Fort Worth Independent School District

114 Manuel Jara Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: June 6, 2022
Public Presentation Date: June 6, 2022

Mission Statement

Manuel Jara Mission Statement

Manuel Jara is dedicated to ensure that all students succeed.

We maintain highly qualified staff, integrate a learner-centered curriculum; exemplifying honesty, integrity, and strength of character, embracing and empowering the community to prosper.

Vision

Manuel Jara Vision

Manuel Jara is a school of safe, happy, healthy, scholars

where every child matters, every day.

Theme

Manuel Jara Theme

"There is no place like Jara!"

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Comprehensive Needs Assessment

Revised/Approved: September 30, 2022

Demographics

Demographics Summary

Manuel Jara Elementary is a PK-5th grade campus in Fort Worth ISD located in north Fort Worth. Manuel Jara Elementary is a Title I campus with a 92% economically disadvantaged population, 57% LEP population and includes 582 total student body. Other populations include 14% students with 504 plans, 3% students identified as gifted and talented, and 34% students who receive special education services. Manuel Jara has 75 staff members. The current attendance is 91.05%, which decreased from 94.32% last school year.

Demographics Strengths

1. Eighty-five percent veteran teachers.
2. Staff is dedicated and committed to meet the needs of all students.
3. Campus has low discipline referrals.
4. Family engagement specialist is creating a positive connection and communication with families and the community.
5. Parent programs and classes offered for families.
6. Families have multiple generations who have attended our school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student average daily attendance has decreased to 91.05%. **Root Cause:** Due to positive cases and and exposures to COVID19 which require students to quarantine.

Problem Statement 2 (Prioritized): Parental and community involvement has decreased and parental interest in opportunities is low. **Root Cause:** Limited visitors on campus, COVID19 precautions, parent interest.

Student Learning

Student Learning Summary

On the 2019 school report card, Manuel Jara had a grade of 72(C) in Domain 1 - Student Achievement, grade of 80(B) in Domain 2 - School Progress, and a grade 79 (C) in Domain 3 - Closing the Gap, resulting in an accountability rating of B. Due to COVID 19, schools have not been rated since 2019. All students have returned to in person instruction on campus. All students are engaged in district programs such as Core 5 Lexia from Kindergarten to 5th grade. It is projected based on MAP Math data that 49% of students will approach or above and 16% of students are projected to meet or master on STAAR. It is projected based on MAP Reading data that 29% of students will approach or above and 25% of students are projected to meet or master on STAAR. After school tutoring and Saturday Learning Quest are offered to students as additional academic support and enrichment.

Student Learning Strengths

1. Fifth grade students outperformed the district in all benchmark subject areas during the March 2022 administration.
2. School is back to 100% in person instruction.
3. Additional academic support is being provided through tutoring and Saturday Learning Quest.
4. K-5 students demonstrated growth according to MAP data.
5. PK students demonstrated growth according to CLI data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MAP Reading data indicates there is a deficiency in growth gains for most grade levels K-5th. The school conditional growth index is negative for the following grade levels kindergarten (-3.35), first grade (-1.02), second grade (-2.26), third grade (-1.55), and fifth (-0.07). **Root Cause:** Loss of learning due to interruptions in education over the past two years due to the pandemic.

Problem Statement 2 (Prioritized): MAP Math data indicates there is a deficiency in growth gains with significant gaps in Kinder and 1st grade. Kindergarten school conditional growth index is -2.96 and first grades school conditional growth index is -0.33. **Root Cause:** Loss of learning due to interruptions in education over the past two years due to the pandemic.

Problem Statement 3 (Prioritized): MAP Fluency data indicates that 66% of students K-3 are still in the foundational skill and have not reached adapted oral reading, there is no chance in percentage from the previous school year. **Root Cause:** Professional Development training that was provided this school year needs to be implemented campus wide with fidelity (Neuhaus, Estrellita, Lunita, Escalera).

School Processes & Programs

School Processes & Programs Summary

Manuel Jara's PLCs focus on vertical articulation, depth of knowledge, and analyzing the strengths and weaknesses associated with campus instruction. Specific PLCs are held where teachers collaborated with each other about what skills students should have upon entering each grade level and what skills students should have upon exiting each grade level for vertical articulation. Data meetings are held after each district assessment and MAP testing window. Teachers analyze student results and develop plans to address student needs. MTSS is utilized to provide students with specific support based on their individual needs. New teacher meetings are held monthly to support teachers with experience of 0-3 years. Teacher Incentive Allotment is currently in Phase 1 of initial data collection at our campus. Technology use has increased campus wide by teachers and students. Teachers have continued to use and maintained virtual classrooms.

School Processes & Programs Strengths

1. Additional learning opportunities are offered through Saturday Learning Quest and after school tutoring.
2. Weekly PLC Meetings focused on specific strategies to improve teaching, learning and social emotional well being.
3. 100% of all Manuel Jara students have a Chromebook to utilize during instruction.
4. Attendance committee has been established and meets regularly to discuss and address attendance needs as well as restoration and incentives.
5. Branching Minds training was provided and teachers utilized the program to track academic interventions and behavior supports.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Parents compliance and knowledge of policies and expectations has caused operation concerns. **Root Cause:** Although written communication is shared with families we lack a system for them to acknowledge that they have received and reviewed this information.

Problem Statement 2 (Prioritized): Special education referral process has not been as efficient and timely as past school years. **Root Cause:** Changes to referral process and personnel from different departments through the school year.

Perceptions

Perceptions Summary

One of the core beliefs at Manuel Jara is to ensure that all students succeed. We maintain highly qualified staff, integrate a learner-centered curriculum; exemplifying honesty, integrity, and strength of character, embracing and empowering the community to prosper. We successfully integrated PK and Kindergarten into our campus after many years of not having them on campus. Traditionally the community, parents and families have a positive perception of Manuel Jara. There are parents who attended the school when they were children and will travel and request transfers to have their children attend our school. Teachers and staff members are seen as professionals. Parents and students participate in the climate surveys that are shared by the district. The teacher's viewpoint and feedback is always considered. However at times, parents see the entire education process as the teacher's responsibility and parents may not realize the importance of students' attending and participating everyday, as well as completing and turning in assignments.

Perceptions Strengths

1. Restorative practices specialist have been to campus on a monthly basis to provide social emotional support and strategies.
2. Counselor provides guidance lessons and small group supports for students.
3. Students are adapting to the school environment and expectations.
4. Rhithm training was provided to staff so they can implement it with students.
5. Growth mindset professional development has been provided to teachers and included resources for students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on survey data, 58% of students indicated that they do not have the ability to regulate their emotions when needed. **Root Cause:** Residual effects of Covid19 pandemic in our students home environment continue to cause them difficulties.

Problem Statement 2 (Prioritized): Survey data indicates that only 63% of teachers responded favorably in questions focusing on growth mindset regarding their ability to match the needs of students and implement different teaching strategies. **Root Cause:** Demands due to student learning gaps and struggles for students to adapt to school environment as well as changes in legislation.

Priority Problem Statements

Problem Statement 1: Student average daily attendance has decreased to 91.05%.

Root Cause 1: Due to positive cases and and exposures to COVID19 which require students to quarantine.

Problem Statement 1 Areas: Demographics

Problem Statement 4: MAP Reading data indicates there is a deficiency in growth gains for most grade levels K-5th. The school conditional growth index is negative for the following grade levels kindergarten (-3.35), first grade (-1.02), second grade (-2.26), third grade (-1.55), and fifth (-0.07).

Root Cause 4: Loss of learning due to interruptions in education over the past two years due to the pandemic.

Problem Statement 4 Areas: Student Learning

Problem Statement 6: Parents compliance and knowledge of policies and expectations has caused operation concerns.

Root Cause 6: Although written communication is shared with families we lack a system for them to acknowledge that they have received and reviewed this information.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 8: Based on survey data, 58% of students indicated that they do not have the ability to regulate their emotions when needed.

Root Cause 8: Residual effects of Covid19 pandemic in our students home environment continue to cause them difficulties.

Problem Statement 8 Areas: Perceptions

Problem Statement 2: Parental and community involvement has decreased and parental interest in opportunities is low.

Root Cause 2: Limited visitors on campus, COVID19 precautions, parent interest.

Problem Statement 2 Areas: Demographics

Problem Statement 3: MAP Math data indicates there is a deficiency in growth gains with significant gaps in Kinder and 1st grade. Kindergarten school conditional growth index is -2.96 and first grades school conditional growth index is -0.33.

Root Cause 3: Loss of learning due to interruptions in education over the past two years due to the pandemic.

Problem Statement 3 Areas: Student Learning

Problem Statement 7: Special education referral process has not been as efficient and timely as past school years.

Root Cause 7: Changes to referral process and personnel from different departments through the school year.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 9: Survey data indicates that only 63% of teachers responded favorably in questions focusing on growth mindset regarding their ability to match the needs of students and implement different teaching strategies.

Root Cause 9: Demands due to student learning gaps and struggles for students to adapt to school environment as well as changes in legislation.

Problem Statement 9 Areas: Perceptions

Problem Statement 5: MAP Fluency data indicates that 66% of students K-3 are still in the foundational skill and have not reached adapted oral reading, there is no chance in percentage from the previous school year.

Root Cause 5: Professional Development training that was provided this school year needs to be implemented campus wide with fidelity (Neuhaus, Estrellita, Lunita, Escalera).

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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

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
- T-PESS 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

District Goals

Revised/Approved: September 30, 2022

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 84% to 89% by May 2023.
*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 70% to 75% by May 2023.
*Increase the percentage of Economically disadvantaged student results from 83% to 88% by May 2023.

> **Evaluation Data Sources:** Circle Phonological Awareness in English at BOY, MOY, EOY.
> Circle Phonological Awareness in Spanish at BOY, MOY, EOY.

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

> **Strategy's Expected Result/Impact:** PK students who score On Track on Circle Phonological Awareness in English will increase from 84% to 89% by May 2023.
> PK students who score On Track on Circle Phonological Awareness in Spanish will increase from 70% to 75% by May 2023.
> Economically disadvantaged student results will increase from 83% to 88% by May 2023.
>
> **Staff Responsible for Monitoring:** See action steps.
>
> **TEA Priorities:**
> Recruit, support, retain teachers and principals
>
> **Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			

Action Step 1: Support students and teachers with additional personnel to help meet learning objectives and goals by providing two teacher assistants.
  Intended Audience: Teachers, CIC, Data Analyst, Teacher Assistants
  Date(s) / Timeframe: August 2022-May 2023
  Provider / Presenter / Person Responsible: Administrators
  Collaborating Departments: NA
  Delivery Method: NA
 	
  Funding Sources: Teacher Assistant - Title I (211) - 211-11-6129-04E-114-30-510-000000-23F10 - $23,000, Teacher Assistant - Title I (211) - 211-11-6129-04E-114-30-510-000000-23F10 - $23,000
	Formative			**Summative**

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

Action Step 2 Details	Reviews			

Action Step 2: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Amplify, Reading Academies, Creative Curriculum) by November 30, 2022 (first semester) and February 28, 2023 (second semester).
  Intended Audience: Teachers, CIC, Leadership Team
  Date(s) / Timeframe: November 30, 2022
  Provider / Presenter / Person Responsible: Literacy Department, Vendor
  Collaborating Departments: Literacy Department, Office of Instructional Initiatives and School Supports.
  Delivery Method: Face to Face
	Formative			**Summative**

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

Action Step 3 Details	Reviews			

Action Step 3: Track and monitor enrollment, attendance, and module progress of Reading Academies to ensure 100% of teachers/staff are on track for completion each month.
  Intended Audience: Teachers, CIC, Administrators.
  Date(s) / Timeframe: August 2022-May 2023
  Provider / Presenter / Person Responsible: Administrators
  Collaborating Departments: Office of Instructional Initiatives and School Supports
  Delivery Method: Online Blended Learning
	Formative			**Summative**

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

Action Step 4 Details	Reviews			
Action Step 4: After each progression report, request plan for catching up from each participant who is off track with Reading Academies module progression.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers, CIC **Date(s) / Timeframe:** August 2022-May 2023 **Provider / Presenter / Person Responsible:** Administrators **Collaborating Departments:** Office of Instructional Initiatives and School Supports **Delivery Method:** Online Blended Learning				

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

Strategy 2: Improve the quality and alignment of Tier 1 instruction (FWISD Instructional Framework). Amplify instruction for all students by developing opportunities for teacher to engage in lesson internalization.

Strategy's Expected Result/Impact: PK students who score On Track on Circle Phonological Awareness in English will increase from 84% to 89% by May 2023.
PK students who score On Track on Circle Phonological Awareness in Spanish will increase from 70% to 75% by May 2023.
Economically disadvantaged student results will increase from 83% to 88% by May 2023.

Staff Responsible for Monitoring: See action steps.

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Ensure at least 70% of reading PLCs focus on lesson internalization, planning, and practice for Amplify and Creative Curriculum teachers.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers **Date(s) / Timeframe:** August 2022-May 2023 **Provider / Presenter / Person Responsible:** Administrators, CIC, Data Analyst **Collaborating Departments:** Literacy Department, Multilingual Education Department, Early Learning Department **Delivery Method:** Face to Face **Funding Sources:** Supplies and materials - Title I (211) - 211-11-6399-04E-114-30-510-000000-23F10 - $1,500				

Action Step 2 Details	Reviews			
Action Step 2: Ensure at least 30% of reading PLCs focus on analyzing student work for Amplify and Creative Curriculum teachers.	Formative			Summative
Intended Audience: Teachers, CIC, Data Analyst	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: August 2022-May 2023				
Provider / Presenter / Person Responsible: Administrators, CIC, Data Analyst				
Collaborating Departments: Literacy Department, Multilingual Education Department, Early Learning Department.				
Delivery Method: Face to Face				

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

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: MAP Reading data indicates there is a deficiency in growth gains for most grade levels K-5th. The school conditional growth index is negative for the following grade levels kindergarten (-3.35), first grade (-1.02), second grade (-2.26), third grade (-1.55), and fifth (-0.07). **Root Cause**: Loss of learning due to interruptions in education over the past two years due to the pandemic.

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 61% to 66% by May 2023.
*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 45% to 50% by May 2023.
*Increase the percentage of Economically Disadvantaged student results on our campus from 51% to 56% by May 2023.

Evaluation Data Sources: MAP Fluency in English at BOY, MOY, EOY.
MAP Fluency in Spanish at BOY, MOY, EOY.

Strategy 1: Improve the quality and alignment of Tier 1 instruction (FWISD Instructional Framework). Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization.

Strategy's Expected Result/Impact: Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English will increase from 61% to 66% by May 2023.
Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish will increase from 45% to 50% by May 2023.
Economically Disadvantaged student results on our campus will increase from 51% to 56% by May 2023.

Staff Responsible for Monitoring: See action steps.

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

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: Ensure at least 70% of reading PLCs focus on lesson internalization, planning, and practice for Amplify and Creative Curriculum teachers.	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: August 2022-May 2023				
Provider / Presenter / Person Responsible: Administrators, CIC, Data Analyst				
Collaborating Departments: Literacy Department, Multilingual Education Department, Early Learning Department				
Delivery Method: Face to Face				
Funding Sources: Substitutes - Title I (211) - 211-11-6112-0PD-114-30-510-000000-23F10 - $2,000				

Action Step 2 Details		Reviews			
Action Step 2: Ensure at least 30% of reading PLCs focus on analyzing student work for Amplify and Creative Curriculum teachers.		**Formative**			**Summative**
Intended Audience: Teachers, CIC, Data Analyst		**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: August 2022-May 2023					
Provider / Presenter / Person Responsible: Administrators, CIC, Data Analyst					
Collaborating Departments: Literacy Department, Multilingual Education Department, Early Learning Department.					
Delivery Method: Face to Face					

Action Step 3 Details		Reviews			
Action Step 3: Ensure adequate reading materials are available to support instruction and student fluency.		**Formative**			**Summative**
Intended Audience: Students, Teachers		**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: August 2022-May 2023					
Provider / Presenter / Person Responsible: Librarian, Administrators					
Collaborating Departments: NA					
Delivery Method: NA					
Funding Sources: Library Books in Spanish - Title I (211) - 211-12-6329-04E-114-30-510-000000-23F10 - $556, Library Books in English - Title I (211) - 211-12-6329-04E-114-30-510-000000-23F10 - $2,500, Library Books in Spanish - BEA (199 PIC 25) - 199-12-6329-001-114-25-313-000000 - $1,944, Accelerated Reader - Title I (211) - 211-11-6329-04E-114-30-510-000000-23F10 - $8,500, IXL Learning - Title I (211) - 211-11-6399-04E-114-30-510-000000-23F10 - $7,151					

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

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: MAP Fluency data indicates that 66% of students K-3 are still in the foundational skill and have not reached adapted oral reading, there is no chance in percentage from the previous school year. **Root Cause**: Professional Development training that was provided this school year needs to be implemented campus wide with fidelity (Neuhaus, Estrellita, Lunita, Escalera).

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 41% to 46% by May 2023.
*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 50% to 55% by May 2023.
*Increase the percentage of Economically Disadvantaged student results on our campus from 49% to 54% by May 2023.

Evaluation Data Sources: MAP Growth Reading in English at BOY, MOY, EOY.
MAP Growth Reading in Spanish at BOY, MOY, EOY.

Strategy 1: Improve the quality and alignment of Tier 1 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, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English will increase from 41% to 46% by May 2023.
Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish will increase from 50% to 55% by May 2023.
Economically Disadvantaged student results on our campus will increase from 49% to 54% by May 2023.

Staff Responsible for Monitoring: See action steps.

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

Problem Statements: Student Learning 1, 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Amplify, Creative Curriculum, and Reading Academies content and share observation cycle with staff by mid September.	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: August to September 2022				
Provider / Presenter / Person Responsible: Administrators, CIC, Data Analyst				
Collaborating Departments: Literacy Department				
Delivery Method: N/A				

Action Step 2 Details	Reviews			
Action Step 2: Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of 100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2023.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Date(s) / Timeframe:** August 2022-May 2023 **Provider / Presenter / Person Responsible:** Administrators, CIC, Data Analyst **Collaborating Departments:** Literacy Department, Office of Instructional Initiatives and School Supports **Delivery Method:** N/A				
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/SAVVAS/Estrellita/Esperanza/Lunita/Escalera/Lexia/Neuhaus) and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English will increase from 41% to 46% by May 2023.
Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish will increase from 50% to 55% by May 2023.
Economically Disadvantaged student results on our campus will increase from 49% to 54% by May 2023.

Staff Responsible for Monitoring: See action steps

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

Problem Statements: Student Learning 1, 3

Action Step 1 Details	Reviews			
Action Step 1: By August 31, develop and publicize PLC schedules for first semester, including campus administrator to attend each PLC.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Date(s) / Timeframe:** August 31, 2022 **Provider / Presenter / Person Responsible:** Administrators, CIC, Data Analyst **Collaborating Departments:** NA **Delivery Method:** NA				

Action Step 2 Details	Reviews			
Action Step 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Date(s) / Timeframe:** August 2022-May 2023 **Provider / Presenter / Person Responsible:** Administrators, CIC, Data Analyst **Collaborating Departments:** Literacy Department, Multilingual Education Department, Early Learning Department **Delivery Method:** NA **Funding Sources:** Supplies and materials - Title I (211) - 211-11-6399-04E-114-30-510-000000-23F10 - $7,893				

Action Step 3 Details	Reviews			
Action Step 3: By September 2022, train 100% of literacy teachers/staff in FWISD PLC Framework.	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: August-September 2022 **Provider / Presenter / Person Responsible:** Administrators, CIC, Data Analyst **Collaborating Departments:** Academics Division **Delivery Method:** Face to Face				

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

Strategy 3: Develop the capacity of teachers to provide linguistically accommodated content instruction that targets support for emergent bilingual students.

Strategy's Expected Result/Impact: Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English will increase from 41% to 46% by May 2023.
Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish will increase from 50% to 55% by May 2023.
Economically Disadvantaged student results on our campus will increase from 49% to 54% by May 2023.

Staff Responsible for Monitoring: See action steps.

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **Results Driven Accountability**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: By August 31, create a comprehensive professional learning plan for all content teachers serving emergent bilingual students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Date(s) / Timeframe:** August 31, 2022 **Provider / Presenter / Person Responsible:** Administrators, Data Analyst, CIC **Collaborating Departments:** Multilingual Department **Delivery Method:** NA				

Action Step 2 Details	Reviews			
Action Step 2: By May 2023, all ELAR teachers will hold ESL supplemental certification in order to serve all emergent bilingual students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Date(s) / Timeframe:** August 2022-May 2023 **Provider / Presenter / Person Responsible:** Teachers and Administrators **Collaborating Departments:** Multilingual Department **Delivery Method:** NA				

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

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: MAP Reading data indicates there is a deficiency in growth gains for most grade levels K-5th. The school conditional growth index is negative for the following grade levels kindergarten (-3.35), first grade (-1.02), second grade (-2.26), third grade (-1.55), and fifth (-0.07). **Root Cause**: Loss of learning due to interruptions in education over the past two years due to the pandemic.
Problem Statement 3: MAP Fluency data indicates that 66% of students K-3 are still in the foundational skill and have not reached adapted oral reading, there is no chance in percentage from the previous school year. **Root Cause**: Professional Development training that was provided this school year needs to be implemented campus wide with fidelity (Neuhaus, Estrellita, Lunita, Escalera).
School Processes & Programs
Problem Statement 2: Special education referral process has not been as efficient and timely as past school years. **Root Cause**: Changes to referral process and personnel from different departments through the school year.

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 90% to 95% by May 2023. Increase the percentage of Economically Disadvantaged student results on our campus from 89% to 94% by May 2023.

    Evaluation Data Sources: CIRCLE at BOY, MOY, EOY.

Strategy 1: Improve Tier I Math instruction using Creative Curriculum to focus on math fluency and concept 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: By May 2023 we will increase the percentage of PK students who score On Track on Circle Math from 90% to 95%

    By May 2023 we will increase the percentage of Economically Disadvantaged students on our campus from 89% to 94%.

    Staff Responsible for Monitoring: See action steps.

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

    Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for Creative Curriculum.	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: August 2022-May 2023				
Provider / Presenter / Person Responsible: Early Learning Department Creative Curriculum Vendor CIC, Campus Administrators, Data Analyst				
Collaborating Departments: Early Learning Department Creative Curriculum Vendor				
Delivery Method: Face to Face				

Action Step 2 Details	Reviews			
Action Step 2: By August, develop a system/cycle of observation and feedback of math instruction aligned to Creative Curriculum content and share observation cycle with staff by mid September 2022.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Date(s) / Timeframe:** August - September **Provider / Presenter / Person Responsible:** Administrators, CIC, Data Analyst **Collaborating Departments:** Early Learning Department **Delivery Method:** NA				

Action Step 3 Details	Reviews			
Action Step 3: Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of 100% of teachers achieving Proficient in T-TESS Dimensions 2 and 3 by May 2023.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Date(s) / Timeframe:** August 2022 - May 2023 **Provider / Presenter / Person Responsible:** Administrators **Collaborating Departments:** Early Learning Department **Delivery Method:** NA				

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

Strategy 2: Develop the capacity of PK teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: By May 2023 we will increase the percentage of PK students who score On Track on Circle Math from 90% to 95%

By May 2023 we will increase the percentage of Economically Disadvantaged students on our campus from 89% to 94%.

Staff Responsible for Monitoring: See action steps.

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: By August 19, 2022 and December 14, 2022, PK teachers will plan for and refine how to use the FWISD Math Framework for the first and second semesters to develop critical thinking and problem solving through Creative Curriculum math.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Date(s) / Timeframe:** August 19, 2022 December 14, 2022 **Provider / Presenter / Person Responsible:** Teachers, CIC, Data Analyst, Administrators **Collaborating Departments:** Early Learning Department **Delivery Method:** NA				

Action Step 2 Details	Reviews			
Action Step 2: Learning goals established by September 9, 2022 and January 27, 2023 for targeted instruction through the analysis of testing data, student work and classroom observations.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Date(s) / Timeframe:** September 9, 2022 January 27, 2023 **Provider / Presenter / Person Responsible:** Teachers, CIC, Administrators, Data Analyst **Collaborating Departments:** Early Learning Department **Delivery Method:** NA				

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

Strategy 3: 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.

Strategy's Expected Result/Impact: By May 2023 we will increase the percentage of PK students who score On Track on Circle Math from 90% to 95%

By May 2023 we will increase the percentage of Economically Disadvantaged students on our campus from 89% to 94%.

Staff Responsible for Monitoring: See action steps.

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Provide opportunities for all students to interact in intentional and purposeful learning provided through creative curriculum. Teacher will incorporate rigorous instruction to address the individual needs of all students.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers **Date(s) / Timeframe:** August 2022-May 2023 **Provider / Presenter / Person Responsible:** Teachers, CIC, Administrators, Data Analyst **Collaborating Departments:** Early Literacy Department **Delivery Method:** NA **Funding Sources:** Supplies and Materials - SCE (199 PIC 24) - 199-11-6399-001-114-24-313-000000- - $949				
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: MAP Math data indicates there is a deficiency in growth gains with significant gaps in Kinder and 1st grade. Kindergarten school conditional growth index is -2.96 and first grades school conditional growth index is -0.33. **Root Cause**: Loss of learning due to interruptions in education over the past two years due to the pandemic.

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 56% to 61% by May 2023. Increase the percentage of Economically Disadvantaged student results on our campus from 51% to 56% by May 2023.

> **Evaluation Data Sources:** TX-KEA Math at BOY, MOY, EOY.

Strategy 1: Improve Tier I Math instruction using Eureka Math to focus on math fluency and concept 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:** By May 2023 increase the percentage of Kinder students who score On Track on TX-KEA Math from 56% to 61%.
>
> By May 2023 increase the percentage of Economically Disadvantaged students on our campus from 51% to 56% by May 2023.
>
> **Staff Responsible for Monitoring:** See action steps.
>
> **TEA Priorities:**
> Recruit, support, retain teachers and principals, Build a foundation of reading and math
>
> **Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of required teachers and staff enroll, attend, and progress through required foundational and follow-up priority professional learning for math (Eureka) by November 20, 2022 (first semester) and February 28, 2023 (second semester);	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Date(s) / Timeframe:** November 30, 2022 February 28. 2023 **Provider / Presenter / Person Responsible:** Math Department CIC, Campus Administrators, Data Analyst, Teachers **Collaborating Departments:** Math Department Early Learning **Delivery Method:** Face to Face				

Action Step 2 Details	Reviews			
Action Step 2: By August 26, 2022, develop a system/cycle of observation and feedback of math instruction aligned to Eureka content and share observation cycle with staff by mid September 2022.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers Instructional Leadership Team **Date(s) / Timeframe:** August - September 2022 **Provider / Presenter / Person Responsible:** Administrators **Collaborating Departments:** Math Department **Delivery Method:** NA				

Action Step 3 Details	Reviews			
Action Step 3: Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of 100% if teachers achieving Proficient in T-TESS Dimensions 2 and 3.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers Instructional Leadership Team **Date(s) / Timeframe:** August 2022 - May 2022 **Provider / Presenter / Person Responsible:** Administrators **Collaborating Departments:** Math Department Office of Instructional Initiatives and School Supports **Delivery Method:** NA				

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

Strategy 2: Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: By May 2023 increase the percentage of Kinder students who score On Track on TX-KEA Math from 56% to 61%.

By May 2023 increase the percentage of Economically Disadvantaged students on our campus from 51% to 56% by May 2023.

Staff Responsible for Monitoring: See action steps.

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: By August 19, 2022 and December 14, 2022, Kindergarten teachers will plan for and refine to use the FWISD Math Frameworks for the first and second semesters to develop critical thinking and problem solving through Eureka math.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Date(s) / Timeframe:** August 19, 2022 December 14, 2022 **Provider / Presenter / Person Responsible:** Teachers, CIC, Data Analyst, Administrators **Collaborating Departments:** NA **Delivery Method:** NA				

Action Step 2 Details	Reviews			
Action Step 2: Learning goals established by September 9, 2022 and January 27, 2023 for targeted instruction through the analysis of testing data, student work and classroom observations.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Date(s) / Timeframe:** September 9, 2022 January 27, 2023 **Provider / Presenter / Person Responsible:** Teachers, CIC, Data Analyst, Administrators **Collaborating Departments:** NA **Delivery Method:** NA				

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

Strategy 3: 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.

Strategy's Expected Result/Impact: By May 2023 increase the percentage of Kinder students who score On Track on TX-KEA Math from 56% to 61%.

By May 2023 increase the percentage of Economically Disadvantaged students on our campus from 51% to 56% by May 2023.

Staff Responsible for Monitoring: See action steps.

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Instruction provided by the Curriculum Frameworks will be implemented with rigor that results in student growth and thinking as measured by performance tasks and formative assessments at the end of the first and second semesters.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers **Date(s) / Timeframe:** December 14, 2022 May 19, 2023 **Provider / Presenter / Person Responsible:** Teachers, CIC, Data Analyst, Administrators **Collaborating Departments:** NA **Delivery Method:** NA				

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

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: MAP Math data indicates there is a deficiency in growth gains with significant gaps in Kinder and 1st grade. Kindergarten school conditional growth index is -2.96 and first grades school conditional growth index is -0.33. **Root Cause**: Loss of learning due to interruptions in education over the past two years due to the pandemic.

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 55% to 60% by May 2023.
Increase the percentage of Economically Disadvantaged student results on our campus from 54% to 59% by May 2023.

Evaluation Data Sources: MAP Growth at BOY, MOY, EOY.

Strategy 1: Improve Tier I Math instruction using Eureka Math to focus on math fluency and concept 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: By May 2023, increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 55% to 60%.

By May 2023, increase the percentage of Economically Disadvantaged students on our campus from 54% to 59%.

Staff Responsible for Monitoring: Instructional Coach, Data Analyst, Administrators, Teachers

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

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

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of required teachers and staff enroll, attend, and progress through required foundational and follow-up priority professional learning for math (Eureka) by November 20, 2022 (first semester) and February 28, 2023 (second semester);	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers				
Date(s) / Timeframe: November 20, 2022				
February 28, 2023				
Provider / Presenter / Person Responsible: Math Department				
Teachers, CIC, Data Analyst, Administrators				
Collaborating Departments: Math Department				
Delivery Method: Face to Face				

Action Step 2 Details	Reviews			
Action Step 2: By August 26, 2022, develop a system/cycle of observation and feedback of math instruction aligned to Eureka content and share observation cycle with staff by mid September 2022.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Intended Audience: Teachers
Instructional Leadership Team
    Date(s) / Timeframe: August - September 2022
    Provider / Presenter / Person Responsible: Administrators
    Collaborating Departments: Math Department
    Delivery Method: NA				

Action Step 3 Details	Reviews			
Action Step 3: Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of 100% if teachers achieving Proficient in T-TESS Dimensions 2 and 3.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Intended Audience: Teachers
Instructional Leadership Team
    Date(s) / Timeframe: August 2022 - May 2023
    Provider / Presenter / Person Responsible: Administrators
    Collaborating Departments: Math Department
Office of Instructional Initiatives and School Supports
    Delivery Method: NA				

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

Strategy 2: Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

    Strategy's Expected Result/Impact: By May 2023, increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 55% to 60%.

By May 2023, increase the percentage of Economically Disadvantaged students on our campus from 54% to 59%.

    Staff Responsible for Monitoring: See action steps.

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

    Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: By August 19, 2022 and December 14, 2022, Kindergarten through 5th grade teachers will plan for and refine to use the FWISD Math Frameworks for the first and second semesters to develop critical thinking and problem solving through Eureka math and science.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Date(s) / Timeframe:** August 19, 2022 December 14, 2022 **Provider / Presenter / Person Responsible:** Teachers, CIC, Data Analyst, Administrators **Collaborating Departments:** NA **Delivery Method:** NA **Funding Sources:** Substitutes - Title I (211) - 211-11-6112-0PD-114-30-510-000000-23F10 - $2,000, Supplies and materials - SCE (199 PIC 24) - 199-11-6399-001-114-24-313-000000- - $6,750, Progress Learning - SCE (199 PIC 24) - 199-11-6396-001-114-24-313-000000- - $750				

Action Step 2 Details	Reviews			
Action Step 2: Establish learning goals by September 9, 2022 and January 27, 2023 for targeted instruction through the analysis of testing data, student work and classroom observations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Date(s) / Timeframe:** September 9, 2022 January 27, 2023 **Provider / Presenter / Person Responsible:** Teachers, CIC, Data Analyst, Administrators **Collaborating Departments:** NA **Delivery Method:** NA				

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

Strategy 3: 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.

Strategy's Expected Result/Impact: By May 2023, increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 55% to 60%.

By May 2023, increase the percentage of Economically Disadvantaged students on our campus from 54% to 59%.

Staff Responsible for Monitoring: See action steps.

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Instruction provided by the Curriculum Frameworks will be implemented with rigor through support from the Gifted and Talented Department that results in student growth and thinking as measured by performance tasks and formative assessments at the end of the first and second semesters.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Date(s) / Timeframe:** December 14, 2022 May 19, 2023 **Provider / Presenter / Person Responsible:** Teachers, CIC, Data Analyst, Administrators **Collaborating Departments:** Gifted and Talented Department. **Delivery Method:** Face to Face				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: MAP Math data indicates there is a deficiency in growth gains with significant gaps in Kinder and 1st grade. Kindergarten school conditional growth index is -2.96 and first grades school conditional growth index is -0.33. **Root Cause**: Loss of learning due to interruptions in education over the past two years due to the pandemic.

School Processes & Programs
Problem Statement 2: Special education referral process has not been as efficient and timely as past school years. **Root Cause**: Changes to referral process and personnel from different departments through the school year.

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 29% to 34% by May 2023.
Increase the percentage of Economically Disadvantaged student results on our campus from 28% to 33% by May 2023.

> **Evaluation Data Sources:** STAAR

Strategy 1: Daily literacy instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

> **Strategy's Expected Result/Impact:** 3-5 grade students scoring at MEETS or above on STAAR Reading will increase from 29% to 34% by May 2023.
>
> Economically Disadvantaged student results on our campus will increase from 28% to 33% by May 2023.
>
> **Staff Responsible for Monitoring:** See action steps.
>
> **TEA Priorities:**
> Build a foundation of reading and math
>
> **Problem Statements:** Student Learning 1, 3

Action Step 1 Details	Reviews			
Action Step 1: Support and monitor literacy rigor, student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.	**Formative**			**Summative**
Intended Audience: Teachers **Date(s) / Timeframe:** August 2022-May 2023 **Provider / Presenter / Person Responsible:** CIC, Data Analyst, Administrators **Collaborating Departments:** NA **Delivery Method:** NA	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Strategy 2: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

> **Strategy's Expected Result/Impact:** 3-5 grade students scoring at MEETS or above on STAAR Reading will increase from 29% to 34% by May 2023.
>
> Economically Disadvantaged student results on our campus will increase from 28% to 33% by May 2023.
>
> **Staff Responsible for Monitoring:** See action steps.

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

Problem Statements: Student Learning 1, 3

Action Step 1 Details	Reviews			

Action Step 1: Strategically plan purposeful literacy data meetings to support teachers and monitor student progress adjusting instruction as needed for student success.
    Intended Audience: Teachers
    Date(s) / Timeframe: September 2022-May 2023
    Provider / Presenter / Person Responsible: Data Analyst
    Collaborating Departments: NA
    Delivery Method: Face to Face
 	
    Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-114-30-510-000000-23F10 - $77,000
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: MAP Reading data indicates there is a deficiency in growth gains for most grade levels K-5th. The school conditional growth index is negative for the following grade levels kindergarten (-3.35), first grade (-1.02), second grade (-2.26), third grade (-1.55), and fifth (-0.07). **Root Cause**: Loss of learning due to interruptions in education over the past two years due to the pandemic.
Problem Statement 3: MAP Fluency data indicates that 66% of students K-3 are still in the foundational skill and have not reached adapted oral reading, there is no chance in percentage from the previous school year. **Root Cause**: Professional Development training that was provided this school year needs to be implemented campus wide with fidelity (Neuhaus, Estrellita, Lunita, Escalera).

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 18% to 23% by May 2023.
Increase the percentage of Economically Disadvantaged student results on our campus from 16% to 21% by May 2023.

Evaluation Data Sources: STAAR Math

Strategy 1: Daily math instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: 3-5 grade students scoring at MEETS or above on STAAR Math will increase from 18% to 23% by May 2023.

Economically Disadvantaged student results on our campus will increase from 16% to 21% by May 2023.

Staff Responsible for Monitoring: See action steps.

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1, 3

Action Step 1 Details	Reviews			
Action Step 1: Support and monitor math rigor, student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Date(s) / Timeframe:** August 2022-May 2023 **Provider / Presenter / Person Responsible:** CIC, Data Analyst, Administrators **Collaborating Departments:** NA **Delivery Method:** NA				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Strategy 2: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: 3-5 grade students scoring at MEETS or above on STAAR Math will increase from 18% to 23% by May 2023.

Economically Disadvantaged student results on our campus will increase from 16% to 21% by May 2023.

Staff Responsible for Monitoring: See action steps.

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

Problem Statements: Student Learning 1, 3

Action Step 1 Details	Reviews			
Action Step 1: Strategically plan purposeful math data meetings to support teachers and monitor student progress adjusting instruction as needed for student success.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers **Date(s) / Timeframe:** September 2022-May 2023 **Provider / Presenter / Person Responsible:** Data Analyst **Collaborating Departments:** NA **Delivery Method:** Face to Face				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: MAP Reading data indicates there is a deficiency in growth gains for most grade levels K-5th. The school conditional growth index is negative for the following grade levels kindergarten (-3.35), first grade (-1.02), second grade (-2.26), third grade (-1.55), and fifth (-0.07). **Root Cause**: Loss of learning due to interruptions in education over the past two years due to the pandemic.
Problem Statement 3: MAP Fluency data indicates that 66% of students K-3 are still in the foundational skill and have not reached adapted oral reading, there is no chance in percentage from the previous school year. **Root Cause**: Professional Development training that was provided this school year needs to be implemented campus wide with fidelity (Neuhaus, Estrellita, Lunita, Escalera).

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 27% to 22% by May 2023.

Evaluation Data Sources: Focus, ADA

Strategy 1: Implement our campus attendance incentive plan and inform families of attendance laws and expectations by August 2022.

Strategy's Expected Result/Impact: By May 2023, we will prevent additional chronic absences and decrease our current excessive absences from 27% to 22%.

Staff Responsible for Monitoring: Attendance committee, Teachers

Results Driven Accountability

Problem Statements: Demographics 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Parent meeting to explain attendance requirements and laws in an effort to prevent excessive absences since the beginning of the school year. **Intended Audience:** Families **Date(s) / Timeframe:** August 2022 **Provider / Presenter / Person Responsible:** Attendance Committee, Administrators, Counselor, Family Engagement Specialist **Collaborating Departments:** NA **Delivery Method:** Face to Face	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			
Action Step 2: Provide students with incentives for perfect attendance each six weeks. **Intended Audience:** Families, Students **Date(s) / Timeframe:** August 2022-May 2023	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Provider / Presenter / Person Responsible: Family Engagement Specialist, Attendance Committee, Administrators

Collaborating Departments: NA

Delivery Method: NA

Funding Sources: Snacks and incentives for students - Title I (211) -
211-11-6499-04E-114-30-510-000000-23F10 - $1,500

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

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student average daily attendance has decreased to 91.05%. **Root Cause**: Due to positive cases and and exposures to COVID19 which require students to quarantine.
Problem Statement 2: Parental and community involvement has decreased and parental interest in opportunities is low. **Root Cause**: Limited visitors on campus, COVID19 precautions, parent interest.

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

School Performance Objective 2: Maintain the overall number of discipline referrals by school personnel from 0 to 0 by May 2023.

Evaluation Data Sources: Focus discipline reports.

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

Strategy's Expected Result/Impact: By May 2023, we will maintain the number of out of school suspensions for all students from 0 to 0 by providing social emotional support, following respect agreements, and implementing campus wide disciplinary process.

Staff Responsible for Monitoring: See action steps.

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Improve the learning environment in all settings through equity, attentiveness, quality instruction and social emotional support provided by trained faculty and staff. **Intended Audience:** Teachers, Students **Date(s) / Timeframe:** August 2022-May 2023 **Provider / Presenter / Person Responsible:** Counselor, Administrators, Teachers, CIC, Data Analyst **Collaborating Departments:** NA **Delivery Method:** NA	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

School Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Based on survey data, 58% of students indicated that they do not have the ability to regulate their emotions when needed. **Root Cause**: Residual effects of Covid19 pandemic in our students home environment continue to cause them difficulties.
Problem Statement 2: Survey data indicates that only 63% of teachers responded favorably in questions focusing on growth mindset regarding their ability to match the needs of students and implement different teaching strategies. **Root Cause**: Demands due to student learning gaps and struggles for students to adapt to school environment as well as changes in legislation.

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

School Performance Objective 3: Maintain the number of out-of-school suspensions for Economically Disadvantaged students from 0 to 0 by May 2023.

Evaluation Data Sources: Focus discipline reports.

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

Strategy's Expected Result/Impact: By May 2023, we will maintain the number of out of school suspensions for all students from 0 to 0 by providing social emotional support, following respect agreements, and implementing campus wide disciplinary process.

Staff Responsible for Monitoring: See action steps.

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Improve the learning environment in all settings through equity, attentiveness, quality instruction and social emotional support provided by trained faculty and staff.	**Formative**			**Summative**
Intended Audience: Teachers, Students	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: August 2022-May 2023				
Provider / Presenter / Person Responsible: Counselor, Administrators, Teachers, CIC, Data Analyst				
Collaborating Departments: NA				
Delivery Method: NA				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

School Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Based on survey data, 58% of students indicated that they do not have the ability to regulate their emotions when needed. **Root Cause**: Residual effects of Covid19 pandemic in our students home environment continue to cause them difficulties.
Problem Statement 2: Survey data indicates that only 63% of teachers responded favorably in questions focusing on growth mindset regarding their ability to match the needs of students and implement different teaching strategies. **Root Cause**: Demands due to student learning gaps and struggles for students to adapt to school environment as well as changes in legislation.

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 4 to 8 by May 2023.

    Evaluation Data Sources: Family Engagement Specialist

Strategy 1: Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

    Strategy's Expected Result/Impact: By May 2023, 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 4 to 8 by May 2023.

    Staff Responsible for Monitoring: See action steps.

    TEA Priorities:
Build a foundation of reading and math

    Problem Statements: Demographics 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Create opportunities for parents to participate and be engaged in student's education and school community.	**Formative**			**Summative**
Intended Audience: Families, Community, Teachers, Staff	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: August 2022-May 2023				
Provider / Presenter / Person Responsible: Family Engagement Specialist, Administrators, Counselor				
Collaborating Departments: Parent Partnership				
Delivery Method: Face to Face				
Funding Sources: Food and drinks for family events. - Parent Engagement - 211-61-6499-04L-114-30-510-000000-23F10 - $500, FWMSH Family Science Night - Parent Engagement - 211-61-6299-04L-114-30-510-000000-23F10 - $750, Parent Academy Resources and Supplies - Parent Engagement - 211-61-6329-04L-114-30-510-000000-23F10 - $750, Staff Extra Duty Pay for Familyy Engagemnt Nights - Parent Engagement - 211-61-6116-04L-114-30-510-000000-23F10 - $628				

Action Step 2 Details	Reviews			
	Formative			Summative
Action Step 2: Provide educational opportunities to enable families to be actively involved in their children's academic and social life.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Staff, students, community, families **Date(s) / Timeframe:** Raising Highly Capable Kids-September 2022-January 2023 50's Dance-October 2022 Fall Festival-November 2022 Girl's Inc Family Night-November 2022 Science Museum Night-March 2023 GT/Art Gallery Night-May 2023 **Provider / Presenter / Person Responsible:** Staff, Administrators, Girls Inc, Student Council, PTO, Family engagement specialist. **Delivery Method:** In person events on campus and at the Fort Worth Museum of Science and History.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

School Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Parental and community involvement has decreased and parental interest in opportunities is low. **Root Cause**: Limited visitors on campus, COVID19 precautions, parent interest.
School Processes & Programs
Problem Statement 1: Parents compliance and knowledge of policies and expectations has caused operation concerns. **Root Cause**: Although written communication is shared with families we lack a system for them to acknowledge that they have received and reviewed this information.

Campus Funding Summary

Title I (211)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Teacher Assistant	Teacher Assistant	211-11-6129-04E-114-30-510-000000-23F10	$23,000.00
1	1	1	1	Teacher Assistant	Teacher Assistant	211-11-6129-04E-114-30-510-000000-23F10	$23,000.00
1	1	2	1	Supplies and materials	Supplies and materials for instructional use	211-11-6399-04E-114-30-510-000000-23F10	$1,500.00
1	2	1	1	Substitutes	Subs for professional development	211-11-6112-0PD-114-30-510-000000-23F10	$2,000.00
1	2	1	3	IXL Learning	Supplies and materials for instructional use	211-11-6399-04E-114-30-510-000000-23F10	$7,151.00
1	2	1	3	Accelerated Reader	Reading materials for classroom use	211-11-6329-04E-114-30-510-000000-23F10	$8,500.00
1	2	1	3	Library Books in English	Reading materials for library use	211-12-6329-04E-114-30-510-000000-23F10	$2,500.00
1	2	1	3	Library Books in Spanish	Reading materials for library use	211-12-6329-04E-114-30-510-000000-23F10	$556.00
1	3	2	2	Supplies and materials	Supplies and materials for instructional use	211-11-6399-04E-114-30-510-000000-23F10	$7,893.00
2	3	2	1	Substitutes	Subs for professional development	211-11-6112-0PD-114-30-510-000000-23F10	$2,000.00
3	1	2	1	Data Analyst	Data Analyst	211-13-6119-04E-114-30-510-000000-23F10	$77,000.00
4	1	1	2	Snacks and incentives for students	Snacks or incentives for students	211-11-6499-04E-114-30-510-000000-23F10	$1,500.00
						Sub-Total	$156,600.00
						Budgeted Fund Source Amount	$156,600.00
						+/- Difference	$0.00

SCE (199 PIC 24)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	3	1	Supplies and Materials	Supplies and materials for instructional use	199-11-6399-001-114-24-313-000000-	$949.00
2	3	2	1	Progress Learning	Technology for instructional use	199-11-6396-001-114-24-313-000000-	$750.00
2	3	2	1	Supplies and materials	Supplies and materials for instructional use	199-11-6399-001-114-24-313-000000-	$6,750.00
						Sub-Total	$8,449.00
						Budgeted Fund Source Amount	$8,449.00
						+/- Difference	$0.00

Parent Engagement

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Parent Academy Resources and Supplies	Other Reading Materials for parental involvement	211-61-6329-04L-114-30-510-000000-23F10	$750.00
4	4	1	1	Food and drinks for family events.	Snacks for Parents to promote participation	211-61-6499-04L-114-30-510-000000-23F10	$500.00
4	4	1	1	Staff Extra Duty Pay for Familyy Engagemnt Nights	Extra Duty for parental involvement	211-61-6116-04L-114-30-510-000000-23F10	$628.00
4	4	1	1	FWMSH Family Science Night	Family Science Night	211-61-6299-04L-114-30-510-000000-23F10	$750.00
						Sub-Total	$2,628.00
						Budgeted Fund Source Amount	$2,628.00
						+/- Difference	$0.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	3	Library Books in Spanish	Reading materials for library use	199-12-6329-001-114-25-313-000000	$1,944.00
						Sub-Total	$1,944.00
						Budgeted Fund Source Amount	$1,944.00
						+/- Difference	$0.00

BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Grand Total Budgeted	$169,621.00
						Grand Total Spent	$169,621.00
						+/- Difference	$0.00

Addendums