

**Fort Worth Independent School District**  
**107 Burton Hill Elementary School**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

It is the mission of Burton Hill Elementary to provide a high quality academic and social-emotional education for ALL student that prepares them for success in the real world.

## Vision

Acceleration of Instruction for Academic and Social-Emotional Learning for ALL Students

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 4
  - School Processes & Programs 5
  - Perceptions 7
- Priority Problem Statements 9
- District Goals 10
  - 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. 11
  - 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. 16
  - District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024. 25
  - District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment. 30
- Campus Funding Summary 36

# Comprehensive Needs Assessment

Revised/Approved: June 7, 2022

## Demographics

### Demographics Summary

Burton Hill Elementary (BHE) is located in Westworth Village and is a neighborhood school within the Fort Worth ISD. In addition to the neighborhood students, BHE also services The Naval Air Station Joint Reserve Base Fort Worth and we have over 60 students from military families. In addition to the students from military families, our campus is represented by many diverse populations for a total of 347 students. Our student population consists of 50 % Hispanic, 35% White, 11% African American, 3% Two or More, and 1% Asian . 8.4% of our students are Limited English Proficient (LEP). We are a Title I campus, meaning that a majority of our students' families are below the national poverty level, with 59% of our students qualifying for free or reduced lunch. We have pre-kindergarten through fifth grade with Early Childhood Special Education for students as young as 3 years old. Our special education programs educate students in self-contained special education classes and inclusion classes. Our special education students range in variety of diagnosis with 21% of our student population participating in one of our programs or models, including speech. Likewise, we have 8.1% of our students identified as having dyslexia and receiving interventions and or strategies to help them be successful in their learning. In addition to our special education and dyslexia programs, we currently offer three different Spanish programs with the Spanish Immersion and 50/50 Dual Language programs being phased out at the end of the 2022-23 school year. 21.4% of our students participate in these programs. Additionally, our campus offers a Gifted and Talented program for grades kindergarten through fifth grade with 9% of our student identified as gifted and talented.

Attendance for 2018-19 was 95.9%, 2019-2020 was 96.1%, 2020-2021 was 95.61%, and currently 92.48%. With the most absences coming from Special Education students, Pre-K and Kindergarten this school year. 1st through 5th grades were between 92.78% and 93.83%.

The campus mission statement is, "It is the mission of Burton Hill Elementary to provide a high-quality academic and social-emotional education for ALL students that prepares them for success in the real world." The vision statement changes each year based on that specific school year and where the campus needs to go. The philosophy of the school is to provide an education that is based on a balance between academics, social emotion skills and building honorable character traits.

With the restrictions in place for COVID-19, we had very few parent volunteer opportunities. In prior years, we have volunteers who donate on 750 to 1000 hours to the school. The volunteers consist of primarily parents with community support from Burton Hill Baptist Church, and the American Legion Women's Auxiliary. The PTO has been a powerful support to BHE for the past nine years.

### Demographics Strengths

The demographic strengths for BHE is the diversity of student populations, including but not limited to our special education students, students of military families, a range of socio-economic classes, and students of varying races.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 13 out of 33, or 39%, of the students with chronic attendance concerns are in special education classes as measured by the campus official attendance records in FOCUS. **Root Cause:** There is no system in place to address RISE and ECSE student absences.

# Student Learning

## Student Learning Summary

During the 2018-2019 school year, BHE received an A Rating and earned all six of the Distinctions we were eligible for by TEA. The distinctions included Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25%: Comparative Academic Growth (#1), Top 25%: Comparative Closing the Gaps (#1), and Postsecondary Readiness. During the 2019-2020 school year, there was no STAAR assessment given by the Texas Education Agency (TEA). In 2020-21, no school received a campus grade. However, there were scores. In Reading, 3rd Grade 88% were at approaches grade level with 78% percent meeting the standard and 36% of the students mastering. All of these are significantly above the state and district averages. In 4th grade Reading, 79% were at approaches grade level with 52% percent of the students meeting the standard and 31% of the students mastering. All of these are significantly above the state and district averages. In 5th grade Reading, 81% were at approaches grade level with 60% percent of the students meeting the standard and 41% of the students mastering. All of these are above the state and district averages. In Math, 3rd grade 86% were at approaches grade level with 55% percent of the students meeting the standard and 19% of those students mastering. All of these are above the state and district averages. In 4th grade, 65% were at approaches grade level with 46% percent of the students meeting the standard and 29% of those students mastering. All of these are well above the state and district averages. In 5th grade, 68% were at approaches grade level with 46% percent of the students meeting the standard and 21% of those students mastering. These are all along with the state levels and significantly above the district. For 5th grade science, 71% were approaching grade level with 30% at meets and 16% masters. This is along with the state average, but significantly above the district.

## Student Learning Strengths

BHE has been a high achieving school for many years. The MAP testing in mathematics shows that students are progressing in their learning and achievement as expected. The growths are not to the level needed for all students to be at or above grade level. Math is a strength comparatively.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 3rd Grade Hispanic/Latino Students' Projected Proficiency, MEET, on STAAR Reading as measured by their MOY MAP Growth Reading Performance is 35% or 12 out of the 34 students tested. Currently, 22 of the 34 students, 65%, are not projected to MEET the grade-level standard as measured by the 2022 STAAR Reading assessment the Lexile Readability of the 3rd grade STAAR Reading "Meets" of 730 Lexile. **Root Cause:** There is not an implementation plan in place for teaching literacy that is aligned with the science of teaching reading professional development that K-3rd grade teachers have completed.

**Problem Statement 2 (Prioritized):** 3rd Grade Hispanic students MAP Math Growth Performance on or above grade level was 29.4% for (MOY) in 2021-22; the current percent of students underperforming the grade-level standard of 196 (RIT SCORE) is 70.6% **Root Cause:** There is a lack of emphasis on explicit and systematic instruction in math that includes small group instruction and the use of manipulatives.

**Problem Statement 3:** Parents do not understand where their students are performing academically and therefore are unaware of how they can support student learning at home. **Root Cause:** The school needs to assist parents in interpreting the MAP data of individual students.

# School Processes & Programs

## School Processes & Programs Summary

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

Currently BHE uses Restorative Practices, Honorable Character, and with an emphasis on TIER I instruction using the FWISD Instructional Framework and Lesson Structure. These are all aligned with our vision, mission, goals and values to accelerate academic and social-emotional success of our students and to prepare them for success in the real world by having the skills these programs provide. These skills include fostering strong personal traits that support community and family building, collaborative conflict resolution, and on grade-level reading by third grade.

The programs that we offer at BHE are Spanish programs, Special Education, Gift and Talented, and Dyslexia. Currently, BHE has three different Spanish models. There is a DLI 50/50 model and Spanish Immersion model that are both in grades three through fifth grade and are being phased out. The current Spanish program in grades K-2nd grade is a Dual Language Immersion Program that is a 80/20 model that is being changed to mirror the current Fort Worth ISD model of Two-Way Dual Language that will increase the English instruction each year by 10% until it is a 50/50 program. Our dual language students are a part of the two-way programs. We currently have 21% of our students participating in one of the three programs.

Likewise, we have several special education programs and models at BHE. We offer Early Education programs that allow students with special needs to begin school as young of three-years old. These programs include Special Education Self-Contained, Special Education Inclusion PK, and Special Education Inclusion K. Additionally, we provide self-contained classes for students in grades first through fifth grade who need more specialize instruction to support their learning needs. As well, we offer an inclusion program in which students are enrolled in a general education classroom and receive push-in support from a special education teacher. We currently have 19% of our students participating on one of our special education programs or models.

In addition, we have a dyslexia program that identifies students through teacher referrals, MAP reading data points, the RTI process and/or parent referrals. When a student is referred for testing. Those individuals identified as having dyslexia are provided Special Education services that may include the dyslexia program that provides 4 days of instruction each week for 45 minutes each day. We currently have 8.1% of our students identified as dyslexic and who receives supports through 504 services.

The Gift and Talented Program is based on the district model that identifies students beginning in kindergarten through observational lessons that members of the district GT team facilitate. Students in other grades are identified by a committee that reviews nominees testing, parent questionnaire, teacher questionnaire, and a student portfolio. The students in the GT program participate in the online program that includes a curriculum in specific areas of giftedness that incorporates Renzulli and Tynker. We currently have 9% of our students participating in GT services.

As part of our instructional plan, we are a one-to-one technology campus. All students use their technology to complete at least one hour a week in both reading Lexia and math Pathblazers. All students participate in online MAP testing at least three times a year.

The emphasis on instruction is based on the FWISD Instructional Framework of Planning, Instruction, Assessing, and Reflection. The focus for classroom instruction is on the Lesson Structure based on alignment from Standards Based Learning Objectives, Activation of Learning, Modeling, Interactive Practice, Independent Practice, and Closure. The use of the Fundamental 5, especially Purposeful Talk and Lesson Frames in part of the Lesson Structure. The primary steps for supporting the teaching and learning is professional development (PD). The PD initiated at the start of the year and continues throughout the year in PLCs, Faculty Meetings and through bulletins. The use of campus leaders to provide PD is preferred by school administration. Additionally, teachers are supported through lesson plan feedback and classroom walkthroughs with feedback based on the FWISD Walkthrough Proration Guide by school administration.

Campus administration supports teachers in creating their own broad plans and specific plans based on the district scope and sequence and the current student data. The teachers are provided PLCs time to plan specific plans that focuses on Demonstrations of Learning and reteaching/intervention plans. The weekly lesson plans include Student Expectation

(TEKS), Resources, Lesson Frame (Objective), Guiding Questions for Higher Order Thinking, Activation of Prior Knowledge, Modeling, Guided Practice, Independent Practice, Writing/Reading Opportunities, Collaboration Plan/Accountable Talk/Inquiry, Differentiation, Closure/Reflection.

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

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

### **School Processes & Programs Strengths**

Burton Hill offers a quality education that is build on both social-emotional learning and academics. There is a clear vision and mission that drives the instructional practices and programs for the students. The programs focus on students and supporting them in their academic journey.

The use of Restorative Practices and PBIS that promotes students being in the classroom to support learning.

The use of the FWISD Instructional Framework and formatted lesson plans based on the FWISD Lesson Structure.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** 42% of BHE 3rd-5th grade students reported that they are able to stay relaxed when everyone around them gets angry as indicated by the responses on the 2021-2022 Panorama Survey, showing that 58% of students are unable to relax and stay calm when others around them are angry. **Root Cause:** There is a lack of systemic regulation curriculum, campus based, that addresses SEL, across all grade levels.

**Problem Statement 2:** 43% of BHE 3rd-5th grade students reported that they consider themselves able to disagree with others without starting an argument as indicated by the responses in the 2021-2022 Panorama Survey, showing that 57% feel as though they are unable to disagree with others without arguing about it. **Root Cause:** There is a lack of systemic regulation curriculum, campus based, that addresses SEL, across all grade levels.

# Perceptions

## Perceptions Summary

There have been 68 office referral to this point in the school year with 78% being Caucasian students, 13% being Hispanic students, and 9% African American students. This is not representative of our demographics. The Caucasian population is over represented by more than double. which does not follow the demographic breakdown of the campus. The white students are over represented, but this is because of social-emotional concerns with these specific students. There were 8 Out-School Suspensions of six different students this year. 66.5% of these were Caucasian students, 25% were African American students, and 12.5% were Hispanic Students. The Caucasian and African American are over represented based on the school demographics for out of school suspensions. There were 17 in-school suspensions to this point in the year. 59% of the in-school suspensions were served by Caucasian students, 12% by African American students, and 29% by Hispanic students. The Caucasian students are over-represented based on the school demographics.

The staff turnover is low at Burton Hill. The primary loss of faculty comes from retirements and promotions. During the 2019-20 school year we lost three staff members. Two retired and one became a special education teacher and we did not have a position on our campus. During the 2020-21 school year we have another teacher retiring, one who resigned because of COVID-19, one teacher who took a position with one of the TEA Regional Centers, and another teacher who resigned to help husband with his small business. For the 2021-22, the principal is leaving to work on the collegiate level, a teacher and para-professional are retiring, and one teacher has accepted a job with another school district. BHE lost a teacher at leveling at the start of the 2021-22 school year, this teacher is returning to fill the position for the teacher who accepted a position with another district.

One of the reasons for the staff retention is the grade-level leaders provided to support all teachers in addition to the administrative staff. Likewise, when a new teacher is hired at BHE they are given a mentor based on grade-level/content area/program.

The climate and culture survey shows that students feel safe at BHE with students feeling they have supportive relationships and a sense of belonging with survey results showing 88% of the students feel they have a teacher or other adult on campus they can count on when they need help. The greatest increase was with the students sharing that they are engaged in class and excited for the lesson. There was a 13% increase from 2020-21 school year to 66%, which is in the top percentile nationally. The areas of concern based on the student survey is students' Emotional Regulation. The concerns being that students feel they struggle when things go wrong and not being able to stay calm (43%), being unable to get themselves out of a bad mood (44%). However, each of these areas have improved from 2021-22 by 17% and 13% respectively.

The climate and culture survey shows that teachers feel BHE is an inviting work environment with 97% of staff answering this question positively. Additionally, the teacher survey shows that school administration is providing quality feedback and coaching with a score in the 80th to the 99th percentile nationally. However, only 63% of the teachers feel that they can find resources for working with students with unique learning needs and only 50% feel comfortable having a conversation about race based on the things occurring in the world today.

The SBDM expressed that BHE is a nurturing environment with positive experiences for the students because of the many different opportunities for students with clubs, dances, events, and teachers who connect with students and their families. They also expressed the ability of the school to adapt quickly to the needs brought about by COVID-19 and the protocols for safety that continue to be reinforced. They also mentioned the strong PTO support that directly contributes to the students and staff.

## Perceptions Strengths

All stakeholders see BHE as a student centered campus that is built on relationship that fosters a positive school community and culture.

The school administration has a clear vision and mission for the school that builds teacher capacity.

BHE is a campus where families want their children to attend and a place staff want to work.



## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** 57% of teachers feel like students are given opportunities to learn about people of different cultures races and ethnicities according to the 2021-2022 Panorama Teacher . **Root Cause:** There is not a plan in place for providing staff professional development or the implementation of a culturally responsive teaching and classrooms.

**Problem Statement 2:** 47% of the teacher adult population feel confident that adults are comfortable discussing race with students according to the 2021-2022 Panorama Teacher Survey. **Root Cause:** Delete

# Priority Problem Statements

**Problem Statement 5:** 13 out of 33, or 39%, of the students with chronic attendance concerns are in special education classes as measured by the campus official attendance records in FOCUS.

**Root Cause 5:** There is no system in place to address RISE and ECSE student absences.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 2:** 3rd Grade Hispanic/Latino Students' Projected Proficiency, MEET, on STAAR Reading as measured by their MOY MAP Growth Reading Performance is 35% or 12 out of the 34 students tested. Currently, 22 of the 34 students, 65%, are not projected to MEET the grade-level standard as measured by the 2022 STAAR Reading assessment the Lexile Readability of the 3rd grade STAAR Reading "Meets" of 730 Lexile.

**Root Cause 2:** There is not an implementation plan in place for teaching literacy that is aligned with the science of teaching reading professional development that K-3rd grade teachers have completed.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 42% of BHE 3rd-5th grade students reported that they are able to stay relaxed when everyone around them gets angry as indicated by the responses on the 2021-2022 Panorama Survey, showing that 58% of students are unable to relax and stay calm when others around them are angry.

**Root Cause 3:** There is a lack of systemic regulation curriculum, campus based, that addresses SEL, across all grade levels.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** 57% of teachers feel like students are given opportunities to learn about people of different cultures races and ethnicities according to the 2021-2022 Panorama Teacher .

**Root Cause 4:** There is not a plan in place for providing staff professional development or the implementation of a culturally responsive teaching and classrooms.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 1:** 3rd Grade Hispanic students MAP Math Growth Performance on or above grade level was 29.4% for (MOY) in 2021-22; the current percent of students underperforming the grade-level standard of 196 (RIT SCORE) is 70.6%

**Root Cause 1:** There is a lack of emphasis on explicit and systematic instruction in math that includes small group instruction and the use of manipulatives.

**Problem Statement 1 Areas:** Student Learning

# 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 PK students who score On Track on Circle Phonological Awareness in English from 88.9% to 95% by May 2023.

\*Increase the percentage of White students who score On Track on Circle Phonological Awareness in English from 80% to 90% by May 2023.

**Evaluation Data Sources:** Circle Phonological Awareness CLI Data

**Strategy 1:** Improve the quality and alignment of TIER I instruction for all students through the use of Creative Curriculum for TX-Teaching Strategies and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, checking for understanding, and rigorous instruction is occurring daily.

**Strategy's Expected Result/Impact:** N/A

**Staff Responsible for Monitoring:** Campus Literacy Coach

**TEA Priorities:**

Build a foundation of reading and math





**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**- Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide Professional Learning on the FWISD Instructional Framework, including the Lesson Structure. <b>Intended Audience:</b> Classroom Teachers <b>Date(s) / Timeframe:</b> Week of August 8, 2022 <b>Provider / Presenter / Person Responsible:</b> School Administration <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Teachers will implement and carry-out literacy lessons based on the Creative Curriculum for TX-Teaching Strategies with fidelity while utilizing the FWISD Instructional Framework and following the district Scope and Sequence.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> Weekly Beginning August 15, 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Instructional Coach and Campus Administration</p> <p><b>Collaborating Departments:</b> Early Childhood</p> <p><b>Delivery Method:</b> In-Person FWISD Instructional Framework including the Lesson Structure</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Teachers will participate in quality Professional Learning Communities to drive TIER I Instruction in literacy through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and Social Emotional Learning.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> Weekly Beginning the Week of August 22, 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> PLC Cycle</p> <p><b>Collaborating Departments:</b> Early Childhood/Division of Equity and Excellence</p> <p><b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> School Administration will complete weekly walkthroughs following the Walkthrough Proration Guide and provide actionable feedback that includes next steps through Face-to-Face Meetings.</p> <p><b>Intended Audience:</b> Administration and Teachers</p> <p><b>Date(s) / Timeframe:</b> Beginning Week of August 29, 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration and Teachers</p> <p><b>Collaborating Departments:</b> Executive Director</p> <p><b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 3rd Grade Hispanic/Latino Students' Projected Proficiency, MEET, on STAAR Reading as measured by their MOY MAP Growth Reading Performance is 35% or 12 out of the 34 students tested. Currently, 22 of the 34 students, 65%, are not projected to MEET the grade-level standard as measured by the 2022 STAAR Reading assessment the Lexile Readability of the 3rd grade STAAR Reading "Meets" of 730 Lexile. <b>Root Cause:</b> There is not an implementation plan in place for teaching literacy that is aligned with the science of teaching reading professional development that K-3rd grade teachers have completed.</p>

**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 Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 55.8% to 70% by May 2023.

\*Increase the percentage of Economically Disadvantaged students who score On Track on Circle Phonological Awareness in English from 50.9% to 65% by May 2023.

**HB3 District Goal**

**Evaluation Data Sources:** MAP Fluency Data

**Strategy 1:** Improve the quality and alignment of TIER I instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, checking for understanding, and rigorous instruction is occurring daily.

**Strategy's Expected Result/Impact:** N/A

**Staff Responsible for Monitoring:** Campus Literacy Coach

**TEA Priorities:**

Build a foundation of reading and math





**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**- Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will implement and carry-out literacy lessons based on Amplify with fidelity while utilizing the FWISD Instructional Framework and following the district Scope and Sequence. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> Daily Beginning August 15, 2022 <b>Provider / Presenter / Person Responsible:</b> Teachers, Campus Instructional Coach, and Administrators <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Teachers will participate in weekly Professional Learning Communities in literacy that includes examining student data, pyramid planning, reviewing and practicing Amplify Daily Lessons and making connotations on plans that includes needed background knowledge for Amplify Units.</p> <p><b>Intended Audience:</b> Teachers  <b>Date(s) / Timeframe:</b> Week of August 22, 2022  <b>Provider / Presenter / Person Responsible:</b> Teachers, Campus Instructional Coach, and Administration  <b>Collaborating Departments:</b> Literacy Department  <b>Delivery Method:</b> In-Person and Virtual (Pyramid)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Provide Professional Learning on the FWISD Instructional Framework, including the Lesson Structure.</p> <p><b>Intended Audience:</b> Classroom Teachers  <b>Date(s) / Timeframe:</b> Week of August 8, 2022  <b>Provider / Presenter / Person Responsible:</b> School Administration  <b>Collaborating Departments:</b> N/A  <b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> School Administration will complete weekly walkthroughs following the Walkthrough Proration Guide and provide actionable feedback that includes next steps through Face-to-Face Meetings.</p> <p><b>Intended Audience:</b> Administration and Teachers  <b>Date(s) / Timeframe:</b> Beginning Week of August 29, 2022  <b>Provider / Presenter / Person Responsible:</b> Administration and Teachers  <b>Collaborating Departments:</b> Executive Director  <b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 3rd Grade Hispanic/Latino Students' Projected Proficiency, MEET, on STAAR Reading as measured by their MOY MAP Growth Reading Performance is 35% or 12 out of the 34 students tested. Currently, 22 of the 34 students, 65%, are not projected to MEET the grade-level standard as measured by the 2022 STAAR Reading assessment the Lexile Readability of the 3rd grade STAAR Reading "Meets" of 730 Lexile. <b>Root Cause:</b> There is not an implementation plan in place for teaching literacy that is aligned with the science of teaching reading professional development that K-3rd grade teachers have completed.</p>

**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 3:** \*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 48% to 65% by May 2023.

\*Increase the percentage of Economically Disadvantaged students who score On Track on Circle Phonological Awareness in English from 45.3% to 55% by May 2023.

**HB3 District Goal**

**Evaluation Data Sources:** MAP Growth Reading

**Strategy 1:** Improve the quality and alignment of TIER I instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, checking for understanding, and rigorous instruction is occurring daily.

**Strategy's Expected Result/Impact:** N/A





**Staff Responsible for Monitoring:** Campus Literacy Coach

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will implement and carry-out literacy lessons based on Amplify with fidelity while utilizing the FWISD Instructional Framework and following the district Scope and Sequence. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> Daily Beginning August 15, 2022 <b>Provider / Presenter / Person Responsible:</b> Teachers, Campus Instructional Coach, and Administrators <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Teachers will participate in weekly Professional Learning Communities in literacy that includes examining student data, pyramid planning, reviewing and practicing Amplify Daily Lessons and making connotations on plans that includes needed background knowledge for Amplify Units.</p> <p><b>Intended Audience:</b> Teachers  <b>Date(s) / Timeframe:</b> Week of August 22, 2022  <b>Provider / Presenter / Person Responsible:</b> Teachers, Campus Instructional Coach, and Administration  <b>Collaborating Departments:</b> Literacy Department  <b>Delivery Method:</b> In-Person and Virtual (Pyramid)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Provide Professional Learning on the FWISD Instructional Framework, including the Lesson Structure.</p> <p><b>Intended Audience:</b> Classroom Teachers  <b>Date(s) / Timeframe:</b> Week of August 8, 2022  <b>Provider / Presenter / Person Responsible:</b> School Administration  <b>Collaborating Departments:</b> N/A  <b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> School Administration will complete weekly walkthroughs following the Walkthrough Proration Guide and provide actionable feedback that includes next steps through Face-to-Face Meetings.</p> <p><b>Intended Audience:</b> Administration and Teachers  <b>Date(s) / Timeframe:</b> Beginning Week of August 29, 2022  <b>Provider / Presenter / Person Responsible:</b> Administration and Teachers  <b>Collaborating Departments:</b> Executive Director  <b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**School Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 3rd Grade Hispanic/Latino Students' Projected Proficiency, MEET, on STAAR Reading as measured by their MOY MAP Growth Reading Performance is 35% or 12 out of the 34 students tested. Currently, 22 of the 34 students, 65%, are not projected to MEET the grade-level standard as measured by the 2022 STAAR Reading assessment the Lexile Readability of the 3rd grade STAAR Reading "Meets" of 730 Lexile. <b>Root Cause:</b> There is not an implementation plan in place for teaching literacy that is aligned with the science of teaching reading professional development that K-3rd grade teachers have completed.</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 PK students who score On Track on Circle Math from 88.9% to 94% by May 2023.

\*Increase the percentage of Economically Disadvantaged students who score On Track on Circle Math from 82.4% to 90% by May 2023.

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework and Circle.

**Strategy's Expected Result/Impact:** N/A

**Staff Responsible for Monitoring:** Title I Math Teacher

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**- Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will implement and carry-out math lessons based on the Creative Curriculum for TX-Teaching Strategies with fidelity while utilizing the FWISD Instructional Framework and following the district Scope and Sequence. <b>Intended Audience:</b> Classroom Teachers <b>Date(s) / Timeframe:</b> Week of August 15, 2022 <b>Provider / Presenter / Person Responsible:</b> Title I Math Teacher, School Administration <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> In-Person	Formative			Summative
	Nov	Jan	Mar	June


Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Teachers will participate in quality Professional Learning Communities to drive TIER I Instruction in math through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and Social Emotional Learning.</p> <p><b>Intended Audience:</b> Math Teachers  <b>Date(s) / Timeframe:</b> Beginning Week of August 22, 2022  <b>Provider / Presenter / Person Responsible:</b> Title I Math Teacher  <b>Collaborating Departments:</b> Math Department  <b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Provide Professional Learning on the FWISD Instructional Framework, including the Lesson Structure.</p> <p><b>Intended Audience:</b> Classroom Teachers  <b>Date(s) / Timeframe:</b> Week of August 8, 2022  <b>Provider / Presenter / Person Responsible:</b> School Administration  <b>Collaborating Departments:</b> N/A  <b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> School Administration will complete weekly walkthroughs following the Walkthrough Proration Guide and provide actionable feedback that includes next steps through Face-to-Face Meetings.</p> <p><b>Intended Audience:</b> Administration and Teachers  <b>Date(s) / Timeframe:</b> Beginning Week of August 29, 2022  <b>Provider / Presenter / Person Responsible:</b> Administration and Teachers  <b>Collaborating Departments:</b> Executive Director  <b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 5 Details	Reviews			
<p><b>Action Step 5:</b> Title I Teacher will provide instruction to TIER II and TIER III students in grades K-2nd based on specific deficient skills as identified by the NWEA Math Data.</p> <p><b>Intended Audience:</b> Title I Math Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>


**Date(s) / Timeframe:** Beginning week of August 15, 2022


**Provider / Presenter / Person Responsible:** Title I Math Teacher, Math Teachers in K-2nd Grades and School Administration

**Collaborating Departments:** N/A

**Delivery Method:** In-Person Small Groups

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**School Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 2:** 3rd Grade Hispanic students MAP Math Growth Performance on or above grade level was 29.4% for (MOY) in 2021-22; the current percent of students underperforming the grade-level standard of 196 (RIT SCORE) is 70.6% **Root Cause:** There is a lack of emphasis on explicit and systematic instruction in math that includes small group instruction and the use of manipulatives.

**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 Kinder students who score On Track on TX-KEA Math from 54.8% to 65% by May 2023.  
\*Increase the percentage of Economically Disadvantaged students who score On Track on TX-KEA Math from 47.4% to 57% by May 2023.

**High Priority**

**Evaluation Data Sources:** TX-KEA Math

**Strategy 1:** Improve TIER I Math instruction using Eureka Math to focus on math fluency and concepts attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** N/A

**Staff Responsible for Monitoring:** Title I Math Teacher

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**





Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will implement and carry-out math lessons based on Eureka Curriculum with fidelity while utilizing the FWISD Instructional Framework and following the district Scope and Sequence. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> Weekly Beginning August 15, 2022 <b>Provider / Presenter / Person Responsible:</b> Campus Instructional Coach and Campus Administration <b>Collaborating Departments:</b> Early Childhood <b>Delivery Method:</b> In-Person FWISD Instructional Framework including the Lesson Structure	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Teachers will participate in quality Professional Learning Communities to drive TIER I Instruction in math through examining student data, differentiated planning, culturally responsive practices, and shared best pedagogy practices.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> Weekly Beginning the Week of August 22, 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> PLC Cycle</p> <p><b>Collaborating Departments:</b> Early Childhood/Division of Equity and Excellence</p> <p><b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Provide Professional Learning on the FWISD Instructional Framework, including the Lesson Structure.</p> <p><b>Intended Audience:</b> Classroom Teachers</p> <p><b>Date(s) / Timeframe:</b> Week of August 8, 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> School Administration</p> <p><b>Collaborating Departments:</b> N/A</p> <p><b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> School Administration will complete weekly walkthroughs following the Walkthrough Proration Guide and provide actionable feedback that includes next steps through Face-to-Face Meetings.</p> <p><b>Intended Audience:</b> Administration and Teachers</p> <p><b>Date(s) / Timeframe:</b> Beginning Week of August 29, 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration and Teachers</p> <p><b>Collaborating Departments:</b> Executive Director</p> <p><b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 5 Details	Reviews			
<p><b>Action Step 5:</b> Title I Teacher will provide instruction to TIER II and TIER III students in grades K-2nd based on specific deficient skills as identified by the NWEA Math Data.</p> <p><b>Intended Audience:</b> Title I Math Teacher</p> <p><b>Date(s) / Timeframe:</b> Beginning week of August 15, 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Title I Math Teacher, Math Teachers in K-2nd Grades and School Administration</p> <p><b>Collaborating Departments:</b> N/A</p> <p><b>Delivery Method:</b> In-Person Small Groups</p> <p><b>Funding Sources:</b> \$30,000 ATF approved to fully fund this position - Title I (211) - 211-11-6119-04E-107-30-510-000000-23F10 - \$65,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p><b>Action Step 6:</b> In addition to quality TIER I Instruction, before/after school tutoring will be provided for TIER II and TIER III students as needed based on student data.</p> <p><b>Intended Audience:</b> Math TIER II and TIER III Students</p> <p><b>Date(s) / Timeframe:</b> Beginning in October 2021 through March 2022 (about 165 total hours)</p> <p><b>Provider / Presenter / Person Responsible:</b> Math Teachers/Title I Teacher as approved by principal</p> <p><b>Collaborating Departments:</b> N/A</p> <p><b>Delivery Method:</b> In-Person</p> <p><b>Funding Sources:</b> Tutor for Bilingual Emergent students - BEA (199 PIC 25) - 199-11-6116-001-107-25-313-000000 - \$480, Tutor for Students - SCE (199 PIC 24) - 199-11-6116-001-107-24-313-000000- - \$3,060</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> 3rd Grade Hispanic students MAP Math Growth Performance on or above grade level was 29.4% for (MOY) in 2021-22; the current percent of students underperforming the grade-level standard of 196 (RIT SCORE) is 70.6% <b>Root Cause:</b> There is a lack of emphasis on explicit and systematic instruction in math that includes small group instruction and the use of manipulatives.</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 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 56.3% to 70% by May 2023.

Increase the percentage of Economically Disadvantaged students who Meet or Exceed projected growth on MAP Growth from 56.1% to 70% by May 2023.

**High Priority**

**Evaluation Data Sources:** MAP MathGrowth

**Strategy 1:** Improve TIER I Math instruction using Eureka Math to focus on math fluency and concepts attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** N/A

**Staff Responsible for Monitoring:** Title I Math Teacher

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**- Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will implement and carry-out math lessons based on Eureka with fidelity while utilizing the FWISD Instructional Framework and following the district Scope and Sequence. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> Weekly Beginning August 15, 2022 <b>Provider / Presenter / Person Responsible:</b> Campus Instructional Coach and Campus Administration <b>Collaborating Departments:</b> Early Childhood <b>Delivery Method:</b> In-Person FWISD Instructional Framework including the Lesson Structure	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Teachers will participate in quality Professional Learning Communities to drive TIER I Instruction in literacy through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and Social Emotional Learning.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> Weekly Beginning the Week of August 22, 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> PLC Cycle</p> <p><b>Collaborating Departments:</b> Early Childhood/Division of Equity and Excellence</p> <p><b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Provide Professional Learning on the FWISD Instructional Framework, including the Lesson Structure.</p> <p><b>Intended Audience:</b> Classroom Teachers</p> <p><b>Date(s) / Timeframe:</b> Week of August 8, 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> School Administration</p> <p><b>Collaborating Departments:</b> N/A</p> <p><b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> School Administration will complete weekly walkthroughs following the Walkthrough Proration Guide and provide actionable feedback that includes next steps through Face-to-Face Meetings.</p> <p><b>Intended Audience:</b> Administration and Teachers</p> <p><b>Date(s) / Timeframe:</b> Beginning Week of August 29, 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration and Teachers</p> <p><b>Collaborating Departments:</b> Executive Director</p> <p><b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 5 Details	Reviews			
<p><b>Action Step 5:</b> Title I Teacher will provide instruction to TIER II and TIER III students in grades K-2nd based on specific deficient skills as identified by the NWEA Math Data.</p> <p><b>Intended Audience:</b> Title I Math Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





**Date(s) / Timeframe:** Beginning week of August 15, 2022


**Provider / Presenter / Person Responsible:** Title I Math Teacher, Math Teachers in K-2nd Grades and School Administration

**Collaborating Departments:** N/A

**Delivery Method:** In-Person Small Groups

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

### School Performance Objective 3 Problem Statements:

#### Student Learning

**Problem Statement 2:** 3rd Grade Hispanic students MAP Math Growth Performance on or above grade level was 29.4% for (MOY) in 2021-22; the current percent of students underperforming the grade-level standard of 196 (RIT SCORE) is 70.6% **Root Cause:** There is a lack of emphasis on explicit and systematic instruction in math that includes small group instruction and the use of manipulatives.

**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 3-5 grade students scoring at MEETS or above on STAAR Reading from 64.7% to 75% by May 2023.

Increase the percentage of Economically Disadvantaged students scoring at MEETS or above on STAAR Reading from 51.1% to 65% by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** STAAR Reading

**Strategy 1:** Improve the quality and alignment of TIER I instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, checking for understanding, and rigorous instruction is occurring daily.

**Strategy's Expected Result/Impact:** N/A

**Staff Responsible for Monitoring:** Campus Literacy Coach

**TEA Priorities:**

Build a foundation of reading and math





- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will implement and carry-out literacy lessons based on Amplify with fidelity while utilizing the FWISD Instructional Framework and following the district Scope and Sequence. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> Daily Beginning August 15, 2022 <b>Provider / Presenter / Person Responsible:</b> Teachers, Campus Instructional Coach, and Administrators <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Teachers will participate in weekly Professional Learning Communities in literacy that includes examining student data, pyramid planning, reviewing and practicing Amplify Daily Lessons and making connotations on plans that includes needed background knowledge for Amplify Units.</p> <p><b>Intended Audience:</b> Teachers  <b>Date(s) / Timeframe:</b> Week of August 22, 2022  <b>Provider / Presenter / Person Responsible:</b> Teachers, Campus Instructional Coach, and Administration  <b>Collaborating Departments:</b> Literacy Department  <b>Delivery Method:</b> In-Person and Virtual (Pyramid)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Provide Professional Learning on the FWISD Instructional Framework, including the Lesson Structure.</p> <p><b>Intended Audience:</b> Classroom Teachers  <b>Date(s) / Timeframe:</b> Week of August 8, 2022  <b>Provider / Presenter / Person Responsible:</b> School Administration  <b>Collaborating Departments:</b> N/A  <b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> School Administration will complete weekly walkthroughs following the Walkthrough Proration Guide and provide actionable feedback that includes next steps through Face-to-Face Meetings.</p> <p><b>Intended Audience:</b> Administration and Teachers  <b>Date(s) / Timeframe:</b> Beginning Week of August 29, 2022  <b>Provider / Presenter / Person Responsible:</b> Administration and Teachers  <b>Collaborating Departments:</b> Executive Director  <b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 3rd Grade Hispanic/Latino Students' Projected Proficiency, MEET, on STAAR Reading as measured by their MOY MAP Growth Reading Performance is 35% or 12 out of the 34 students tested. Currently, 22 of the 34 students, 65%, are not projected to MEET the grade-level standard as measured by the 2022 STAAR Reading assessment the Lexile Readability of the 3rd grade STAAR Reading "Meets" of 730 Lexile. <b>Root Cause:</b> There is not an implementation plan in place for teaching literacy that is aligned with the science of teaching reading professional development that K-3rd grade teachers have completed.</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 3-5 grade students scoring at MEETS or above on STAAR Math from 49.4% to 65% by May 2023.

Increase the percentage of Economically Disadvantaged students scoring at MEETS or above on STAAR Math from 33.7% to 50% by May 2023.

**High Priority**

**Evaluation Data Sources:** STAAR Math

**Strategy 1:** Improve TIER I Math instruction using Eureka Math to focus on math fluency and concepts attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** N/A

**Staff Responsible for Monitoring:** Title I Math Teacher

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will implement and carry-out math lessons based on Eureka with fidelity while utilizing the FWISD Instructional Framework and following the district Scope and Sequence. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> Weekly Beginning August 15, 2022 <b>Provider / Presenter / Person Responsible:</b> Campus Instructional Coach and Campus Administration <b>Collaborating Departments:</b> Early Childhood <b>Delivery Method:</b> In-Person FWISD Instructional Framework including the Lesson Structure	Formative			Summative
	Nov	Jan	Mar	June


Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Teachers will participate in quality Professional Learning Communities to drive TIER I Instruction in literacy through examining student data, differentiated planning, culturally responsive practices, shared best pedagogy practices, and Social Emotional Learning.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> Weekly Beginning the Week of August 22, 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> PLC Cycle</p> <p><b>Collaborating Departments:</b> Early Childhood/Division of Equity and Excellence</p> <p><b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Provide Professional Learning on the FWISD Instructional Framework, including the Lesson Structure.</p> <p><b>Intended Audience:</b> Classroom Teachers</p> <p><b>Date(s) / Timeframe:</b> Week of August 8, 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> School Administration</p> <p><b>Collaborating Departments:</b> N/A</p> <p><b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> School Administration will complete weekly walkthroughs following the Walkthrough Proration Guide and provide actionable feedback that includes next steps through Face-to-Face Meetings.</p> <p><b>Intended Audience:</b> Administration and Teachers</p> <p><b>Date(s) / Timeframe:</b> Beginning Week of August 29, 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration and Teachers</p> <p><b>Collaborating Departments:</b> Executive Director</p> <p><b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 5 Details	Reviews			
<p><b>Action Step 5:</b> Title I Teacher will provide instruction to TIER II and TIER III students in grades K-2nd based on specific deficient skills as identified by the NWEA Math Data.</p> <p><b>Intended Audience:</b> Title I Math Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>


**Date(s) / Timeframe:** Beginning week of August 15, 2022


**Provider / Presenter / Person Responsible:** Title I Math Teacher, Math Teachers in K-2nd Grades and School Administration

**Collaborating Departments:** N/A

**Delivery Method:** In-Person Small Groups

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**School Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 2:** 3rd Grade Hispanic students MAP Math Growth Performance on or above grade level was 29.4% for (MOY) in 2021-22; the current percent of students underperforming the grade-level standard of 196 (RIT SCORE) is 70.6% **Root Cause:** There is a lack of emphasis on explicit and systematic instruction in math that includes small group instruction and the use of manipulatives.

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

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 4% to 2% by May 2023.

**Evaluation Data Sources:** Focus Attendance Data

**Strategy 1:** Align and leverage programs (PBIS and TBRI), resources, and systems of support (MTSS, Student Success Team, and Family Communication Specialist) to improve daily attendance.

**Strategy's Expected Result/Impact:** N/A

**Staff Responsible for Monitoring:** Counselor and Family Communication Specialist

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Create Student Success Team that meets monthly and follows the FWISD SST Model.  <b>Intended Audience:</b> Administration, Counselor, Teachers, Family Engagement Specialist  <b>Date(s) / Timeframe:</b> Meet Monthly by week of August 22, 2022  <b>Provider / Presenter / Person Responsible:</b> Administration  <b>Collaborating Departments:</b> Student Support Services  <b>Delivery Method:</b> In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Family Engagement Specialist will contact each family of a student absent daily.  <b>Intended Audience:</b> Parents of Absent Students  <b>Date(s) / Timeframe:</b> Daily beginning the second week of school.  <b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist and Principal  <b>Collaborating Departments:</b> Student Support Services  <b>Delivery Method:</b> Phone Calls</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Campus Communication will include monthly information on the importance of attendance with the month of August and September including bi-weekly information that includes state law and requirements for all grade-levels, as well as RFI books for parents to read with their students.</p> <p><b>Intended Audience:</b> Parents</p> <p><b>Date(s) / Timeframe:</b> Bi-Weekly During Month of August and September Monthly for Month of October-May</p> <p><b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist, School Administration, and Student Success Team</p> <p><b>Collaborating Departments:</b> Student Support Services</p> <p><b>Delivery Method:</b> Blackboard, Social Media, hardcopy newsletters, in-person and School Webpage</p> <p><b>Funding Sources:</b> Copies, paper, stamps, envelopes and other materials - Parent Engagement - 211-61-6399-04L-107-30-510-000000-23F10 - \$225, RIF Books for Parents - Parent Engagement - 211-61-6329-04L-107-30-510-000000-23F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**School Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 13 out of 33, or 39%, of the students with chronic attendance concerns are in special education classes as measured by the campus official attendance records in FOCUS. <b>Root Cause:</b> There is no system in place to address RISE and ECSE student absences.</p>



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

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from 55 to 30 by May 2023.  
Decrease the number of discipline referrals by school personnel for White students from 71% to 45% by May 2023.

**High Priority**

**Evaluation Data Sources:** Focus Referral Data

**Strategy 1:** Cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by FWISD Instructional Framework.

**Strategy's Expected Result/Impact:** N/A

**Staff Responsible for Monitoring:** Counselor

**TEA Priorities:**

Build a foundation of reading and math





- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Create Student Success Team that meets monthly and follows the FWISD SST Model. <b>Intended Audience:</b> Administration, Counselor, Teachers, Family Engagement Specialist <b>Date(s) / Timeframe:</b> Meet Monthly by week of August 22, 2022 <b>Provider / Presenter / Person Responsible:</b> Administration <b>Collaborating Departments:</b> Student Support Services <b>Delivery Method:</b> In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Restorative Practices that includes weekly circles, daily check-ins, and daily morning greetings.</p> <p><b>Intended Audience:</b> Students and Teachers</p> <p><b>Date(s) / Timeframe:</b> First Day of School and daily and weekly</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers</p> <p><b>Collaborating Departments:</b> Restorative Practices Specialist   Division of Equity and Excellence</p> <p><b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Each teacher will create a Classroom Respect Agreement collaboratively with the students that includes the areas of respect between Teacher to Student, Student to Teacher, Student to Student, and Everyone to the Classroom. The Respect Agreement will be reviewed at least once a month with the class during a circle time.</p> <p><b>Intended Audience:</b> Teachers and Students</p> <p><b>Date(s) / Timeframe:</b> Creation of Respect Agreement week of August 15, 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers and Administration</p> <p><b>Collaborating Departments:</b> Restorative Practices Specialist   Division of Equity and Excellence</p> <p><b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> 42% of BHE 3rd-5th grade students reported that they are able to stay relaxed when everyone around them gets angry as indicated by the responses on the 2021-2022 Panorama Survey, showing that 58% of students are unable to relax and stay calm when others around them are angry. <b>Root Cause:</b> There is a lack of systemic regulation curriculum, campus based, that addresses SEL, across all grade levels.</p>

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

**School Performance Objective 3:** Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from \_\_\_ to \_\_\_ by May 2023.

**Evaluation Data Sources:** Focus Discipline Data

**Strategy 1:** Align and leverage programs (PBIS and TBRI), resources, and systems of support (MTSS, Student Success Team, and Family Communication Specialist) to improve response to discipline (Restorative Practices).

**Strategy's Expected Result/Impact:** N/A

**Staff Responsible for Monitoring:** Assistant Principal

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

- **Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** School Processes & Programs 1

**School Performance Objective 3 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> 42% of BHE 3rd-5th grade students reported that they are able to stay relaxed when everyone around them gets angry as indicated by the responses on the 2021-2022 Panorama Survey, showing that 58% of students are unable to relax and stay calm when others around them are angry. <b>Root Cause:</b> There is a lack of systemic regulation curriculum, campus based, that addresses SEL, across all grade levels.

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

**School Performance Objective 4:** 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 \_\_\_ to \_\_\_ by May 2023.

**Strategy 1:** Increase the knowledge of all stakeholders, including parents, of the campus programs and resources that promote social emotional needs, attendance improvement, and culture awareness for all students.





**Strategy's Expected Result/Impact:** N/A

**Staff Responsible for Monitoring:** Family Communication Specialist and Media Specialist (Librarian)

**Title I:**  
4.1, 4.2

**Strategy 2:** Conduct parent-teacher conferences during the second 6 weeks to inform parents of students' strengths and areas of opportunity.

**Title I:**  
4.1, 4.2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Allocate Title 1 funds for substitutes in order to allow for teachers to conduct parent conferences.  <b>Funding Sources:</b> Substitutes for parent-teacher conferences - Title I (211) - 211-11-6112-04E-107-30-510-000000-23F10 - \$3,000	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	5	\$30,000 ATF approved to fully fund this position	Title I Teacher	211-11-6119-04E-107-30-510-000000-23F10	\$65,000.00
4	4	2	1	Substitutes for parent-teacher conferences	Subs for supplemental instruction	211-11-6112-04E-107-30-510-000000-23F10	\$3,000.00
<b>Sub-Total</b>							\$68,000.00
<b>Budgeted Fund Source Amount</b>							\$77,340.00
<b>+/- Difference</b>							\$9,340.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	6	Tutor for Students	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-107-24-313-000000-	\$3,060.00
<b>Sub-Total</b>							\$3,060.00
<b>Budgeted Fund Source Amount</b>							\$3,060.00
<b>+/- Difference</b>							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	3	Copies, paper, stamps, envelopes and other materials	Supplies and materials for parental involvement	211-61-6399-04L-107-30-510-000000-23F10	\$225.00
4	1	1	3	RIF Books for Parents	Other Reading Materials for parental involvement	211-61-6329-04L-107-30-510-000000-23F10	\$1,000.00
<b>Sub-Total</b>							\$1,225.00
<b>Budgeted Fund Source Amount</b>							\$1,225.00
<b>+/- Difference</b>							\$0.00

**BEA (199 PIC 25)**

<b>District Goal</b>	<b>School Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
2	2	1	6	Tutor for Bilingual Emergent students	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-107-25-313-000000	\$480.00
<b>Sub-Total</b>							\$480.00
<b>Budgeted Fund Source Amount</b>							\$480.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$82,105.00
<b>Grand Total Spent</b>							\$72,765.00
<b>+/- Difference</b>							\$9,340.00