

Fort Worth Independent School District

069 McLean 6th Grade Center

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

To provide a safe learning environment for engaging, learner centered quality instruction.

Vision

To foster lifelong learners with skills for growth, as critical thinkers in a safe and inclusive environment.

Campus Value Words

Integrity, Consistency, Accountability, Perseverance

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Comprehensive Needs Assessment

Revised/Approved: April 13, 2022

Demographics

Demographics Summary

McLean 6th grade has a reputation in the community and in the district as a high performing campus. McLean 6th is commonly known for our advanced level math class, accelerated Math 6-8. It is often said, by both parents and teachers alike, that when students come to McLean 6th, they SOAR. It is widely believed that our campus is a safe and encouraging environment for students to grow intellectually without a fear of failure. Families love that this stand-alone 6th grade campus, provides the perfect amount of independence and structure. McLean 6th has a highly engaged PTA that is very supportive of students and teachers. There is a perception that the majority of McLean 6th's student population are affluent white students. However, McLean 6th is a diverse campus, both with ethnicity and socio-economic level. The vast majority of the student population are Hispanic at 65%, and approximately 62% of the population is low-socioeconomic who qualify for free or reduced lunches.

McLean 6th grade is a single grade campus in Fort Worth ISD, located in a highly sought-after neighborhood minutes from TCU. McLean 6th Grade opened in 2002 as an effort to relieve the overcrowded McLean Middle school located down the street. This campus serves as the 6th grade center to six neighboring elementary schools. Four of the feeder elementary schools have an A accountability rating, one school has a C and one has a D. There are approximately 10 bus routes transporting students to and from campus.

2017=563

2018=497

2019=502

2020=474

2021=435

2022=414

During this past year, enrollment has decreased slightly by 5.77% resulting in 435 students; we believe the drop in our enrollment is a direct result of the Coronavirus pandemic. However, the overall enrollment has grown by 17% over the past 6 years.

The campus serves a diverse student body. The largest student group is Hispanic 63.8%, followed by 29.3% White, 3.4% African American.

McLean 6th Grade's population includes: 65% Economically Disadvantaged, 56% At Risk, 31% English Learners, 31% Gifted and Talented, 7% Sped Ed

The last published mobility rate (2018-2019) 6.1% is well below the state average of 15.3% Attendance rates are high at 96.1% above the state average of 95.4%. More than half of the students are economically disadvantaged, and 30% of the population are second language English learners. McLean 6th grade placed in the top 50% of all schools in Texas for overall test scores (Math proficiency is top 50%, and reading proficiency is top 30%) The student to teacher ratio is approximately 20:1 and is higher than the Texas state level of 15:1

McLean 6th grade employs and retains a highly-qualified and talented staff. Most of the teaching staff has 6-15 years of teaching of experience, and there is very little turnover. On a recent survey, 90% of the staff agree

this a positive and inviting work environment. McLean 6th grade has received a state distinction in post-secondary readiness, due in part to the rigorous college prep courses it offers.

Demographics Strengths

White, Asian and Two of more races have 90% or higher passing rate on both Math and Reading STAAR test. 80% of White students are Meeting expectation on the STAAR in Math and 76% Meeting on Reading STAAR. 55% of two or more races are showing Mastery on STAAR in Math and 52% Mastery on both subjects combined

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hispanic enrollment in honors level math and reading courses is 34% which is disproportionate to the 62% of Hispanic students enrolled at McLean 6th **Root Cause:** Data points and process used for identification for honors level and accelerated classes was not shared with our feeder campuses.

Problem Statement 2 (Prioritized): A large percentage of the Bil/ESL/LEP population did not show growth on 2022 TELPAS. **Root Cause:** Students were not given enough opportunities to Listen, Speak and Write in English in all core content areas. Teachers of non-ELA contents need PD in ELL strategies.

Student Learning

Student Learning Summary

The Texas accountability system measures both student achievement and student growth on STAAR. Domain III measures the academic progress for state-defined student groups. All student groups met performance targets for academic growth on the 2022 STAAR test in both reading and math. All student groups met performance targets for academic achievement in Reading. Three student groups did not meet the target for academic achievement in math: English Learners, Economically Disadvantaged, and Hispanic. Additionally, the campus missed the target for academic language proficiency.

Student Learning Strengths

White students are in the 85% percentile on National norm achievement test according to NWEA MAP data in Math and in the 95% percentile in Reading. McLean 6th Grade has a strong Accelerated Math program. Students perform well, and it is one of the reasons parents elect to transfer students to McLean 6th Grade.

All students who took the 8th grade math test passed the test, with 94% of the students achieving a Masters designation.

Reading scores improved from 37% of students Meeting or Mastering STAAR in 2021 to 56% of students Meeting or Mastering STAAR in 2022. Math scores also improved from 36% of students Meeting or Mastering STAAR in 2021 to 48% of students Meeting or Mastering STAAR in 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2021-2022 EOY MAP MATH data indicate 55% of Hispanic students meet or exceed projected growth. **Root Cause:** Quality PD to include intervention focus of PLC and the implementation of the ELPS, has not been prioritized, systematically, or consistently provided.

Problem Statement 2 (Prioritized): 2021-2022 EOY MAP READING data indicate 53% of Hispanic students meet or exceed projected growth. **Root Cause:** Quality PD to include intervention focus of PLC and the implementation of the ELPS, has not been prioritized, systematically, or consistently provided.

Problem Statement 3: 48% of the teachers reported favorably to having a growth mindset. 65% of the teachers reported that the feedback given on their teaching is slightly/not useful. **Root Cause:** The campus lacks PD plan to grow teacher capacity to improve differentiation strategies to grow all student groups. Campus administrators need PD on improving feedback and teacher coaching.

Problem Statement 4 (Prioritized): 37.1% of our Special Education students are projected to meet Math grade level on STAAR according to NWEA. **Root Cause:** Quality, continuous and targeted PD has not been provided to all staff to support our Special Education students. The campus lacked a system to discuss data, tracking, and progress monitoring for our SPED students.

Problem Statement 5 (Prioritized): 26% of our Bil/ESL students (ELL) achieved Meets or Masters level on the 2022 STAAR Reading test. **Root Cause:** Quality, continuous and

targeted PD has not been provided to all staff to support our Bil/ESL/ELL students. The campus lacked a system to discuss data, tracking, and progress monitoring for our Bil/ESL/ELL students.

Problem Statement 6 (Prioritized): 25% of Bil/ESL achieved Meets or Masters level on the 2022 STAAR Math test. **Root Cause:** Quality, continuous and targeted PD has not been provided to all staff to support our Bil/ESL/ELL students. The campus lacked a system to discuss data, tracking, and progress monitoring for our Bil/ESL/ELL students.

School Processes & Programs

School Processes & Programs Summary

The Professional Learning Communities are a relatively newer process on this campus, beginning in 2018. Although some processes and systems are in place, there is still much learning and refinement that needs to occur. It is during the PLC time, that teacher practice centers around individual students and groups.

School Processes & Programs Strengths

Our campus has recently been able to hire highly qualified teaching staff that have extensive knowledge in the PLC process and systematic approaches to the teaching and learning cycle. Two of the four core contents have shown significant growth in implementing pieces of the backward design process to their PLCs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 2021-2022 EOY MAP MATH data indicate 55% of Hispanic students meet or exceed projected growth. **Root Cause:** Quality PD to include intervention focus of PLC and the implementation of the ELPS, has not been prioritized, systematically, or consistently provided.

Problem Statement 2 (Prioritized): 2021-2022 EOY MAP READING data indicate 53% of Hispanic students meet or exceed projected growth. **Root Cause:** Quality PD to include intervention focus of PLC and the implementation of the ELPS, has not been prioritized, systematically, or consistently provided.

Problem Statement 3: 48% of the teachers reported favorably to having a growth mindset. 65% of the teachers reported that the feedback given on their teaching is slightly/not useful. **Root Cause:** The campus lacks PD plan to grow teacher capacity to improve differentiation strategies to grow all student groups. Campus administrators need PD on improving feedback and teacher coaching.

Perceptions

Perceptions Summary

McLean 6th grade has a reputation in the community and in the district as a high performing campus. McLean 6th is commonly known for our advanced level math class, accelerated Math 6-8. It is often said, by both parents and teachers alike, that when students come to McLean 6th, they SOAR. It is widely believed that our campus is a safe and encouraging environment for students to grow intellectually without a fear of failure. Families love that this stand-alone 6th grade campus, provides the perfect amount of independence and structure. McLean 6th has a highly engaged PTA that is very supportive of students and teachers. There is a perception that the majority of McLean 6th's student population are affluent white students. However, McLean 6th is a diverse campus, both with ethnicity and socio-economic level. The vast majority of the student population are Hispanic at 65%, and approximately 62% of the population is low-socioeconomic who qualify for free or reduced lunches.

Perceptions Strengths

McLean 6th has a 100% success rate in regards to accelerated math. Additionally, our PTA continues to add an element to our campus that helps to create a culture of involvement and high expectations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In a 2021 District/Campus survey, 43% of the students reported they were engaged in school. Only 25% report that they talk about ideas and concepts from school at home. **Root Cause:** With the addition of Chrome books 1:1 on 6th grade campuses, screen time has increased. Whole group teaching is a campus-wide practice and contributes to individual lack of engagement.

Problem Statement 2 (Prioritized): Advisory survey results indicate students want more differentiated advisory time. **Root Cause:** Inexperience of teachers and staff to implement advisory -- it was brand new to the campus.

Priority Problem Statements

Problem Statement 9: Hispanic enrollment in honors level math and reading courses is 34% which is disproportionate to the 62% of Hispanic students enrolled at McLean 6th

Root Cause 9: Data points and process used for identification for honors level and accelerated classes was not shared with our feeder campuses.

Problem Statement 9 Areas: Demographics

Problem Statement 2: 2021-2022 EOY MAP MATH data indicate 55% of Hispanic students meet or exceed projected growth.

Root Cause 2: Quality PD to include intervention focus of PLC and the implementation of the ELPS, has not been prioritized, systematically, or consistently provided.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 4: In a 2021 District/Campus survey, 43% of the students reported they were engaged in school. Only 25% report that they talk about ideas and concepts from school at home.

Root Cause 4: With the addition of Chrome books 1:1 on 6th grade campuses, screen time has increased. Whole group teaching is a campus-wide practice and contributes to individual lack of engagement.

Problem Statement 4 Areas: Perceptions

Problem Statement 7: A large percentage of the Bil/ESL/LEP population did not show growth on 2022 TELPAS.

Root Cause 7: Students were not given enough opportunities to Listen, Speak and Write in English in all core content areas. Teachers of non-ELA contents need PD in ELL strategies.

Problem Statement 7 Areas: Demographics

Problem Statement 1: 2021-2022 EOY MAP READING data indicate 53% of Hispanic students meet or exceed projected growth.

Root Cause 1: Quality PD to include intervention focus of PLC and the implementation of the ELPS, has not been prioritized, systematically, or consistently provided.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 8: Advisory survey results indicate students want more differentiated advisory time.

Root Cause 8: Inexperience of teachers and staff to implement advisory -- it was brand new to the campus.

Problem Statement 8 Areas: Perceptions

Problem Statement 3: 37.1% of our Special Education students are projected to meet Math grade level on STAAR according to NWEA.

Root Cause 3: Quality, continuous and targeted PD has not been provided to all staff to support our Special Education students. The campus lacked a system to discuss data, tracking, and progress monitoring for our SPED students.

Problem Statement 3 Areas: Student Learning

Problem Statement 6: 26% of our Bil/ESL students (ELL) achieved Meets or Masters level on the 2022 STAAR Reading test.

Root Cause 6: Quality, continuous and targeted PD has not been provided to all staff to support our Bil/ESL/ELL students. The campus lacked a system to discuss data, tracking, and progress monitoring for our Bil/ESL/ELL students.

Problem Statement 6 Areas: Student Learning

Problem Statement 5: 25% of Bil/ESL achieved Meets or Masters level on the 2022 STAAR Math test.

Root Cause 5: Quality, continuous and targeted PD has not been provided to all staff to support our Bil/ESL/ELL students. The campus lacked a system to discuss data, tracking, and progress monitoring for our Bil/ESL/ELL students.

Problem Statement 5 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data

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

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
- Other additional data

District Goals

District Goal 1: 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.

School Performance Objective 1: Increase the percentage of Bil/ESL students who meet or exceed projected growth on MAP Growth Reading from 51% to 64% by May 2023.

Evaluation Data Sources: MAP Growth BOY, EOY

Strategy 1: Improve the quality of Tier 1 instruction in Reading instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery and performance data.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students who meet or exceed projected growth on MAP Growth Reading from 51% to 64% by May 2023.

Staff Responsible for Monitoring: Administration and Department chair

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Create PLC structures, systems and processes and additional PL opportunities throughout the year. Intended Audience: Teachers Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Principal and Leadership Team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Build in a tutorial/enrichment time during the day in the master schedule for timely and targeted Tier 2 and Tier 3 interventions Intended Audience: Teachers Date(s) / Timeframe: First semester Provider / Presenter / Person Responsible: Principal, Leadership team, advisory committee, data analyst Delivery Method: In person Funding Sources: Supplies for students - SCE (199 PIC 24) - 199-11-6399-001-069-24-273-000000- - \$1,972	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Campus wide focus on ELPS and Q-TEL strategies to include a campus-wide writing system. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Lead ESL teacher, Admin Team Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Collaboratively create or select common formative and common unit assessments to administer throughout the unit of study and agreed upon dates of administration and implement the team teaching-assessing cycle Intended Audience: Teachers Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Department chair, data analyst Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Align the PLC process and Response to Intervention to ensure interventions are identified, documented in branching minds, and provided for students needing additional time and support to master those essential standards. Intended Audience: Teachers Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Data analyst, department chairs Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 6 Details	Reviews			
Action Step 6: Campus wide focus on best practices (front-loading) using data for targeted populations such as: Special Education, ELL, Hispanic students. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: PLC/RtI meetings will facilitate discussion of student progress in each classroom, looking at specific TEKS that are prioritized and re-taught or extended through targeted intervention during advisory.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students who meet or exceed projected growth on MAP Growth Reading from 51% to 64% by May 2023.

Staff Responsible for Monitoring: Department Chairs, Admin team and counseling staff

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Create PLC structures, systems and processes and additional PL opportunities throughout the year. Intended Audience: Teachers Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Principal and Leadership Team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Build in a tutorial/enrichment time during the day in the master schedule for timely and targeted Tier 2 and Tier 3 interventions Intended Audience: Teachers Date(s) / Timeframe: First semester Provider / Presenter / Person Responsible: Principal, Leadership team, advisory committee, data analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Campus wide focus on ELPS and Q-TEL strategies to include a campus-wide writing system. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Lead ESL teacher, Admin Team Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
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Action Step 4: Collaboratively create or select common formative and common unit assessments to administer throughout the unit of study and agreed upon dates of administration and implement the team teaching-assessing cycle Intended Audience: Teachers Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Department chair, data analyst Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
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	Nov	Jan	Mar	June

Action Step 6 Details	Reviews			
Action Step 6: Campus wide focus on best practices (front-loading) using data for targeted populations such as: Special Education, ELL, Hispanic students. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Teachers and Data Analyst will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students who meet or exceed projected growth on MAP Growth Reading from 51% to 64% by May 2023.

Staff Responsible for Monitoring: All teachers and Data analyst and Admin team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Create PLC structures, systems and processes and additional PL opportunities throughout the year. Intended Audience: Teachers Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Principal and Leadership Team Delivery Method: In person Funding Sources: - Title I (211) - 211-13-6119-04N-069-30-510-000000-23F10 - \$87,200	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Build in a tutorial/enrichment time during the day in the master schedule for timely and targeted Tier 2 and Tier 3 interventions Intended Audience: Teachers Date(s) / Timeframe: First semester Provider / Presenter / Person Responsible: Principal, Leadership team, advisory committee, data analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Campus wide focus on ELPS and Q-TEL strategies to include a campus-wide writing system. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Lead ESL teacher, Admin Team Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Collaboratively create or select common formative and common unit assessments to administer throughout the unit of study and agreed upon dates of administration and implement the team teaching-assessing cycle Intended Audience: Teachers Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Department chair, data analyst Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Align the PLC process and Response to Intervention to ensure interventions are identified, documented in branching minds, and provided for students needing additional time and support to master those essential standards. Intended Audience: Teachers Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Data analyst, department chairs Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 6 Details	Reviews			
Action Step 6: Campus wide focus on best practices (front-loading) using data for targeted populations such as: Special Education, ELL, Hispanic students. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 2021-2022 EOY MAP READING data indicate 53% of Hispanic students meet or exceed projected growth. Root Cause: Quality PD to include intervention focus of PLC and the implementation of the ELPS, has not been prioritized, systematically, or consistently provided.
School Processes & Programs
Problem Statement 2: 2021-2022 EOY MAP READING data indicate 53% of Hispanic students meet or exceed projected growth. Root Cause: Quality PD to include intervention focus of PLC and the implementation of the ELPS, has not been prioritized, systematically, or consistently provided.

District Goal 1: 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.

School Performance Objective 2: Increase the percentage of Bil/ESL students meeting or mastering STAAR Reading from 29% to 35% May 2023.

Evaluation Data Sources: STAAR, STAAR Interim assessments or district benchmarks

Strategy 1: Improve the quality of Tier 1 instruction in Reading instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery and performance data.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Reading from 29% to 35% May 2023.

Staff Responsible for Monitoring: Principal

Title I:

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 5

Action Step 1 Details	Reviews			
Action Step 1: Create PLC structures, systems and processes and additional PL opportunities throughout the year. Intended Audience: Teachers Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Principal and Leadership Team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Build in a tutorial/enrichment time during the day in the master schedule for timely and targeted Tier 2 and Tier 3 interventions Intended Audience: Teachers Date(s) / Timeframe: First semester Provider / Presenter / Person Responsible: Principal, Leadership team, advisory committee, data analyst Delivery Method: In person Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-069-24-273-000000- - \$1,972	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Campus wide focus on ELPS and Q-TEL strategies to include a campus-wide writing system. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Lead ESL teacher, Admin Team Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Collaboratively create or select common formative and common unit assessments to administer throughout the unit of study and agreed upon dates of administration and implement the team teaching-assessing cycle Intended Audience: Teachers Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Department chair, data analyst Delivery Method: in person	Formative			Summative
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Action Step 5 Details	Reviews			
Action Step 5: Align the PLC process and Response to Intervention to ensure interventions are identified, documented in branching minds, and provided for students needing additional time and support to master those essential standards. Intended Audience: Teachers Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Data analyst, department chairs Delivery Method: In person	Formative			Summative
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Action Step 6 Details	Reviews			
Action Step 6: Campus wide focus on best practices (front-loading) using data for targeted populations such as: Special Education, ELL, Hispanic students. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: PLC/RtI meetings will facilitate discussion of student progress in each classroom, looking at specific TEKS that are prioritized and re-taught or extended through targeted intervention during advisory.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Reading from 29% to 35% May 2023.

Staff Responsible for Monitoring: Teachers, Data Analyst, Administration

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 5

Action Step 1 Details	Reviews			
Action Step 1: Create PLC structures, systems and processes and additional PL opportunities throughout the year. Intended Audience: Teachers Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Principal and Leadership Team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Build in a tutorial/enrichment time during the day in the master schedule for timely and targeted Tier 2 and Tier 3 interventions Intended Audience: Teachers Date(s) / Timeframe: First semester Provider / Presenter / Person Responsible: Principal, Leadership team, advisory committee, data analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Campus wide focus on ELPS and Q-TEL strategies to include a campus-wide writing system. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Lead ESL teacher, Admin Team Delivery Method: in person Funding Sources: K-12 Summit - BEA (199 PIC 25) - 199-11-6299-001-069-25-273-000000 - \$883	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Collaboratively create or select common formative and common unit assessments to administer throughout the unit of study and agreed upon dates of administration and implement the team teaching-assessing cycle Intended Audience: Teachers Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Department chair, data analyst Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Align the PLC process and Response to Intervention to ensure interventions are identified, documented in branching minds, and provided for students needing additional time and support to master those essential standards. Intended Audience: Teachers Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Data analyst, department chairs Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Campus wide focus on best practices (front-loading) using data for targeted populations such as: Special Education, ELL, Hispanic students. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 3: Teachers and Data Analyst will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Reading from 29% to 35% May 2023.

Staff Responsible for Monitoring: Teachers, Data Analyst, Administration

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 5

Action Step 1 Details	Reviews			
Action Step 1: Create PLC structures, systems and processes and additional PL opportunities throughout the year. Intended Audience: Teachers Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Principal and Leadership Team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Build in a tutorial/enrichment time during the day in the master schedule for timely and targeted Tier 2 and Tier 3 interventions Intended Audience: Teachers Date(s) / Timeframe: First semester Provider / Presenter / Person Responsible: Principal, Leadership team, advisory committee, data analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Campus wide focus on ELPS and Q-TEL strategies to include a campus-wide writing system. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Lead ESL teacher, Admin Team Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Collaboratively create or select common formative and common unit assessments to administer throughout the unit of study and agreed upon dates of administration and implement the team teaching-assessing cycle Intended Audience: Teachers Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Department chair, data analyst Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: Align the PLC process and Response to Intervention to ensure interventions are identified, documented in branching minds, and provided for students needing additional time and support to master those essential standards.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Data analyst, department chairs Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p>Action Step 6: Campus wide focus on best practices (front-loading) using data for targeted populations such as: Special Education, ELL, Hispanic students.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 5: 26% of our Bil/ESL students (ELL) achieved Meets or Masters level on the 2022 STAAR Reading test. Root Cause: Quality, continuous and targeted PD has not been provided to all staff to support our Bil/ESL/ELL students. The campus lacked a system to discuss data, tracking, and progress monitoring for our Bil/ESL/ELL students.</p>

District Goal 2: 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.

School Performance Objective 1: Increase the percentage of Bil/ESL students who meet or exceed projected growth on EOY MAP Growth Mathematics from 53% to 68% by May 2023.

Evaluation Data Sources: MAP Growth BOY, EOY

Strategy 1: Improve the quality of Tier 1 instruction in Math instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery and performance data.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students who meet or exceed projected growth on MAP Growth Mathematics from 53% to 68% by May 2023.

Staff Responsible for Monitoring: Principal, Department Chair

Title I:

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 2 - Student Learning 6

Action Step 1 Details	Reviews			
Action Step 1: Create PLC structures, systems and processes and additional PL opportunities throughout the year. Intended Audience: Teachers Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Principal and Leadership Team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Build in a tutorial/enrichment time during the day in the master schedule for timely and targeted Tier 2 and Tier 3 interventions Intended Audience: Teachers Date(s) / Timeframe: First semester Provider / Presenter / Person Responsible: Principal, Leadership team, advisory committee, data analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Campus wide focus on ELPS and Q-TEL strategies to include a campus-wide writing system. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Lead ESL teacher, Admin Team Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Collaboratively create or select common formative and common unit assessments to administer throughout the unit of study and agreed upon dates of administration and implement the team teaching-assessing cycle Intended Audience: Teachers Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Department chair, data analyst Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Align the PLC process and Response to Intervention to ensure interventions are identified, documented in branching minds, and provided for students needing additional time and support to master those essential standards. Intended Audience: Teachers Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Data analyst, department chairs Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Campus wide focus on best practices (front-loading) using data for targeted populations such as: Special Education, ELL, Hispanic students. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: PLC/RtI meetings will facilitate discussion of student progress in each classroom, looking at specific TEKS that are prioritized and re-taught or extended through targeted intervention during advisory.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students who meet or exceed projected growth on MAP Growth Mathematics from 53% to 68% by

May 2023.

Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst and Department Chairs

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Improve low-performing schools

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Create PLC structures, systems and processes and additional PL opportunities throughout the year. Intended Audience: Teachers Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Principal and Leadership Team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Build in a tutorial/enrichment time during the day in the master schedule for timely and targeted Tier 2 and Tier 3 interventions Intended Audience: Teachers Date(s) / Timeframe: First semester Provider / Presenter / Person Responsible: Principal, Leadership team, advisory committee, data analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Campus wide focus on ELPS and Q-TEL strategies to include a campus-wide writing system. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Lead ESL teacher, Admin Team Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Collaboratively create or select common formative and common unit assessments to administer throughout the unit of study and agreed upon dates of administration and implement the team teaching-assessing cycle Intended Audience: Teachers Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Department chair, data analyst Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Align the PLC process and Response to Intervention to ensure interventions are identified, documented in branching minds, and provided for students needing additional time and support to master those essential standards. Intended Audience: Teachers Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Data analyst, department chairs Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Campus wide focus on best practices (front-loading) using data for targeted populations such as: Special Education, ELL, Hispanic students. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Teachers and Data Analyst will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students who meet or exceed projected growth on MAP Growth Mathematics from 53% to 68% by May 2023.

Staff Responsible for Monitoring: Data Analyst, Teachers

Title I:

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create PLC structures, systems and processes and additional PL opportunities throughout the year. Intended Audience: Teachers Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Principal and Leadership Team Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Build in a tutorial/enrichment time during the day in the master schedule for timely and targeted Tier 2 and Tier 3 interventions Intended Audience: Teachers Date(s) / Timeframe: First semester Provider / Presenter / Person Responsible: Principal, Leadership team, advisory committee, data analyst Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Campus wide focus on ELPS and Q-TEL strategies to include a campus-wide writing system. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Lead ESL teacher, Admin Team Delivery Method: in person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Collaboratively create or select common formative and common unit assessments to administer throughout the unit of study and agreed upon dates of administration and implement the team teaching-assessing cycle Intended Audience: Teachers Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Department chair, data analyst Delivery Method: in person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: Align the PLC process and Response to Intervention to ensure interventions are identified, documented in branching minds, and provided for students needing additional time and support to master those essential standards.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Data analyst, department chairs Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p>Action Step 6: Campus wide focus on best practices (front-loading) using data for targeted populations such as: Special Education, ELL, Hispanic students.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: A large percentage of the Bil/ESL/LEP population did not show growth on 2022 TELPAS. Root Cause: Students were not given enough opportunities to Listen, Speak and Write in English in all core content areas. Teachers of non-ELA contents need PD in ELL strategies.</p>
Student Learning
<p>Problem Statement 1: 2021-2022 EOY MAP MATH data indicate 55% of Hispanic students meet or exceed projected growth. Root Cause: Quality PD to include intervention focus of PLC and the implementation of the ELPS, has not been prioritized, systematically, or consistently provided.</p>
<p>Problem Statement 6: 25% of Bil/ESL achieved Meets or Masters level on the 2022 STAAR Math test. Root Cause: Quality, continuous and targeted PD has not been provided to all staff to support our Bil/ESL/ELL students. The campus lacked a system to discuss data, tracking, and progress monitoring for our Bil/ESL/ELL students.</p>
School Processes & Programs
<p>Problem Statement 1: 2021-2022 EOY MAP MATH data indicate 55% of Hispanic students meet or exceed projected growth. Root Cause: Quality PD to include intervention focus of PLC and the implementation of the ELPS, has not been prioritized, systematically, or consistently provided.</p>

District Goal 2: 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.

School Performance Objective 2: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 27% to 40% by May 2023.

Evaluation Data Sources: STAAR, STAAR Interim Assessments/District Benchmarks

Strategy 1: Teachers and Data Analyst will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 27% to 40% by May 2023.

Staff Responsible for Monitoring: Principal, and Data analyst

Title I:

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 6

Action Step 1 Details	Reviews			
Action Step 1: Create PLC structures, systems and processes and additional PL opportunities throughout the year. Intended Audience: Teachers Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Principal and Leadership Team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Build in a tutorial/enrichment time during the day in the master schedule for timely and targeted Tier 2 and Tier 3 interventions Intended Audience: Teachers Date(s) / Timeframe: First semester Provider / Presenter / Person Responsible: Principal, Leadership team, advisory committee, data analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Campus wide focus on ELPS and Q-TEL strategies to include a campus-wide writing system. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Lead ESL teacher, Admin Team Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Collaboratively create or select common formative and common unit assessments to administer throughout the unit of study and agreed upon dates of administration and implement the team teaching-assessing cycle Intended Audience: Teachers Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Department chair, data analyst Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Align the PLC process and Response to Intervention to ensure interventions are identified, documented in branching minds, and provided for students needing additional time and support to master those essential standards. Intended Audience: Teachers Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Data analyst, department chairs Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Campus wide focus on best practices (front-loading) using data for targeted populations such as: Special Education, ELL, Hispanic students. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: PLC/RtI meetings will facilitate discussion of student progress in each classroom, looking at specific TEKS that are prioritized and re-taught or extended through targeted intervention during advisory.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 27% to 40% by May 2023.

Staff Responsible for Monitoring: Teachers, Data Analyst, Administration

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 6

Action Step 1 Details	Reviews			
Action Step 1: Create PLC structures, systems and processes and additional PL opportunities throughout the year. Intended Audience: Teachers Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Principal and Leadership Team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Build in a tutorial/enrichment time during the day in the master schedule for timely and targeted Tier 2 and Tier 3 interventions Intended Audience: Teachers Date(s) / Timeframe: First semester Provider / Presenter / Person Responsible: Principal, Leadership team, advisory committee, data analyst Delivery Method: In person	Formative			Summative
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Action Step 3 Details	Reviews			
Action Step 3: Campus wide focus on ELPS and Q-TEL strategies to include a campus-wide writing system. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Lead ESL teacher, Admin Team Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Collaboratively create or select common formative and common unit assessments to administer throughout the unit of study and agreed upon dates of administration and implement the team teaching-assessing cycle Intended Audience: Teachers Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Department chair, data analyst Delivery Method: in person	Formative			Summative
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Action Step 5: Align the PLC process and Response to Intervention to ensure interventions are identified, documented in branching minds, and provided for students needing additional time and support to master those essential standards. Intended Audience: Teachers Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Data analyst, department chairs Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Campus wide focus on best practices (front-loading) using data for targeted populations such as: Special Education, ELL, Hispanic students. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 3: Teachers and Data Analyst will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 27% to 40% by May 2023.

Staff Responsible for Monitoring: Data Analyst, Teachers

Title I:

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 6

Action Step 1 Details	Reviews			
Action Step 1: Create PLC structures, systems and processes and additional PL opportunities throughout the year. Intended Audience: Teachers Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Principal and Leadership Team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Build in a tutorial/enrichment time during the day in the master schedule for timely and targeted Tier 2 and Tier 3 interventions Intended Audience: Teachers Date(s) / Timeframe: First semester Provider / Presenter / Person Responsible: Principal, Leadership team, advisory committee, data analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Campus wide focus on ELPS and Q-TEL strategies to include a campus-wide writing system. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Lead ESL teacher, Admin Team Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Collaboratively create or select common formative and common unit assessments to administer throughout the unit of study and agreed upon dates of administration and implement the team teaching-assessing cycle Intended Audience: Teachers Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Department chair, data analyst Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: Align the PLC process and Response to Intervention to ensure interventions are identified, documented in branching minds, and provided for students needing additional time and support to master those essential standards.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Data analyst, department chairs Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p>Action Step 6: Campus wide focus on best practices (front-loading) using data for targeted populations such as: Special Education, ELL, Hispanic students.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 6: 25% of Bil/ESL achieved Meets or Masters level on the 2022 STAAR Math test. Root Cause: Quality, continuous and targeted PD has not been provided to all staff to support our Bil/ESL/ELL students. The campus lacked a system to discuss data, tracking, and progress monitoring for our Bil/ESL/ELL students.</p>

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of Bil/ESL students meeting or mastering STAAR Reading from 29% to 35% May 2023.

Evaluation Data Sources: STAAR, STAAR interim assessments

Strategy 1: Improve the quality of Tier 1 instruction in Reading instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery and performance data.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Reading from 29% to 35% May 2023.

Staff Responsible for Monitoring: Principal

Title I:

2.4





- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 5

Action Step 1 Details	Reviews			
Action Step 1: Create PLC structures, systems and processes and additional PL opportunities throughout the year. Intended Audience: Teachers Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Principal and Leadership Team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Build in a tutorial/enrichment time during the day in the master schedule for timely and targeted Tier 2 and Tier 3 interventions Intended Audience: Teachers Date(s) / Timeframe: First semester Provider / Presenter / Person Responsible: Principal, Leadership team, advisory committee, data analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Campus wide focus on ELPS and Q-TEL strategies to include a campus-wide writing system. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Lead ESL teacher, Admin Team Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Collaboratively create or select common formative and common unit assessments to administer throughout the unit of study and agreed upon dates of administration and implement the team teaching-assessing cycle Intended Audience: Teachers Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Department chair, data analyst Delivery Method: in person	Formative			Summative
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Action Step 5 Details	Reviews			
Action Step 5: Align the PLC process and Response to Intervention to ensure interventions are identified, documented in branching minds, and provided for students needing additional time and support to master those essential standards. Intended Audience: Teachers Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Data analyst, department chairs Delivery Method: In person	Formative			Summative
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Action Step 6 Details	Reviews			
Action Step 6: Campus wide focus on best practices (front-loading) using data for targeted populations such as: Special Education, ELL, Hispanic students. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: PLC/RtI meetings will facilitate discussion of student progress in each classroom, looking at specific TEKS that are prioritized and re-taught or extended through targeted intervention during advisory.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Reading from 29% to 35% May 2023.

Staff Responsible for Monitoring: Teachers, Data Analyst, Administration

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math





- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 5

Action Step 1 Details	Reviews			
Action Step 1: Create PLC structures, systems and processes and additional PL opportunities throughout the year. Intended Audience: Teachers Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Principal and Leadership Team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
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	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Campus wide focus on ELPS and Q-TEL strategies to include a campus-wide writing system. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Lead ESL teacher, Admin Team Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June

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Action Step 4: Collaboratively create or select common formative and common unit assessments to administer throughout the unit of study and agreed upon dates of administration and implement the team teaching-assessing cycle Intended Audience: Teachers Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Department chair, data analyst Delivery Method: in person	Formative			Summative
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Action Step 5: Align the PLC process and Response to Intervention to ensure interventions are identified, documented in branching minds, and provided for students needing additional time and support to master those essential standards. Intended Audience: Teachers Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Data analyst, department chairs Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Campus wide focus on best practices (front-loading) using data for targeted populations such as: Special Education, ELL, Hispanic students. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 3: Teachers and Data Analyst will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Reading from 29% to 35% May 2023.

Staff Responsible for Monitoring: Teachers, Data Analyst, Administration

Title I:

2.4, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 5

Action Step 1 Details	Reviews			
Action Step 1: Create PLC structures, systems and processes and additional PL opportunities throughout the year. Intended Audience: Teachers Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Principal and Leadership Team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Build in a tutorial/enrichment time during the day in the master schedule for timely and targeted Tier 2 and Tier 3 interventions Intended Audience: Teachers Date(s) / Timeframe: First semester Provider / Presenter / Person Responsible: Principal, Leadership team, advisory committee, data analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Campus wide focus on ELPS and Q-TEL strategies to include a campus-wide writing system. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Lead ESL teacher, Admin Team Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Collaboratively create or select common formative and common unit assessments to administer throughout the unit of study and agreed upon dates of administration and implement the team teaching-assessing cycle Intended Audience: Teachers Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Department chair, data analyst Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: Align the PLC process and Response to Intervention to ensure interventions are identified, documented in branching minds, and provided for students needing additional time and support to master those essential standards.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Data analyst, department chairs Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p>Action Step 6: Campus wide focus on best practices (front-loading) using data for targeted populations such as: Special Education, ELL, Hispanic students.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 5: 26% of our Bil/ESL students (ELL) achieved Meets or Masters level on the 2022 STAAR Reading test. Root Cause: Quality, continuous and targeted PD has not been provided to all staff to support our Bil/ESL/ELL students. The campus lacked a system to discuss data, tracking, and progress monitoring for our Bil/ESL/ELL students.</p>

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 27% to 40% by May 2023.

Evaluation Data Sources: STAAR, STAAR interim assessments

Strategy 1: Teachers and Data Analyst will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 27% to 40% by May 2023.

Staff Responsible for Monitoring: Principal, and Data analyst

Title I:

2.4, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 6

Action Step 1 Details	Reviews			
Action Step 1: Create PLC structures, systems and processes and additional PL opportunities throughout the year. Intended Audience: Teachers Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Principal and Leadership Team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Build in a tutorial/enrichment time during the day in the master schedule for timely and targeted Tier 2 and Tier 3 interventions Intended Audience: Teachers Date(s) / Timeframe: First semester Provider / Presenter / Person Responsible: Principal, Leadership team, advisory committee, data analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Campus wide focus on ELPS and Q-TEL strategies to include a campus-wide writing system. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Lead ESL teacher, Admin Team Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Collaboratively create or select common formative and common unit assessments to administer throughout the unit of study and agreed upon dates of administration and implement the team teaching-assessing cycle Intended Audience: Teachers Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Department chair, data analyst Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Align the PLC process and Response to Intervention to ensure interventions are identified, documented in branching minds, and provided for students needing additional time and support to master those essential standards. Intended Audience: Teachers Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Data analyst, department chairs Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Campus wide focus on best practices (front-loading) using data for targeted populations such as: Special Education, ELL, Hispanic students. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: PLC/RtI meetings will facilitate discussion of student progress in each classroom, looking at specific TEKS that are prioritized and re-taught or extended through targeted intervention during advisory.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 27% to 40% by May 2023.

Staff Responsible for Monitoring: Teachers, Data Analyst, Administration

Title I:

2.4, 2.6





- TEA Priorities:

Improve low-performing schools

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 6

Action Step 1 Details	Reviews			
Action Step 1: Create PLC structures, systems and processes and additional PL opportunities throughout the year. Intended Audience: Teachers Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Principal and Leadership Team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Build in a tutorial/enrichment time during the day in the master schedule for timely and targeted Tier 2 and Tier 3 interventions Intended Audience: Teachers Date(s) / Timeframe: First semester Provider / Presenter / Person Responsible: Principal, Leadership team, advisory committee, data analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Campus wide focus on ELPS and Q-TEL strategies to include a campus-wide writing system. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Lead ESL teacher, Admin Team Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Collaboratively create or select common formative and common unit assessments to administer throughout the unit of study and agreed upon dates of administration and implement the team teaching-assessing cycle Intended Audience: Teachers Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Department chair, data analyst Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Align the PLC process and Response to Intervention to ensure interventions are identified, documented in branching minds, and provided for students needing additional time and support to master those essential standards. Intended Audience: Teachers Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Data analyst, department chairs Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Campus wide focus on best practices (front-loading) using data for targeted populations such as: Special Education, ELL, Hispanic students. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 3: Teachers and Data Analyst will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 27% to 40% by May 2023.

Staff Responsible for Monitoring: Data Analyst, Teachers

Title I:

2.4, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 6

Action Step 1 Details	Reviews			
Action Step 1: Create PLC structures, systems and processes and additional PL opportunities throughout the year. Intended Audience: Teachers Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Principal and Leadership Team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Build in a tutorial/enrichment time during the day in the master schedule for timely and targeted Tier 2 and Tier 3 interventions Intended Audience: Teachers Date(s) / Timeframe: First semester Provider / Presenter / Person Responsible: Principal, Leadership team, advisory committee, data analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Campus wide focus on ELPS and Q-TEL strategies to include a campus-wide writing system. Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Lead ESL teacher, Admin Team Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Collaboratively create or select common formative and common unit assessments to administer throughout the unit of study and agreed upon dates of administration and implement the team teaching-assessing cycle Intended Audience: Teachers Date(s) / Timeframe: year long Provider / Presenter / Person Responsible: Department chair, data analyst Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: Align the PLC process and Response to Intervention to ensure interventions are identified, documented in branching minds, and provided for students needing additional time and support to master those essential standards.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Data analyst, department chairs Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p>Action Step 6: Campus wide focus on best practices (front-loading) using data for targeted populations such as: Special Education, ELL, Hispanic students.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Year long Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 6: 25% of Bil/ESL achieved Meets or Masters level on the 2022 STAAR Math test. Root Cause: Quality, continuous and targeted PD has not been provided to all staff to support our Bil/ESL/ELL students. The campus lacked a system to discuss data, tracking, and progress monitoring for our Bil/ESL/ELL students.</p>

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the percentage of students who are chronically absent from 3.4% to 3.2% by May 2023.

Evaluation Data Sources: Attendance reports

Strategy 1: Campus SST will meet with campus administrators twice during a 6 weeks to review attendance and discipline.

Strategy's Expected Result/Impact: Decrease the percentage of students who are chronically absent from 3.4% to 3.2% by May 2023.

Staff Responsible for Monitoring: Assistant Principal, Attendance Clerk, Counselor





Title I:

2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Six weeks student recognition and celebration. Intended Audience: Students Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Assistant Principal Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Collaborate with families and community to support the academic, physical, emotional and social well-being of all students. Students will participate in various activities to teach and engage them in social emotional learning skills.

Strategy's Expected Result/Impact: Decrease the percentage of students who are chronically absent from 3.4% to 3.2% by May 2023.

Staff Responsible for Monitoring: Counselor





Title I:

2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Counselor and Intervention Specialist to create small groups with students and extend opportunities to families. Intended Audience: Students and parents. Date(s) / Timeframe: Every six weeks. Provider / Presenter / Person Responsible: Counselor, Intervention specialist Delivery Method: Online, in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: SEL lessons will be embedded in advisory period. Intended Audience: Students Date(s) / Timeframe: 2x per six weeks Provider / Presenter / Person Responsible: Counselor, Intervention specialist Delivery Method: Zoom	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Campus will offer family events throughout the year, to inform, engaged and offer opportunities to create community and sense of belonging to our families.

Strategy's Expected Result/Impact: Decrease the percentage of students who are chronically absent from 3.4% to 3.2% by May 2023.

Staff Responsible for Monitoring: Parent engagement specialist and counselor.





Title I:

2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Campus Admin team will work with SBDM and Equity committee to create at least two family friendly events to support our families helping parents to connect with staff and feel valued and welcome. Intended Audience: Parents Provider / Presenter / Person Responsible: Parent Engagement Specialist Delivery Method: In person Funding Sources: - Parent Engagement - 211-61-6499-04L-069-30-510-000000-23F10 - \$1,533	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 4: Campus will maintain current information on website and social media sites and campus newsletters

Strategy's Expected Result/Impact: Decrease the percentage of students who are chronically absent from 3.4% to 3.2% by May 2023.

Staff Responsible for Monitoring: Data analyst, Assistant Principal





Title I:

2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Weekly calendar meeting to include social media needs. Intended Audience: Parents, families Date(s) / Timeframe: Weekly Provider / Presenter / Person Responsible: Admin team, Data Analyst, Parent Engagement specialist Delivery Method: In Person, social media	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: In a 2021 District/Campus survey, 43% of the students reported they were engaged in school. Only 25% report that they talk about ideas and concepts from school at home. Root Cause: With the addition of Chrome books 1:1 on 6th grade campuses, screen time has increased. Whole group teaching is a campus-wide practice and contributes to individual lack of engagement.</p>

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the number of out-of-school suspensions for Bil/ESL students from 20% to 15% by May 2023.

Evaluation Data Sources: Cycle Reports

Strategy 1: Campus SST will meet with campus administrators twice during a 6 weeks to review attendance and discipline.

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for Bil/ESL students from 20% to 15% by May 2023.

Staff Responsible for Monitoring: Assistant Principal, Attendance Clerk, Counselor





Title I:

2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Gather data for absences and list students in need of attendance recovery. Intended Audience: Attendance clerk Date(s) / Timeframe: Twice per semester Provider / Presenter / Person Responsible: Assistant Principal Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Review discipline referral data during SST/RTI meeting. Intended Audience: Faculty, main office staff Date(s) / Timeframe: 1 per six weeks Provider / Presenter / Person Responsible: Assistant principal, counselor, intervention specialist Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Collaborate with families and community to support the academic, physical, emotional and social well-being of all students. Students will participate in various activities to teach and engage them in social emotional learning skills.

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for Bil/ESL students from 20% to 15% by May 2023.

Staff Responsible for Monitoring: Counselor





Title I:

2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Family communications monthly via social media and blackboard. Intended Audience: Parents Date(s) / Timeframe: Monthly Provider / Presenter / Person Responsible: Assistant Principal/Data Analyst Delivery Method: In person/online				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 3: Campus will maintain current information on website and social media sites and campus newsletters

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for Bil/ESL students from 20% to 15% by May 2023.

Staff Responsible for Monitoring: Data analyst, Assistant Principal





Title I:

2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Conduct weekly calendar meetings to include social media update and info requests. Intended Audience: Public, students, parents, staff Date(s) / Timeframe: Weekly Provider / Presenter / Person Responsible: Assistant Principal, Data Analyst Delivery Method: In person				
 No Progress  Accomplished  Continue/Modify  Discontinue				

School Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: In a 2021 District/Campus survey, 43% of the students reported they were engaged in school. Only 25% report that they talk about ideas and concepts from school at home. **Root Cause:** With the addition of Chrome books 1:1 on 6th grade campuses, screen time has increased. Whole group teaching is a campus-wide practice and contributes to individual lack of engagement.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 3 to 4 by May 2023.

Evaluation Data Sources: Parent sign in sheets

Strategy 1: Campus will offer family events throughout the year, to inform, engaged and offer opportunities to create community and sense of belonging to our families.

Strategy's Expected Result/Impact: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 3 to 4 by May 2023.

Staff Responsible for Monitoring: Parent engagement specialist.





Title I:

4.1, 4.2

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Create a Family & Parent Engagement calendar with periodic updates Intended Audience: Parents and families Date(s) / Timeframe: Every six weeks Provider / Presenter / Person Responsible: Family engagement specialist Delivery Method: Online	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Campus will maintain current information on website and social media sites and campus newsletters

Strategy's Expected Result/Impact: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 3 to 4 by May 2023.

Staff Responsible for Monitoring: Data analyst, Assistant Principal, Parent Engagement Specialist





Title I:

4.1, 4.2

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Family communications monthly via social media and blackboard. Intended Audience: Parents Date(s) / Timeframe: Monthly Provider / Presenter / Person Responsible: Assistant Principal/Data Analyst Delivery Method: In person/online	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: In a 2021 District/Campus survey, 43% of the students reported they were engaged in school. Only 25% report that they talk about ideas and concepts from school at home. Root Cause: With the addition of Chrome books 1:1 on 6th grade campuses, screen time has increased. Whole group teaching is a campus-wide practice and contributes to individual lack of engagement.</p>

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sarah Fezio	Data Analyst		

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	3	1		Data Analyst	211-13-6119-04N-069-30-510-000000-23F10	\$87,200.00
Sub-Total							\$87,200.00
Budgeted Fund Source Amount							\$87,200.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Supplies for students	Supplies and materials for instructional use	199-11-6399-001-069-24-273-000000-	\$1,972.00
1	2	1	2		Supplies and materials for instructional use	199-11-6399-001-069-24-273-000000-	\$1,972.00
Sub-Total							\$3,944.00
Budgeted Fund Source Amount							\$3,944.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	3	1		Snacks for Parents to promote participation	211-61-6499-04L-069-30-510-000000-23F10	\$1,533.00
Sub-Total							\$1,533.00
Budgeted Fund Source Amount							\$1,533.00
+/- Difference							\$0.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	3	K-12 Summit	Contracted instructional services	199-11-6299-001-069-25-273-000000	\$883.00
Sub-Total							\$883.00
Budgeted Fund Source Amount							\$883.00
+/- Difference							\$0.00
Grand Total Budgeted							\$93,560.00
Grand Total Spent							\$93,560.00
+/- Difference							\$0.00