Fort Worth Independent School District

209 E.J. Briscoe Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

The mission of Edward J. Briscoe Elementary is to successfully prepare all students to enter college, the workforce (or both) armed with the academic, social, and emotional skills required to thrive in the modern world.

Vision

Our vision is for all stakeholders to play an active role in making Edward J Briscoe a highly productive and inclusive campus by instilling a growth mindset that fosters social-emotional well-being and academic achievement of all students to become lifelong learners.

Motto

We Believe, We Can Achieve

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: June 11, 2021

Demographics

Demographics Summary

Briscoe is a diverse community of learners and serves over 17 languages on the campus. Many teachers have been on the campus for at least 10 years and we have a strong community and business partnerships. We have a strong early literacy program with a focus on student's grades PK3 - 2 and look to build strong foundations for students grades 3 - 5.

We serve

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CAMPUS	**359**
HIS	64
AI	6
A	11
B	266
W	81
LEP	123
SPED	20
GT	11
AT RISK	254
DYSLEXIA	7

Demographics Strengths

- Briscoe is a very diverse campus and has the opportunity to meet the needs of students of different ethnic backgrounds and who speaks a different language outside of English and Spanish.
- Strong community and business partnerships
- Pre-K 3 program that creates equity with educational gaps
- Diverse staff that come from many different backgrounds

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 27% of our EL students grades 1 - 5 met progress measures on the 2019 TELPAS state assessment, causing us to miss the TELPAS growth measure in Domain 3 on the 2019 TELPAS state assessment. **Root Cause:** 1. Student's sometimes are only exposed to English in the school environment. 2.Lack of ESL strategies being implemented in the classroom (Listening, Speaking, Reading and Writing) 3. Lack of knowledge of how TELPAS impacts campus accountability 4. Lack of teacher training on implementation of the ELPS. 5. Lack of understanding that grades 1 - 2 also impacts our state accountability rating.

Student Learning

Student Learning Summary

Due to COVID and the new online platform, there was a concern that gaps were developed in students learning. According to our MAP data students' grades, PK - 3 are demonstrating reasonable progress, however, the data also demonstrates that there is limited growth in Mathematics and regression in Language Arts: Reading for grades 4 - 5.

Student Learning Strengths

PK3 and PK are on target or above for academic and socio-emotional growth

K - 3 are demonstrating reasonable progress on their MAP assessments.

4th grade demonstrated an increase of 22.17% of students approaching grade level from the first District Writing benchmark to the second District Writing benchmark

There was growth K - 5 on the mathematics MAP Growth assessment

Grade 3 is demonstrating growth on their MOY Reading benchmark assessment in comparison to the BOY Reading Benchmark assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students grades 4 - 5 are not making adequate progress on the MAP Growth reading assessment. Students demonstrated an -1 observed growth from the BOY to MOY. **Root Cause:** 1. Lack of understanding of the value of high-stakes tests. 2. Goal-setting conferences are not taking place on a consistent basis. 3. Lack of modeling of reading expectations (i.e. annotation of the passage, use of text evidence to support or justify their answer choices. 4. Lack of clear expectations and training to address academic needs 5. Lack of exposure to complex text.

Problem Statement 2: The Literacy Department's fundamental 4 is not being implemented with fidelity causing gaps in students K-2 from retaining and applying foundational literacy skills. **Root Cause:** 1. Non-Approved reading programs are being used in pockets across the campus. 2. Lack of knowledge of how to implement the Science of Reading in the classroom. 3. All teachers did not take HB3 during the first cohort. 4. HB3 is being completed out of compliance and not being applied with fidelity.

School Processes & Programs

School Processes & Programs Summary

We are highly focused on early literacy this school year and have designed our Target Improvement Plan (Plan) and Campus Improvement Plan (CIP) to centered around high-quality literacy Tier 1 instruction including objective-driven lesson plans aligned to the FWISD lesson structure. We have a strong coaching cycle in place and celebrate our teachers monthly to motivate teachers and sustain retention. We have a new campus leadership team in place that includes teacher's voices.

School Processes & Programs Strengths

Coaching model in place that focuses on high leverage teaching practices.

Monthly growth walks that identify areas of growth and need and aligned to our campus ESF levers.

Professional Development and weekly PLC that addresses quality Tier 1 instruction.

Teachers collaborate in PLCs to analyze the TEKS and provide feedback to each other and ILT for opportunities of alignment and rigor to the learning objective and student task.

House System Development to address campus culture and climate.

The ILT will participate in monitoring the rigor and alignment of the lesson objective to instruction, the delivery of Tier 1 math and reading instruction, and provide feedback to teachers with 48 hours of classroom visits.

Strong partnership with District content specialist who regularly plans with our teachers to deepen content knowledge and increase quality instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: District and School-wide systems are not being followed with fidelity. **Root Cause:** 1. New Leadership team developing systems while the plane is being built. 2. Fixed mindsets-Teachers using the old curriculum, TEKS, and unapproved resources. 3. Lack of classroom routines, procedures, and management systems in place. 4. Transit movement of virtual and in-person students. 5. There was a paradigm shift in teaching practices, in the home, and new District initiatives.

Perceptions

Perceptions Summary

We are student-centered and data-driven in all daily decisions and actions. Through creating an environment of transparency, frequently identifying our why through our mission, vision, and values to all stakeholders. We have increased public recognition of teachers, staff, students, and our families the success of identified focuses on the announcements, post throughout the building, placed on the marquee, and posted on our social media sites. Edward J. Briscoe will build capacity in ESF 3.1 by partnering with the Department of Equity and Excellence to provide professional learning opportunities and coaching in Restorative Practices.

Perceptions Strengths

1. Increased communication with families via social media, Blackboard, Wednesday mail, and email.

2. Maintained current partnerships while fostering new relationships.

3. We were selected by FWCP 2.0 Partnership to join a cohort of 10 other campuses.

4. Conducted a soft roll-out of House Systems, where male community partners volunteered to lead our Houses and character development.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We needed to plan for the unknown to ensure the health and safety of students, staff, and their families. **Root Cause:** 1. Lack of understanding of how the mission, vision, and value are reflected in daily practices. 2. Lack of implementation of PBIS strategies school-wide. 3. Continuous restructuring of social interactions and safety practices due to COVID-19 protocols.

Priority Problem Statements

Problem Statement 1: Students grades 4 - 5 are not making adequate progress on the MAP Growth reading assessment. Students demonstrated an -1 observed growth from the BOY to MOY.

Root Cause 1: 1. Lack of understanding of the value of high-stakes tests. 2. Goal-setting conferences are not taking place on a consistent basis. 3. Lack of modeling of reading expectations (i.e. annotation of the passage, use of text evidence to support or justify their answer choices. 4. Lack of clear expectations and training to address academic needs 5. Lack of exposure to complex text.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Early Literacy

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 80% to 90% by May 2022.

Increase the percentage of African American students who score On Track on Circle Phonological Awareness in English from 85% to 95% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: CLI Phonological Awareness Assessment

Strategy 1 Details	Reviews			
Strategy 1: Develop the capacity of PreK teachers by ensuring they are trained in and effectively utilizing the FWISD literacy framework (fundamental four) and the new "Teaching Strategies Creative Curriculum" PK curriculum.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of lesson plans will identify the fundamental four used in each daily lesson as measured by written plans and instructional delivery during walkthroughs. Circle data will show at least 5% growth in Phonological awareness from Wave 1 to Wave 2.				
Staff Responsible for Monitoring: Principal EC Specialist Instructional Coach Teachers				
Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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 36.2% to 46.2% by May 2022.

Increase the percentage of ELL students who Meet or Exceed grade-level expectations on key MAP Fluency indicators in English from 31.8% to 41.8% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP Fluency Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: All K - 2nd-grade teachers will deliver Neuhaus lessons with fidelity by following the structured format provided and demonstrating mastery every six weeks to ensure they progress adequately through the skills	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: At least 80% of students will be on track for meeting grade level as measured by MAP fluency.
    Staff Responsible for Monitoring: Principal
Instructional Coach
Teachers
    Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
    Funding Sources: - Title I (211) - 211-11-6399-04E-209-30-510-000000-22F10 - $1,000, - Title I (211) - 211-11-6112-0PD-209-30-510-000000-22F10 - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Deepen the understanding of the ELPS through the use of Listening, Speaking, Reading, and Writing across all content areas and aligned planning, lesson delivery, and equitable learning opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will have opportunities to read, write, listen and speak in each content weekly, resulting in increased TELPAS ratings by 15 percent for ELL students.
    Staff Responsible for Monitoring: LPAC Chair
SET Teacher
Teachers
    Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

<p align="center">0% No Progress   100% 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 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 27.6% to 37.6% by May 2022.

Increase the percentage of African American students who meet or exceed projected growth on MAP Growth Reading in English from 25.6% to 35.6% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Assessment

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will implement daily lesson-level, unit, and interim assessments that are administered to determine if students learned what was taught. 100% of assessments will be at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach will be built into the scope and sequence.	**Formative**			**Summative**
High-quality instructional materials will be consistently used across classrooms, include resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor. (Lever 4.1)	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 80% of students will meet learning goals for the day across contents, increasing literacy skills through exposure to the fundamental four as evidenced by formative assessment data and MOY Map Growth.				
Staff Responsible for Monitoring: Principal Instructional Coach Teachers				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Funding Sources: - Title I (211) - 211-11-6329-04E-209-30-510-000000-22F10 - $2,859, - Title I (211) - 211-11-6116-0PD-209-30-510-000000-22F10 - $5,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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 Pre-K students who score On Track on Circle Math from 86 % to 96% by May 2022.

Increase the percentage of ELL students who score On Track Circle Math from 81% to 91% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: CLI Math Assessment

Strategy 1 Details	Reviews			
Strategy 1: Develop the capacity of Regular Program PreK teachers by ensuring they are trained in and effectively utilizing the FWISD instructional framework and the new "Teaching Strategies Creative Curriculum" PK curriculum.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of lesson plans will implement foundational math skills used in each daily lesson as measured by written plans and instructional delivery during walkthroughs. Circle data will show a 5% growth in Mathematics strands from Wave 1 to Wave 2. **Staff Responsible for Monitoring:** EC Specialist Instructional Coach Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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 47.8 % to 67.8% by May 2022.

Increase the percentage of African American students who score On Track on TX-KEA Math from 50% to 70% by May 2022.

    Targeted or ESF High Priority

    Evaluation Data Sources: TX-KEA Math Assessment

Strategy 1 Details	Reviews			
Strategy 1: Develop the capacity of all Kindergarten Math teachers by ensuring their conceptual knowledge of grade-level TEKS and development of foundational math skills. Teachers will apply the three levels of mathematical understanding (CRA) ensuring the use of math manipulatives and math journals. Teachers will develop a grade level scope and sequence (Standard-Based Planning Calendar) to plan for the progression of learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Kindergarten students will demonstrate at least a 5% growth from the BOY to the MOY on their math test as measured by the TX-KEA Math assessment. **Staff Responsible for Monitoring:** Instructional Coach Math Specialist Kindergarten Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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 30.9% to 50.9% by May 2022.

Increase the percentage of African American students who Meet or Exceed projected growth on MAP Growth from 29.4% to 49.4% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: MAP Growth Assessment

Strategy 1 Details	Reviews			
Strategy 1: All K-5th Math teachers will participate in 60 minute PLC meetings using the DDI structure to analyze student work (formative assessments), identify instructional gaps, and inform planning for Tier 1 instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: All K-5th Math Teachers will identify levels of mathematical understanding through the progression of learning in their Standard-Based Learning Calendars. K-5th student conceptual understanding of grade-level TEKS will enhance MAP Growth scores by at least a 20% increase.
   Staff Responsible for Monitoring: Administrators
Data Analyst
Instructional Coach
Math Specialist
Teachers
   Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
   Funding Sources: - Title I (211) - 211-11-6399-04E-209-30-510-000000-22F10 - $774.95				

Strategy 2 Details	Reviews			
Strategy 2: Develop the capacity of all K - 5 Math teachers by ensuring their conceptual knowledge of grade-level TEKS and the development of foundational math skills. Teachers will apply the three levels of mathematical understanding (CRA) ensuring the use of math manipulatives and math journals. Teachers will develop a grade level	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

scope and sequence (Standard-Based Planning Calendar) to plan for the progression of learning.

Strategy's Expected Result/Impact: Kindergarten students will demonstrate at least a 5% growth from the BOY to the MOY on their math test as measured by the TX-KEA Math assessment.

Staff Responsible for Monitoring: Instructional Coach
Math Specialist
Kindergarten Teachers

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Funding Sources: - Title I (211) - 211-11-6112-0PD-209-30-510-000000-22F10 - $1,500

| 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 23.4% to 40% by May 2022.

Increase the percentage of African American students scoring at MEETS or above on STAAR Reading from 20% to 35% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 2022 STAAR Reading Assessment

Strategy 1 Details	Reviews			

Strategy 1: Administrators, Data Analysts, and Instructional Coaches will provide grade-level teams and individual teachers support with tier 1 instruction by providing coaching, monitoring, observation, and feedback, consistently.
    Strategy's Expected Result/Impact: 100% percent of teachers will engage in culturally responsive tier 1 instruction incorporating the fundamental four as measured by lesson plan feedback and instructional walks.
    Staff Responsible for Monitoring: Administrators
Data Analysts
Instructional Coaches
    Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum
    Problem Statements: Student Learning 1
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			

Strategy 2: All 3rd-5th teachers will participate in 60 minute PLC meetings using the DDI structure to analyze weekly formative assessment data for high leverage standards, identify instructional gaps and drive the focus of intentionally addressing those gaps using a different approach/strategy.
    Strategy's Expected Result/Impact: 40% of students in 3rd-5th will score meets or above on STAAR Reading by May 2022.
    Staff Responsible for Monitoring: Administrators
Data Analyst
Teachers
    Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction
    Funding Sources: - Title I (211) - 211-13-6119-04E-209-30-510-000000-22F10 - $69,836.05
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Students will participate in extended school day opportunities (tutoring and Saturday Camps) to compact learning of identified low-performing, high-leverage TEKS.	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 60% of students grades 3 - 5 will score at approaches or above on STAAR Reading by May 2022. 40% of students grades 3rd-5th will score meets or above on STAAR Reading by May 2022. 20% of students grades 3rd-5th will score at the master's level on STAAR Reading by May 2022.
     Staff Responsible for Monitoring: Administrators
 Data Analyst
 Instructional Coach
 Teachers
     Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
     Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-209-24-313-000000- - $1,000, - Title I (211) - 211-11-6116-04E-209-30-510-000000-22F10 - $2,500				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students grades 4 - 5 are not making adequate progress on the MAP Growth reading assessment. Students demonstrated an -1 observed growth from the BOY to MOY. **Root Cause**: 1. Lack of understanding of the value of high-stakes tests. 2. Goal-setting conferences are not taking place on a consistent basis. 3. Lack of modeling of reading expectations (i.e. annotation of the passage, use of text evidence to support or justify their answer choices. 4. Lack of clear expectations and training to address academic needs 5. Lack of exposure to complex text.

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 41.1% to 55.1% by May 2022.

Increase the percentage of African Americans scoring at MEETS or above on STAAR Math from 37.4% to 57.4% by May 2022.

> **Targeted or ESF High Priority**

> **Evaluation Data Sources:** 2022 STAAR Math Assessment

Strategy 1 Details	Reviews			
Strategy 1: All K-5th grade teachers will develop and implement a campus-wide mathematical thinking process where students have the opportunity to acquire and demonstrate mathematical understanding by formulating a plan or strategy, evaluating, justifying, and determining the reasonableness of their work.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All K-5th Math Teachers will identify levels of mathematical understanding through the progression of learning in their Standard-Based Planning Calendars. K-5th student conceptual understanding of grade-level TEKS will enhance MAP Growth scores by at least a 15% increase. **Staff Responsible for Monitoring:** Math Specialist Instructional Coach Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Students will participate in extended school day opportunities (tutoring and Saturday Camps) to compact learning of identified low-performing high-leverage TEKS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 60% of students grades 3 - 5 will score at approaches or above on STAAR Reading by May 2022. 40% of students grades 3rd-5th will score meets or above on STAAR Reading by May 2022. 20% of students grades 3rd-5th will score at the master's level on STAAR Reading by May 2022. **Staff Responsible for Monitoring:** Administrators Data Analyst Instructional Coach Teachers **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Title I (211) - 211-11-6499-04E-209-30-510-000000-22F10 - $500, - SCE (199 PIC 24) - 199-11-6116-001-209-24-313-000000- - $1,000, - Title I (211) - 211-11-6116-04E-209-30-510-000000-22F10 - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: 100% of staff and students will be provided resources (including a poster maker), supplemental materials, and experiential opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 70% of students will demonstrate at least one performance level growth as measured by local and state assessments. **Staff Responsible for Monitoring:** Administrators Administrative Assistant Instructional Coach Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Problem Statements:** Student Learning 1 **Funding Sources:** - Title I (211) - 211-11-6398-04E-209-30-510-000000-22F10 - $5,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students grades 4 - 5 are not making adequate progress on the MAP Growth reading assessment. Students demonstrated an -1 observed growth from the BOY to MOY. **Root Cause**: 1. Lack of understanding of the value of high-stakes tests. 2. Goal-setting conferences are not taking place on a consistent basis. 3. Lack of modeling of reading expectations (i.e. annotation of the passage, use of text evidence to support or justify their answer choices. 4. Lack of clear expectations and training to address academic needs 5. Lack of exposure to complex text.

**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 30.5% to 20.5% by May 2022.

Decrease the number and percentage of African American students who are chronically absent from % 29.9 to 19.9% by May 2022.

Evaluation Data Sources: Attendance data from FOCUS
Attendance data from ADQ Portal

Strategy 1 Details	Reviews			
Strategy 1: Implementation of attendance success team with clear roles and responsibilities (e.g. routine monitoring, incentive plans, visible attendance trackers, etc.) for tracking our economically disadvantaged and African American students	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Attendance data will demonstrate a decrease of 15% among chronically absent and tardy students.
    Staff Responsible for Monitoring: Principal
Data Clerk
Family Partnership Specialist
Counselor
Teachers
    Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 3: Positive School Culture
    Funding Sources: - Title I (211) - 211-11-6499-04E-209-30-510-000000-22F10 - $2,500				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ 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 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 59.9% to 70% by May 2022.

Increase positive response by African American students to the learning environment on the Panorama SEL Survey from 58% to 70% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Panorama SEL Survey Results

Strategy 1 Details	Reviews			
Strategy 1: Implement the use of a Case Manager, Counseling Services, and a Social Worker through Communities in Schools to support the social-emotional needs of students and their families.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 70% of students will provide a positive response of the learning environment on the Panorama SEL Survey **Staff Responsible for Monitoring:** Case Manager Counselor CIS Social Worker **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title I (211) - 211-32-6299-04E-209-30-510-000000-22F10 - $10,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ 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 3: Decrease the number of in and out of school suspensions for African American students from 5.8 to 3.8 by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Discipline Data in focus
Discipline in ADQ portal

Strategy 1 Details	Reviews			
Strategy 1: PBIS- Develop a school-wide Positive Behavior Discipline Plan that has explicit behavioral expectations and management systems for students and staff (3.2)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease of student referrals and the number of in and out of school suspensions for African American students from 5.8 to 3.8				
Staff Responsible for Monitoring: Assistant Principal PBIS Team Teachers				
Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				
Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-209-24-313-000000- - $940				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ 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 91.9% to 100% by May 2022.
Increase the number of parents on Engagement of the district's Parent Survey from 35 to 70 by May 2022.

    Evaluation Data Sources: Parent Survey Data

Strategy 1 Details	Reviews			
Strategy 1: By August 2020, The Family Partnership Specialist will increase parent participation and positive perception of the campus by coordinating a Back to Festival, sending home a needs survey, provide resources, sign students up for registration and parents up for the parent portal.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: The number of parents who fill out the survey will increase from 35 to at least 70 and provide us with a 100% positive perception on Engagement in the District Parent Survey.
    Staff Responsible for Monitoring: Parent Partnership Specialist
Principal
Teachers
    Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture
    Funding Sources: - Title I (211) - 211-61-6399-04L-209-30-510-000000-22F10 - $1,010, - Title I (211) - 211-61-6499-04L-209-30-510-000000-22F10 - $822				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Campus Funding Summary

				Title I (211)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	2	1		Supplies and materials for instructional use	211-11-6399-04E-209-30-510-000000-22F10	$1,000.00
1	2	1		Subs for professional development	211-11-6112-0PD-209-30-510-000000-22F10	$2,000.00
1	3	1		Reading materials for classroom use	211-11-6329-04E-209-30-510-000000-22F10	$2,859.00
1	3	1		Extra duty pay for PD after hours	211-11-6116-0PD-209-30-510-000000-22F10	$5,000.00
2	3	1		Supplies and materials for instructional use	211-11-6399-04E-209-30-510-000000-22F10	$774.95
2	3	2		Subs for professional development	211-11-6112-0PD-209-30-510-000000-22F10	$1,500.00
3	1	2		Data Analyst	211-13-6119-04E-209-30-510-000000-22F10	$69,836.05
3	1	3		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-209-30-510-000000-22F10	$2,500.00
3	2	2		Snacks or incentives for students	211-11-6499-04E-209-30-510-000000-22F10	$500.00
3	2	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-209-30-510-000000-22F10	$1,000.00
3	2	3		Equipment	211-11-6398-04E-209-30-510-000000-22F10	$5,000.00
4	1	1		Snacks or incentives for students	211-11-6499-04E-209-30-510-000000-22F10	$2,500.00
4	2	1		Contracted student support services	211-32-6299-04E-209-30-510-000000-22F10	$10,000.00
4	4	1		Supplies and materials for parental involvement	211-61-6399-04L-209-30-510-000000-22F10	$1,010.00
4	4	1		Snacks for parents to promote participation	211-61-6499-04L-209-30-510-000000-22F10	$822.00
					Sub-Total	$106,302.00
					Budgeted Fund Source Amount	$106,302.00
					+/- Difference	$0.00

					SCE (199 PIC 24)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Description**	**Account Code**		**Amount**
3	1	3		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-209-24-313-000000-		$1,000.00
3	2	2		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-209-24-313-000000-		$1,000.00
4	3	1		Supplies and materials for instructional use	199-11-6399-001-209-24-313-000000-		$940.00
						Sub-Total	$2,940.00
					Budgeted Fund Source Amount		$2,940.00
					+/- Difference		$0.00
					Grand Total		$109,242.00