

# Fort Worth Independent School District

## 219 Lowery Road Elementary School

### 2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



# Mission Statement

Providing students the opportunities and tools to achieve their maximum potential.

## Vision

Developing life-long learners and responsible citizens.

## Value Statement

Respect for self, school and others

Student Achievement

Perseverance and Commitment

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# Comprehensive Needs Assessment

Revised/Approved: September 30, 2021

## Demographics

### Demographics Summary

Lowery Road Elementary was opened in the 2000 to alleviate overcrowding at Eastern Hills and Bill Elliott Elementary schools. From 2006 - 2011 we were one of the largest elementary schools in FWISD with an enrollment between 850 - 950 students. In 2011 - 2012, John T. White Elementary was built to relieve overcrowding at Lowery Road. The past few years our enrollment has averaged approximately 685 students. The past year with COVID-19 enrollment has declined especially in PK. Our current enrollment is 613 and we are projected to have about a 30 student increase next school year. The attendance zone for Lowery Road covers a large geographic area. There are currently 4 bus routes to transport our general education students and 2 for our special needs population. Construction is continuing in our enrollment area which brings new students and families into our learning community.

Our largest student group is African American at 57.5%. Our other student groups are Hispanic at 31.4%; White at 6%; Asian at 2.7% and 1.9% consider themselves Two or more. 88.3% of students are considered economically disadvantaged with 52.8% considered at risk. Other student groups at Lowery Road are English Learners 24.2% (EL), Gifted and Talented 9.1%, and 12.2% are Special Education students.

The last reported mobility rate for Lowery Road was 26.8% above the average for our district and well above the state average of 15.3%. Our attendance rate on the last TAPR was 95.2 and was in line with the district average at that time. Although, 98% of parents indicate that attending school every day is important for their child to do well in class attendance for this year is currently 91.9. The attendance breakdown is AA 89.8, Hispanic 94.4, White 94.6, Two or More 94.1.

Lowery Road Elementary employs a high-quality talented staff. The teaching staff at Lowery Road is diverse 24% AA, 17% Hispanic 56% White and 2% Two or More. We currently have 3 first year teachers but the majority of our faculty has between 11-20 years experience. Currently there are 11 teachers with more than 15 years of service at Lowery Road Elementary.

Lowery Road is a Universal PK campus. We draw students from neighboring school and outside of FWISD to attend PK. Many parents request for their students to continue learning at Lowery Road after attending PK on our campus. We also have students from neighboring schools attend to participate in our Dual Language program. We have three Special Education self-contained units along with an ECSE Kindergarten inclusion class at Lowery Road. These students attend classes and participate in activities along with our general education students.

### Demographics Strengths

Diverse student population

Lowery Road draws students from other areas into our specialized settings: UPK, Dual Language, and Sp Ed programs

An experienced teaching staff

New home construction in our attendance area provides opportunity for growth.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** In 2020 - 2021 African American students have a chronic absentee rate of 35% as compared to 29% for all students. **Root Cause:** Limited campus wide systems to track, monitor and respond to chronic absenteeism outside of the SART process.

# Student Learning

## Student Learning Summary

. Lowery Road is rated as a "B" campus by the Texas Education Agency according to the 2018 - 2019 School Report Card and received a distinction designation for Comparative Closing the Gaps. Below are the results from the 2019 STAAR performance:

2019 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3 <sup>rd</sup> Math	29%	71%	29%	10%
4 <sup>th</sup> Math	32%	68%	41%	18%
5 <sup>th</sup> Math	11%	89%	47%	21%
3 <sup>rd</sup> Reading	23%	77%	40%	20%
4 <sup>th</sup> Reading	29%	71%	27%	12%
5 <sup>th</sup> Reading	14%	86%	41%	12%
4 <sup>th</sup> Writing	46%	54%	18%	4%
5 <sup>th</sup> Science	30%	70%	38%	8%

The 2019 STAAR Meets Grade Level Performance by student groups:

	ALL	AA	H	W	TWO	Sp Ed	ED	EL
Math	39%	33%	45%	50%	56%	43%	35%	49%
Reading	36%	34%	39%	43%	44%	38%	34%	34%
Writing	18%	14%	24%			17%	14%	25%
Science	38%	38%	29%	50%		60%	32%	24%

- At the MEETS performance level in All Grades Reading, Hispanic, Sp Ed students performed higher than AA students. The scores for AA, ED and EL students was the same in this subject.
- At the MEETS performance level in All Grades Math, our Hispanic, SP Ed, ED and EL student groups performed higher than AA student group.
- At the MEETS performance level in Writing, Hispanic, Sp ED, and EL students performed higher than AA students. ED student performance was the same as AA.
- At The MEETS performance level in Science, AA students performed higher than H, ED and EL students. Our Sp Ed students were the highest performing student group.

NWEA Middle of the Year MAP data for Reading and Math indicate the following percentage of students at grade level expectations:

Grade Level	Reading	Math
K	26%	23%
1	24%	11%
2	24%	32%
3	17%	21%

Grade Level	Reading	Math
4	29%	21%
5	30%	16%

### Reading

- Kindergarten 74% of all students scored below grade level however 80% of AA students scored in that category.
- First Grade 76% of all students scored below grade level however 84% of AA students scored in that category.
- Second Grade 75% of all students scored below grade level however 82% of AA students scored in that category.

### Math

- Kindergarten 78% of all students scored below grade level however 76% of AA students scored in that category.
- First Grade 89% of all students scored below grade level and 89% of AA students scored in that category.
- Second Grade 67% of all students scored below grade level however 79% of AA students scored in that category.

Beginning in Kindergarten, our students are performing below grade level expectations and our African American students, in most cases, are under-performing compared to other student groups.

Assessment of student learning has been challenging since the spring of 2020. The Declaration of Disaster eliminated STAAR results for the 2019 - 2020 school year. MAP Reading Fluency (K-3) and MAP Math Growth (K-5) were also cancelled for the spring of 2020. The 2020 Fall administration of MAP Reading and Math was completed at home which makes ensuring testing fidelity very difficult.

### Student Learning Strengths

According to the 2019 STAAR data, 3-5 grade students at Lowery Road scored above the district in Meet Grade Level Performance by 1% in Reading and 4% in Math.

According to 2019 STAAR data, 4th and 5th grade students academic progress in Reading was 11 points higher than the district average and 7 points higher than the state average.

According to 2019 STAAR data, 4th and 5th grade students' academic progress in Math was 10 points higher than the district average and 7 points higher than the state average.

Lowery Road is rated a "B" campus and received a distinction in Comparative Closing the Gaps.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Map Growth data indicate that 29% of AA students Meets or Exceeds projected growth in Reading as compared to 39% of Hispanic students. **Root Cause:** Instructional practices in Foundational Skills are inconsistent building wide with limited effective progress monitoring strategies. Informal teacher survey indicates the need for additional professional learning in the Literacy Framework and Science of Reading.

**Problem Statement 2 (Prioritized):** 37% of AA students in grades K-3 are at Meets or Exceeds grade level expectations on MAP Fluency indicators **Root Cause:** Instructional practices in Foundational Skills are inconsistent building wide with limited effective progress monitoring strategies. Informal teacher survey indicates the need for additional professional learning in the Literacy Framework and Science of Reading.

**Problem Statement 3 (Prioritized):** 32% AA and Hispanic students in grades K - 5 were at Meet or Exceeded expected growth in Math based on MAP Growth. **Root Cause:** Tasks and/or assessments do not consistently provide opportunities for application and analysis. Experiences exploring the concrete stage of math are often omitted moving into the abstract especially during virtual learning and with COVID concerns.



# School Processes & Programs

## School Processes & Programs Summary

This year FWISD instituted a focus on effective Tier I instruction implementing a new Instructional Model and Literacy Framework. Within the new Literacy Framework there is an instructional shift into the Science of Reading and rethinking the use of Small Group Guided Reading. The model also increases the expectation in foundational literacy skills (phonics, phonemic awareness, oral language development, etc...). A majority of Lowery Road teachers in K - 3 and Special Education are participating the the Texas Reading Academy (HB3). This is 60 hours of intensive professional development focused on the Science of Reading. It provides pedagogy in Foundational Skills, Oral Language Development, Comprehension, Fluency and Writing. This professional learning will work together with the Literacy Framework to provide effective Tier I instruction in early Reading.

Given the additional stress of COVID-19, safety protocols that were required and hybrid teaching, implementing strong Tier I instruction across the building has been difficult. At the beginning of the year, PLC meetings or professional development opportunities were completely virtual. The ability to offer extended planning sessions within a grade level or content has been hindered by the lack of substitutes to cover classes. Ensuring time to support teachers in effectively implementing the Instructional Model and the new Literacy Framework is imperative. An informal survey with teachers indicates they need time to effectively incorporate new learning.

Some data from the 2020-2021 Teacher Survey:

- 50% feel knowledgeable in working with students who have unique learning needs.
- 55% feel strongly that they can increase how much their most difficult students learn from them.
- 48% feel strongly that a teacher can change their teaching style or match the needs of an individual class.

This year the implementation of COVID protocols has created inconsistencies in our classroom culture routines. After reviewing student discipline data and student survey data, we will also prioritize SEL activities associated with relationship building in all classes next year. A building wide SEL program to teach appropriate emotional regulation.

During the 2021 - 2022 school year we will focus our Professional Learning and PLC meetings on effective Tier I instruction and positive campus culture. Classroom walkthrough data indicate the need to increase student engagement and provide greater opportunities for student voice. These strategies support culturally responsive teaching which, in turn, should help address the achievement gap between our African American students and other student groups. When analyzing Demographics and Student Learning data, the focus on effective Tier I instruction for all student groups is a priority and especially for AA students

## School Processes & Programs Strengths

- Master schedule provides for common planning/PLC time.
- By the end of 2022, all K-3 and Sp Ed teachers will have completed Texas Reading Academy which supports the Literacy Framework.
- Teachers have received professional development on the Instructional Model and on the Literacy Framework.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Data indicate 34% of AA students in grades 3-5 scored at Meets or above on 2019 STAAR Reading and 33% on 2019 STAAR Math. **Root Cause:** Tier I instruction does not consistently reflect the complexity of the standard, follow the FWISD lesson structure or provide meaningful opportunities for student engagement.

# Perceptions

## Perceptions Summary

The mission of Lowery Road Elementary is to provide students the opportunities and tools to reach their maximum potential. To fulfill our mission we have to work diligently to create and maintain a culture of high expectations for student learning. At Lowery Road we strive to narrow the performance gap among all student groups while increasing the percentage of ALL students meeting grade level performance standards.

Teacher survey indicates 80% of the staff finds an inviting work environment at Lowery Road.

In an effort to ensure classrooms are places where students feel respected and heard, we have been practicing Conscious Discipline in PK - 2 and Restorative Discipline in 2-5. Respect agreements are developed in every classroom. PK and K students use a daily commitment board. Based on the 2020-2021 Student Survey students perception of teachers is favorable:

- 93% feel they have a teacher or other adult on campus they can count on
- 93% feel teachers are extremely respectful to somewhat respectful toward students
- 89% feel extremely excited to somewhat excited to have their teacher again

A review of the discipline records over the past two years, indicate student conflicts, bullying and failure to follow school rules to be the areas of greatest concern. Lowery Road has experienced a decline in the number of office referrals; however, this may be in part to COVID-19 closure in March 2020. Although the number of referrals has decreased, African American students are approximately 57% of student enrollment but made up 88% of referrals in 2019-2020 and this year, since students returned in October, make up 94% of referrals. In looking at the 2020-2021 student survey emotional regulation and a sense of belonging were the areas of greatest concern.

- 72% feel people completely understand to somewhat understand them as a person
- 72% feel they are almost always to sometimes able to pull themselves out of a bad mood
- 64% feel when things go wrong they are able to remain extremely calm to somewhat calm
- 61% feel when everyone around you is angry they can remain extremely relaxed to somewhat relaxed

An informal survey to teachers regarding student behaviors concerns and recommendations indicated that additional training in Conscious Discipline and Trauma would be beneficial for staff. Also, a refresher on Restorative practices to build back relationships and a focused campus wide SEL program to teach skills.

Lowery Road Elementary places a priority on developing relationships with students and their families. We share information through Blackboard via email, call out, and FWISD app. Information and announcements are also posted on the campus marquee, website, Facebook and Twitter sites. Each teacher has a Class Dojo account to facilitate real time information for parents. During enrollment we provide support for families who are unable to complete the electronic registration and help parents with enrolling in our Parent Portal. All communication is sent in both English and Spanish to support our parents. We also use the Language Line if necessary. We utilize "Wednesday Folders" to send written correspondence and graded work home for review. Parent perceptions according to the 2020-2021 survey indicate:

- 94% feel the school looks clean and pleasant
- 97% feel their child's teacher makes themselves available
- 90% feel the campus has high expectations for students
- 96% feel the school communicates policies and procedures clearly

## Perceptions Strengths

Parents survey results indicate positive perceptions of campus communication, appearance and learning environment.

Students indicate they have a teacher or adult on campus they can count on and their teachers treat them respectfully.

Most all teachers in PK - 1 have Conscious Discipline training and respect agreements are utilized campus wide.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** According the 2020-2021 Panorama student survey only 44% of all students and 42% of AA students responded they feel equipped to regulate their emotions. Students also indicate that 62% feel a Sense of Belonging on campus. **Root Cause:** Campus lacks a school wide system to consistently support students in the development of emotional regulation and an inclusive learning community.

# Priority Problem Statements

**Problem Statement 1:** Map Growth data indicate that 29% of AA students Meets or Exceeds projected growth in Reading as compared to 39% of Hispanic students.

**Root Cause 1:** Instructional practices in Foundational Skills are inconsistent building wide with limited effective progress monitoring strategies. Informal teacher survey indicates the need for additional professional learning in the Literacy Framework and Science of Reading.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** 37% of AA students in grades K-3 are at Meets or Exceeds grade level expectations on MAP Fluency indicators

**Root Cause 2:** Instructional practices in Foundational Skills are inconsistent building wide with limited effective progress monitoring strategies. Informal teacher survey indicates the need for additional professional learning in the Literacy Framework and Science of Reading.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** According the 2020-2021 Panorama student survey only 44% of all students and 42% of AA students responded they feel equipped to regulate their emotions. Students also indicate that 62% feel a Sense of Belonging on campus.

**Root Cause 3:** Campus lacks a school wide system to consistently support students in the development of emotional regulation and an inclusive learning community.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** In 2020 - 2021 African American students have a chronic absentee rate of 35% as compared to 29% for all students.

**Root Cause 4:** Limited campus wide systems to track, monitor and respond to chronic absenteeism outside of the SART process.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Data indicate 34% of AA students in grades 3-5 scored at Meets or above on 2019 STAAR Reading and 33% on 2019 STAAR Math.

**Root Cause 5:** Tier I instruction does not consistently reflect the complexity of the standard, follow the FWISD lesson structure or provide meaningful opportunities for student engagement.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** 32% AA and Hispanic students in grades K - 5 were at Meet or Exceeded expected growth in Math based on MAP Growth.

**Root Cause 6:** Tasks and/or assessments do not consistently provide opportunities for application and analysis. Experiences exploring the concrete stage of math are often omitted moving into the abstract especially during virtual learning and with COVID concerns.

**Problem Statement 6 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
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# 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 African American students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 37% to 50% by May 2022.

**Evaluation Data Sources:** MAP Fluency Testing

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop teacher instructional capacity in planning and implementation of explicit/systematic Tier I Reading instruction with differentiated supports to address the needs of all students but specifically AA students.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of K - 3 AA students meeting or exceeding grade level expectation on MAP Fluency assessments will increase to 50% by May 2022.</p> <p>By January 2022, 90% of teachers in K - 3 will effectively implement systematic teaching routines focused on foundational reading skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6112-0PD-219-30-510-000000-22F10 - \$2,000, - Title I (211) - 211-11-6399-04E-219-30-510-000000-22F10 - \$9,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

## Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> Map Growth data indicate that 29% of AA students Meets or Exceeds projected growth in Reading as compared to 39% of Hispanic students. <b>Root Cause:</b> Instructional practices in Foundational Skills are inconsistent building wide with limited effective progress monitoring strategies. Informal teacher survey indicates the need for additional professional learning in the Literacy Framework and Science of Reading.</p>

## Student Learning

**Problem Statement 2:** 37% of AA students in grades K-3 are at Meets or Exceeds grade level expectations on MAP Fluency indicators **Root Cause:** Instructional practices in Foundational Skills are inconsistent building wide with limited effective progress monitoring strategies. Informal teacher survey indicates the need for additional professional learning in the Literacy Framework and Science of Reading.







**Goal 1: Early Literacy**

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

**Performance Objective 2:** Increase the percentage of African American students meet or exceed projected growth on MAP Growth Reading in English from 29% to 39% by May 2022.

**Evaluation Data Sources:** MAP Growth Reading

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop teacher instructional capacity in planning and implementation of explicit/systematic Tier I Reading instruction with differentiated supports to address the needs of all students but specifically AA students.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022, 39% of AA students will meet or exceed expected growth as measured by MAP reading.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Data Analyst</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - Title I (211) - 211-13-6396-04E-219-30-510-000000-22F10 - \$2,000, - SCE (199 PIC 24) - 199-13-6117-001-219-24-313-000000- - \$4,092, - Title I (211) - 211-13-6119-04E-219-30-510-000000-22F10 - \$71,000, - Title I (211) - 211-11-6396-04E-219-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> Map Growth data indicate that 29% of AA students Meets or Exceeds projected growth in Reading as compared to 39% of Hispanic students. <b>Root Cause:</b> Instructional practices in Foundational Skills are inconsistent building wide with limited effective progress monitoring strategies. Informal teacher survey indicates the need for additional professional learning in the Literacy Framework and Science of Reading.</p> <p><b>Problem Statement 2:</b> 37% of AA students in grades K-3 are at Meets or Exceeds grade level expectations on MAP Fluency indicators <b>Root Cause:</b> Instructional practices in Foundational Skills are inconsistent building wide with limited effective progress monitoring strategies. Informal teacher survey indicates the need for additional professional learning in the Literacy Framework and Science of Reading.</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 African American students who Meet or Exceed projected growth on MAP Growth from 32% to 40% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop teacher instructional capacity in planning and implementation of explicit/systematic Tier I instruction in all content areas with differentiated supports to address the needs of all students but specifically AA students.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of AA and Hispanic K - 5 students meeting or exceeding expected growth in Mathematics on MAP will increase to 40% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators and Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6119-04E-219-30-510-000000-22F10 - \$69,000, - Title I (211) - 211-11-6116-0PD-219-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> 32% AA and Hispanic students in grades K - 5 were at Meet or Exceeded expected growth in Math based on MAP Growth. <b>Root Cause:</b> Tasks and/or assessments do not consistently provide opportunities for application and analysis. Experiences exploring the concrete stage of math are often omitted moving into the abstract especially during virtual learning and with COVID concerns.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Data indicate 34% of AA students in grades 3-5 scored at Meets or above on 2019 STAAR Reading and 33% on 2019 STAAR Math. <b>Root Cause:</b> Tier I instruction does not consistently reflect the complexity of the standard, follow the FWISD lesson structure or provide meaningful opportunities for student engagement.</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 African American students scoring at MEETS or above on STAAR Reading from 34% to 42% and the percentage of African American students scoring at MEETS or above on STAAR Math from 33% to 41% by May 2022.

**Evaluation Data Sources:** MAP Growth Reports, STAAR Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop teacher instructional capacity in planning and implementation of explicit/systematic Tier I instruction in all content areas with differentiated supports to address the needs of all students but specifically AA students.</p> <p><b>Strategy's Expected Result/Impact:</b> By November 2021, 90% of PLC meetings will focus on standards alignment, planning and student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-13-6399-04E-219-30-510-000000-22F10 - \$3,060, - Title I (211) - 211-11-6116-04E-219-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 1:</b> Data indicate 34% of AA students in grades 3-5 scored at Meets or above on 2019 STAAR Reading and 33% on 2019 STAAR Math. <b>Root Cause:</b> Tier I instruction does not consistently reflect the complexity of the standard, follow the FWISD lesson structure or provide meaningful opportunities for student engagement.</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 African American students who are chronically absent from 35% to 26% by May 2022.

**Evaluation Data Sources:** Focus and attendance reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a three-step professional development plan for teachers and staff to focus on identification, intervention and support for chronically absent students.</p> <p><b>Strategy's Expected Result/Impact:</b> EOY campus data will indicate a decrease in chronic absenteeism for all students and chronically absent AA students will decrease from 35% to 26%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b></p> <p><b>Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6499-04E-219-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**





Demographics
<p><b>Problem Statement 1:</b> In 2020 - 2021 African American students have a chronic absentee rate of 35% as compared to 29% for all students. <b>Root Cause:</b> Limited campus wide systems to track, monitor and respond to chronic absenteeism outside of the SART process.</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 70% by May 2022.

**Evaluation Data Sources:** Panorama Survey; Campus Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a schoolwide system and implementation of PBIS strategies and Restorative Practice by consistent implementation of CIRCLES, TBRI and SEL strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of AA students who report they feel able to regulate their emotions will increase from 42% to 60% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**





Perceptions
<p><b>Problem Statement 1:</b> According the 2020-2021 Panorama student survey only 44% of all students and 42% of AA students responded they feel equipped to regulate their emotions. Students also indicate that 62% feel a Sense of Belonging on campus. <b>Root Cause:</b> Campus lacks a school wide system to consistently support students in the development of emotional regulation and an inclusive learning community.</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 4 % to 2% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a schoolwide system and implementation of PBIS strategies and Restorative Practice by consistent implementation of CIRCLES, TBRI and SEL strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of AA students who report they feel able to regulate their emotions will increase from 42% to 60% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 3 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> According the 2020-2021 Panorama student survey only 44% of all students and 42% of AA students responded they feel equipped to regulate their emotions. Students also indicate that 62% feel a Sense of Belonging on campus. <b>Root Cause:</b> Campus lacks a school wide system to consistently support students in the development of emotional regulation and an inclusive learning community.</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 87% to 92% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide parents opportunities to engage with teachers and students during and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022, parents perception of Engagement will increase from 87% to 92%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Family Engagement Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1, 3.2 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-61-6399-04L-219-30-510-000000-22F10 - \$2,140, - Title I (211) - 211-61-6499-04L-219-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> In 2020 - 2021 African American students have a chronic absentee rate of 35% as compared to 29% for all students. <b>Root Cause:</b> Limited campus wide systems to track, monitor and respond to chronic absenteeism outside of the SART process.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> According the 2020-2021 Panorama student survey only 44% of all students and 42% of AA students responded they feel equipped to regulate their emotions. Students also indicate that 62% feel a Sense of Belonging on campus. <b>Root Cause:</b> Campus lacks a school wide system to consistently support students in the development of emotional regulation and an inclusive learning community.</p>

# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1		Subs for professional development	211-11-6112-0PD-219-30-510-000000-22F10	\$2,000.00
1	1	1		Supplies and materials for instructional use	211-11-6399-04E-219-30-510-000000-22F10	\$9,000.00
1	2	1		Technology for data analyst	211-13-6396-04E-219-30-510-000000-22F10	\$2,000.00
1	2	1		Data Analyst	211-13-6119-04E-219-30-510-000000-22F10	\$71,000.00
1	2	1		Technology for instructional use	211-11-6396-04E-219-30-510-000000-22F10	\$2,000.00
2	1	1		Title I Teacher	211-11-6119-04E-219-30-510-000000-22F10	\$69,000.00
2	1	1		Extra duty pay for PD after hours	211-11-6116-0PD-219-30-510-000000-22F10	\$1,000.00
3	1	1		Supplies and materials for professional development	211-13-6399-04E-219-30-510-000000-22F10	\$3,060.00
3	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-219-30-510-000000-22F10	\$1,000.00
4	1	1		Snacks or incentives for students	211-11-6499-04E-219-30-510-000000-22F10	\$3,000.00
4	4	1		Supplies and materials for parental involvement	211-61-6399-04L-219-30-510-000000-22F10	\$2,140.00
4	4	1		Snacks for parents to promote participation	211-61-6499-04L-219-30-510-000000-22F10	\$1,000.00
<b>Sub-Total</b>						\$166,200.00
<b>Budgeted Fund Source Amount</b>						\$166,200.00
<b>+/- Difference</b>						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	1		Tutors with degree or certified	199-13-6117-001-219-24-313-000000-	\$4,092.00
<b>Sub-Total</b>						\$4,092.00
<b>Budgeted Fund Source Amount</b>						\$4,092.00



**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>
					<b>+/- Difference</b>	\$0.00
					<b>Grand Total</b>	\$170,292.00