffolds during Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of lesson plans will show alignment to the curriculum framework and within the grade level in order for all students of historically marginalized groups to receive the same level of instruction as their peers at a minimum to show growth.</p> <p>Scaffolded instruction will be evident in classroom walkthroughs 85% of the time as evident through student and teacher interactions with the stated objective to show growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Counselor, Case Manager</p> <p><b>Funding Sources:</b> Substitutes for PD - Title I (211) - 211-11-6112-0PD-187-30-510-000000-22F10 - \$424, Substitutes for PD - SCE (199 PIC 24) - 199-11-6112-001-187-24-313-000000- - \$350</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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 2:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 44% to 50% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus from 35% to 50% by May 2022.





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**Goal 1: Early Literacy**

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

**Performance Objective 3:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 37% to 50% by May 2022.

Increase the percentage of English Language Learners students or group that is most marginalized by instruction on our campus from 32% to 50% by May 2022.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality and alignment of Tier 1 instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of coaching conversations documented in STRIVE will demonstrate coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson.</p> <p>Selection and use of resources that are aligned to the appropriate level of rigor of the standards will be present in 90% of walkthroughs and learning walks.</p> <p>100% of resources will align with the instructional framework that has been laid out by the district and meet the appropriate level as established by the Science of Teaching Reading.</p> <p><b>Funding Sources:</b> Teacher Assistant (x3) - Title I (211) - 211-11-6129-04E-187-30-510-000000-22F10 - \$7,979, Accelerated Reader - Title I (211) - 211-11-6329-04E-187-30-510-000000-22F10 - \$693</p>	Formative			Summative
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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 1:** Increase the percentage of PK students who score On Track on Circle Math from 79% to 85% by May 2022.

Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus from 61% to 70% by May 2022.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality and alignment of Tier 1 instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of coaching conversations documented in STRIVE will demonstrate coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson.</p> <p>Selection and use of resources that are aligned to the appropriate level of rigor of the standards will be present in 90% of walkthroughs and learning walks.</p> <p>100% of resources will align with the instructional framework that has been laid out by the district and meet the appropriate level as established by the Science of Teaching Reading.</p> <p><b>Funding Sources:</b> Teacher Assistant (x3) - Title I (211) - 211-11-6129-04E-187-30-510-000000-22F10 - \$7,979, Accelerated Reader - Title I (211) - 211-11-6329-04E-187-30-510-000000-22F10 - \$693</p>	Formative			Summative
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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 49% to 55% by May 2022.

Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus from 40% to 50% by May 2022.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality and alignment of Tier 1 instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of coaching conversations documented in STRIVE will demonstrate coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson.</p> <p>Selection and use of resources that are aligned to the appropriate level of rigor of the standards will be present in 90% of walkthroughs and learning walks.</p> <p>100% of resources will align with the instructional framework that has been laid out by the district and meet the appropriate level as established by the Science of Teaching Reading.</p> <p><b>Funding Sources:</b> Teacher Assistant (x3) - Title I (211) - 211-11-6129-04E-187-30-510-000000-22F10 - \$7,979, Accelerated Reader - Title I (211) - 211-11-6329-04E-187-30-510-000000-22F10 - \$693</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PLCs will be utilized to support the development of teacher/student growth mindset and build the capacity to plan for the delivery of scaffolds during Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of lesson plans will show alignment to the curriculum framework and within the grade level in order for all students of historically marginalized groups to receive the same level of instruction as their peers at a minimum to show growth.</p> <p>Scaffolded instruction will be evident in classroom walkthroughs 85% of the time as evident through student and teacher interactions with the stated objective to show growth.</p> <p><b>Funding Sources:</b> Substitutes for PD - Title I (211) - 211-11-6112-0PD-187-30-510-000000-22F10 - \$424, Substitutes for PD - SCE (199 PIC 24) - 199-11-6112-001-187-24-313-000000- - \$350</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 45% by August 2024.

**Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 36% to 50% by May 2022.

Increase the percentage of Special Education students or the student group that is most marginalized by instruction on our campus from 30% to 50% by May 2022.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality and alignment of Tier 1 instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of coaching conversations documented in STRIVE will demonstrate coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson.</p> <p>Selection and use of resources that are aligned to the appropriate level of rigor of the standards will be present in 90% of walkthroughs and learning walks.</p> <p>100% of resources will align with the instructional framework that has been laid out by the district and meet the appropriate level as established by the Science of Teaching Reading.</p> <p><b>Funding Sources:</b> Teacher Assistant (x3) - Title I (211) - 211-11-6129-04E-187-30-510-000000-22F10 - \$7,979, Accelerated Reader - Title I (211) - 211-11-6329-04E-187-30-510-000000-22F10 - \$693</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PLCs will be utilized to support the development of teacher/student growth mindset and build the capacity to plan for the delivery of scaffolds during Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of lesson plans will show alignment to the curriculum framework and within the grade level in order for all students of historically marginalized groups to receive the same level of instruction as their peers at a minimum to show growth.</p> <p>Scaffolded instruction will be evident in classroom walkthroughs 85% of the time as evident through student and teacher interactions with the stated objective to show growth.</p> <p><b>Funding Sources:</b> Substitutes for PD - Title I (211) - 211-11-6112-0PD-187-30-510-000000-22F10 - \$424, Substitutes for PD - SCE (199 PIC 24) - 199-11-6112-001-187-24-313-000000- - \$350</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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 36% to 50% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus from 17% to 50% by May 2022.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality and alignment of Tier 1 instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of coaching conversations documented in STRIVE will demonstrate coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson.</p> <p>Selection and use of resources that are aligned to the appropriate level of rigor of the standards will be present in 90% of walkthroughs and learning walks.</p> <p>100% of resources will align with the instructional framework that has been laid out by the district and meet the appropriate level as established by the Science of Teaching Reading.</p> <p><b>Funding Sources:</b> Teacher Assistant (x3) - Title I (211) - 211-11-6129-04E-187-30-510-000000-22F10 - \$7,979, Accelerated Reader - Title I (211) - 211-11-6329-04E-187-30-510-000000-22F10 - \$693</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PLCs will be utilized to support the development of teacher/student growth mindset and build the capacity to plan for the delivery of scaffolds during Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of lesson plans will show alignment to the curriculum framework and within the grade level in order for all students of historically marginalized groups to receive the same level of instruction as their peers at a minimum to show growth.</p> <p>Scaffolded instruction will be evident in classroom walkthroughs 85% of the time as evident through student and teacher interactions with the stated objective to show growth.</p> <p><b>Funding Sources:</b> Substitutes for PD - Title I (211) - 211-11-6112-0PD-187-30-510-000000-22F10 - \$424, Substitutes for PD - SCE (199 PIC 24) - 199-11-6112-001-187-24-313-000000- - \$350</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3: CCMR**

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

**Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 28% to 50% by May 2022.

Increase the percentage of Special Education students or the student group that is most marginalized by instruction on our campus from 0% to 50% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality and alignment of Tier 1 instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of coaching conversations documented in STRIVE will demonstrate coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson.</p> <p>Selection and use of resources that are aligned to the appropriate level of rigor of the standards will be present in 90% of walkthroughs and learning walks.</p> <p>100% of resources will align with the instructional framework that has been laid out by the district and meet the appropriate level as established by the Science of Teaching Reading.</p> <p><b>Funding Sources:</b> Teacher Assistant (x3) - Title I (211) - 211-11-6129-04E-187-30-510-000000-22F10 - \$7,979, Accelerated Reader - Title I (211) - 211-11-6329-04E-187-30-510-000000-22F10 - \$693</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PLCs will be utilized to support the development of teacher/student growth mindset and build the capacity to plan for the delivery of scaffolds during Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of lesson plans will show alignment to the curriculum framework and within the grade level in order for all students of historically marginalized groups to receive the same level of instruction as their peers at a minimum to show growth.</p> <p>Scaffolded instruction will be evident in classroom walkthroughs 85% of the time as evident through student and teacher interactions with the stated objective to show growth.</p> <p><b>Funding Sources:</b> Substitutes for PD - Title I (211) - 211-11-6112-0PD-187-30-510-000000-22F10 - \$424, Substitutes for PD - SCE (199 PIC 24) - 199-11-6112-001-187-24-313-000000- - \$350</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







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

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

**Performance Objective 1:** Decrease the number and percentage of students who are chronically absent from 25% to 10% by May 2022.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 39% to 10% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop systems that create an inclusive school community with a culture centered on building a growth mindset through: teachers and staff encouraging and developing leadership and self-regulatory skills; building strong interpersonal relationships; collaborating outside of normally established boundaries and programs; and providing an opportunity for student engagement within the entire community.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will increase to 95% or higher for students of historically marginalized groups for the school year.</p> <p>Student responses on the Panorama SEL survey will indicate a 90% positive response to the learning environment.</p> <p>Suspensions for students of historically marginalized groups will account for less than 20% of all suspensions on campus.</p> <p>Parent responses on Panorama SEL survey will indicate a 75% positive perception of the campus.</p> <p>Faculty responses on Panorama SEL survey will indicate a 50% growth mindset is present on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Counselor, Case Manager</p> <p><b>Funding Sources:</b> Incentives to implement House System - Title I (211) - 211-11-6499-04E-187-30-510-000000-22F10 - \$688, Parent Engagement - Title I (211) - 211-61-6399-04L-187-30-510-000000-22F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				


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


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


**Performance Objective 2:** Increase positive response by students to the learning environment on the Panorama SEL Survey from 64% to 75% by May 2022.


Increase positive response by Hispanic students or the student group that is most marginalized by instruction on our campus from 62% to 75% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop systems that create an inclusive school community with a culture centered on building a growth mindset through: teachers and staff encouraging and developing leadership and self-regulatory skills; building strong interpersonal relationships; collaborating outside of normally established boundaries and programs; and providing an opportunity for student engagement within the entire community.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will increase to 95% or higher for students of historically marginalized groups for the school year.</p> <p>Student responses on the Panorama SEL survey will indicate a 90% positive response to the learning environment.</p> <p>Suspensions for students of historically marginalized groups will account for less than 20% of all suspensions on campus.</p> <p>Parent responses on Panorama SEL survey will indicate a 75% positive perception of the campus.</p> <p>Faculty responses on Panorama SEL survey will indicate a 50% growth mindset is present on campus.</p> <p><b>Funding Sources:</b> Incentives to implement House System - Title I (211) - 211-11-6499-04E-187-30-510-000000-22F10 - \$688, Parent Engagement - Title I (211) - 211-61-6399-04L-187-30-510-000000-22F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

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**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 or the student group that is most marginalized on our campus (gender, race, program, other) from 1.4% to 0.5% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop systems that create an inclusive school community with a culture centered on building a growth mindset through: teachers and staff encouraging and developing leadership and self-regulatory skills; building strong interpersonal relationships; collaborating outside of normally established boundaries and programs; and providing an opportunity for student engagement within the entire community.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will increase to 95% or higher for students of historically marginalized groups for the school year.</p> <p>Student responses on the Panorama SEL survey will indicate a 90% positive response to the learning environment.</p> <p>Suspensions for students of historically marginalized groups will account for less than 20% of all suspensions on campus.</p> <p>Parent responses on Panorama SEL survey will indicate a 75% positive perception of the campus.</p> <p>Faculty responses on Panorama SEL survey will indicate a 50% growth mindset is present on campus.</p> <p><b>Funding Sources:</b> Incentives to implement House System - Title I (211) - 211-11-6499-04E-187-30-510-000000-22F10 - \$688, Parent Engagement - Title I (211) - 211-61-6399-04L-187-30-510-000000-22F10 - \$499</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

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 Accomplished
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 Discontinue


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


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


**Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 70% to 75% by May 2022.**


Increase the positive perception of parents of African American students or group that is most marginalized by instruction on our campus from 70% to 75% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop systems that create an inclusive school community with a culture centered on building a growth mindset through: teachers and staff encouraging and developing leadership and self-regulatory skills; building strong interpersonal relationships; collaborating outside of normally established boundaries and programs; and providing an opportunity for student engagement within the entire community.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will increase to 95% or higher for students of historically marginalized groups for the school year.</p> <p>Student responses on the Panorama SEL survey will indicate a 90% positive response to the learning environment.</p> <p>Suspensions for students of historically marginalized groups will account for less than 20% of all suspensions on campus.</p> <p>Parent responses on Panorama SEL survey will indicate a 75% positive perception of the campus.</p> <p>Faculty responses on Panorama SEL survey will indicate a 50% growth mindset is present on campus.</p> <p><b>Funding Sources:</b> Incentives to implement House System - Title I (211) - 211-11-6499-04E-187-30-510-000000-22F10 - \$688, Parent Engagement - Title I (211) - 211-61-6399-04L-187-30-510-000000-22F10 - \$499</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Teacher Assistant (x3)	Teacher Assistant	211-11-6129-04E-187-30-510-000000-22F10	\$7,979.00
1	1	1	Accelerated Reader	Reading materials for classroom use	211-11-6329-04E-187-30-510-000000-22F10	\$693.00
1	1	2	Substitutes for PD	Subs for professional development	211-11-6112-0PD-187-30-510-000000-22F10	\$424.00
1	2	1	Teacher Assistant (x3)	Teacher Assistant	211-11-6129-04E-187-30-510-000000-22F10	\$7,984.00
1	2	1	Accelerated Reader	Reading materials for classroom use	211-11-6329-04E-187-30-510-000000-22F10	\$693.00
1	2	2	Substitutes for PD	Subs for professional development	211-11-6112-0PD-187-30-510-000000-22F10	\$424.00
1	3	1	Teacher Assistant (x3)	Teacher Assistant	211-11-6129-04E-187-30-510-000000-22F10	\$7,979.00
1	3	1	Accelerated Reader	Reading materials for classroom use	211-11-6329-04E-187-30-510-000000-22F10	\$693.00
1	3	2	Substitutes for PD	Subs for professional development	211-11-6112-0PD-187-30-510-000000-22F10	\$424.00
2	1	1	Teacher Assistant (x3)	Teacher Assistant	211-11-6129-04E-187-30-510-000000-22F10	\$7,979.00
2	1	1	Accelerated Reader	Reading materials for classroom use	211-11-6329-04E-187-30-510-000000-22F10	\$693.00
2	1	2	Substitutes for PD	Subs for professional development	211-11-6112-0PD-187-30-510-000000-22F10	\$424.00
2	2	1	Teacher Assistant (x3)	Teacher Assistant	211-11-6129-04E-187-30-510-000000-22F10	\$7,979.00
2	2	1	Accelerated Reader	Reading materials for classroom use	211-11-6329-04E-187-30-510-000000-22F10	\$693.00
2	2	2	Substitutes for PD	Subs for professional development	211-11-6112-0PD-187-30-510-000000-22F10	\$424.00
2	3	1	Teacher Assistant (x3)	Teacher Assistant	211-11-6129-04E-187-30-510-000000-22F10	\$7,979.00
2	3	1	Accelerated Reader	Reading materials for classroom use	211-11-6329-04E-187-30-510-000000-22F10	\$693.00
2	3	2	Substitutes for PD	Subs for professional development	211-11-6112-0PD-187-30-510-000000-22F10	\$424.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
3	1	1	Teacher Assistant (x3)	Teacher Assistant	211-11-6129-04E-187-30-510-000000-22F10	\$7,979.00
3	1	1	Accelerated Reader	Reading materials for classroom use	211-11-6329-04E-187-30-510-000000-22F10	\$693.00
3	1	2	Substitutes for PD	Subs for professional development	211-11-6112-0PD-187-30-510-000000-22F10	\$424.00
3	2	1	Teacher Assistant (x3)	Teacher Assistant	211-11-6129-04E-187-30-510-000000-22F10	\$7,979.00
3	2	1	Accelerated Reader	Reading materials for classroom use	211-11-6329-04E-187-30-510-000000-22F10	\$693.00
3	2	2	Substitutes for PD	Subs for professional development	211-11-6112-0PD-187-30-510-000000-22F10	\$424.00
4	1	1	Incentives to implement House System	Snacks or incentives for students	211-11-6499-04E-187-30-510-000000-22F10	\$688.00
4	1	1	Parent Engagement	Supplies and materials for parental involvement	211-61-6399-04L-187-30-510-000000-22F10	\$500.00
4	2	1	Incentives to implement House System	Snacks or incentives for students	211-11-6499-04E-187-30-510-000000-22F10	\$688.00
4	2	1	Parent Engagement	Supplies and materials for parental involvement	211-61-6399-04L-187-30-510-000000-22F10	\$500.00
4	3	1	Incentives to implement House System	Snacks or incentives for students	211-11-6499-04E-187-30-510-000000-22F10	\$688.00
4	3	1	Parent Engagement	Supplies and materials for parental involvement	211-61-6399-04L-187-30-510-000000-22F10	\$499.00
4	4	1	Incentives to implement House System	Snacks or incentives for students	211-11-6499-04E-187-30-510-000000-22F10	\$688.00
4	4	1	Parent Engagement	Supplies and materials for parental involvement	211-61-6399-04L-187-30-510-000000-22F10	\$499.00
<b>Sub-Total</b>						\$77,523.00
<b>Budgeted Fund Source Amount</b>						\$77,523.00
<b>+/- Difference</b>						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	2	Substitutes for PD	Subs for supplemental instruction	199-11-6112-001-187-24-313-000000-	\$350.00

**SCE (199 PIC 24)**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
1	2	2	Substitutes for PD	Subs for supplemental instruction	199-11-6112-001-187-24-313-000000-	\$350.00
1	3	2	Substitutes for PD	Subs for supplemental instruction	199-11-6112-001-187-24-313-000000-	\$350.00
2	1	2	Substitutes for PD	Subs for supplemental instruction	199-11-6112-001-187-24-313-000000-	\$350.00
2	2	2	Substitutes for PD	Subs for supplemental instruction	199-11-6112-001-187-24-313-000000-	\$350.00
2	3	2	Substitutes for PD	Subs for supplemental instruction	199-11-6112-001-187-24-313-000000-	\$350.00
3	1	2	Substitutes for PD	Subs for supplemental instruction	199-11-6112-001-187-24-313-000000-	\$350.00
3	2	2	Substitutes for PD	Subs for supplemental instruction	199-11-6112-001-187-24-313-000000-	\$350.00
<b>Sub-Total</b>						\$2,800.00
<b>Budgeted Fund Source Amount</b>						\$2,800.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total</b>						\$80,323.00