

Fort Worth Independent School District

124 Leadership Academy at Maude I Logan Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness



Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 6
 - Perceptions 8
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 11
- District Goals 13
 - District Goal 1: Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024. 14
 - District Goal 2: Early Math Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024. 16
 - District Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024. 19
 - District Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment. 22
- Campus Funding Summary 25
- Addendums 27

Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

Demographics

Demographics Summary

Leadership Academy at Maude I Logan is a traditional campus serving approximately 320 (+) students.

Improvements are targeted to correlate and maximize Title 1 funds. 50% African American students, 50% Hispanic- 95% Economically Disadvantaged 24% Mobility Rate

CNA identified the following area(s):

- Increase student reading levels across all grade levels.
- Ensure appropriate resources, interventions, and professional development are provided and available for students and teachers to support literacy, math, and science instruction.
- Resources and professional development to meet the needs of ELL/LEP, ED, and Special Education students and teachers.
- Increased opportunities for parental involvement, family communication, and technology-related support.
- Social and emotional wellness support for students.

Demographics Strengths

Teacher Student Ratios for K=5th grade classes are smaller, allowing for additional intervention support.

- Diversity of staff and students
- Ethnicity backgrounds are consistent with the previous year and continue to somewhat equal distribution.
- At-risk numbers and categories are consistent.

Diversity is present for both staff and students. Diversity is celebrated and represented across the campus. The ethnic backgrounds are consistent with the previous years and continue to increase with the Hispanic population. The At-risk numbers are consistent. The campus monitors student group data and continues to accelerate achievement by student groups. The campus has shown evidence of student growth by student groups in both reading and math achievement. Leadership Academy at Maude I Logan is a thriving neighborhood school serving all students to its highest potential.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Reading-RP/DL students need more time engaged in reading quality literature in order to increase vocabulary, stamina, comprehension and fluency. **Root Cause:** AA RP/DL students enter kindergarten with a significant vocabulary deficit.

Problem Statement 2: Establishing and supporting performance targets for those students who are new to Logan or did not come through Logan's educational system. **Root Cause:** School has a 40% mobility rate. Often times it is a challenge to obtain cumulative data from students' prior school or to provide math/reading intervention to close their achievement gap.

Student Learning

Student Learning Summary

The Leadership Academy at Maude I Logan has made tremendous gains and achievements. Maude I Logan was rated a "B" campus by TEA from a C in 2019. The campus continuously outscored comparison schools in all grade levels and content. Interim assessment data was aligned to overall end-of-year STAAR results. Student groups made gains compared to previous years. Dual Language students showed tremendous progress. In addition, we were able to retain 90% of teachers for the 22-23 school year.

Student Learning Strengths

- Progress was high, with 86% for RLA and 75% for Math. Progress was much lower than other grade+contents at Grade 4 Math (54% met progress). Contrast that with Grade 4 RLA, which saw 80% progress in English, 86% in Spanish. Progress for Grade 4 RLA was far higher than comparison schools (81% vs. 71% at next comp). While Grade 4 Math progress was low, performance was significantly higher than comparison campuses (74% App vs. 52% at next comp). Grade 3 RLA saw huge gains in performance (70% App GL vs 30% in 20-21). 92% of Grade 5 Math met progress. The next highest comparison campus had 83%.

Relative to other contents, Science showed little change from 20-21, with an increase of only +3% points at Approaches and a decrease in the percent Masters. Relative to comparisons, however, performance was higher (49% vs. 35% at the next comp)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Low 3rd - 5th grade reading and math achievement as measured by STAAR. **Root Cause:** Low Level Tier 1 first teach instructional delivery. Need additional planning time to maximize instructional intervention block. Need continued ESSER support for intensive reading and math intervention.

Problem Statement 2 (Prioritized): AA students are and have been academically underperforming as compared to our Hispanic population **Root Cause:** Low AA parental participation rate in school events and conferences. Need parent liaison/coordinator to focus on engaging with AA community. Need continued ESSER support for intensive reading and math intervention.

Problem Statement 3: Low and inconsistent student attendance **Root Cause:** COVID Pandemic; Parental misunderstandings regarding COVID. Need Parent Liaison/Coordinator to collaborate with school nurse to address parental concerns.

School Processes & Programs

School Processes & Programs Summary

We have an Instructional Coach and Master Teacher for each content to provide support and immediate feedback to teachers in the areas of Classroom Environment, Planning, and Instruction. Instructional systems have been developed to monitor the progress of students through Daily Demonstration of Learning. Campus Leadership teams monitor the progress of student learning daily through a tracker posted in every classroom. The campus provides support through daily PLC for teachers to plan and prepare for high-quality lessons. In addition, a new curriculum has been purchased for math and reading curriculum to provide on grade-level instruction for students.

School Processes & Programs Strengths

Instructional Coaches and Master Teachers collaborate with teachers weekly to observe and share best practice for teacher and student growth. Instructional systems have been developed to monitor the progress of students through Daily Demonstration of Learning. Campus Leadership teams monitor the progress of student learning daily through a tracker posted in every classroom. The campus provides support through daily PLC for teachers to plan and prepare for high-quality lessons. In addition, a new curriculum has been purchased for math and reading curriculum to provide on grade-level instruction for students.

90% teacher retention. Most teachers are placed and supported in areas of strength and expertise.

Retention of Data Analyst

4th and 5th grade reading growth based on the 2019 STAAR. Meets and masters growth 5th grade reading.

5th Grade math growth, students meeting and mastering STAAR.

Using data provided from curriculum delivery to drive daily instruction which allows student groups to be fluid and makes individual needs the priority.

Implementing student data in our instruction through aligned curriculum and materials

Provided several opportunities for family/community engagement.

Improvement in participation among families in the lower grades.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Low campus reading and math achievement as measured by STAAR, TELPAS, NWEA MAP, TX-KEA (CLI), and CIRCLE (CLI) assessments.

Root Cause: Need Instructional Coaches to provide PD and model effective first teach instructional delivery. Need Data Analyst to analyze assessment scores and provide teacher guidance in response to data. Need additional planning time to maximize instructional intervention block.

Problem Statement 2 (Prioritized): Intervention support in ALL grade levels. **Root Cause:** Resources first allocated to grades 3-5. Re-evaluate utilization of staff.

Problem Statement 3: Implementation of focused PD in four impact areas- Instructional practices, Data Practices, IPCs, and Team Building **Root Cause:** Utilizing an effective calendaring system to help ensure all PD needs were addressed.

Problem Statement 4 (Prioritized): Sustain innovative instructional mindset at all grade levels to ensure fidelity of campus plan/vision **Root Cause:** Ensure Data Meeting protocols are implemented at every grade level.

Problem Statement 5 (Prioritized): More parental/community involvement across all grade levels. **Root Cause:** Limited options for parental involvement. Do not have Family/Community Liaison/Coordinator

Perceptions

Perceptions Summary

Due to COVID 19, 40% of our students were virtual. This hindered their ability to receive social and emotional support from our Student Support Team. Students have had to readjust to campus systems and expectations. The campus SEL team has been established to support students that need high-level assistance. The SEL team works daily with the campus leadership team to monitor and provide opportunities for students to be proactive with students. Culture surveys indicate that we have some work to do around ensuring that students are safe at all times, especially after school. Transition times have been challenging, so the campus team has responded by incorporating different strategies to respond to the campus.

Perceptions Strengths

House Parties and Cultural Celebrations such as the Black History Month program.

Restorative Practices include meet and greet and Circle time.

Faculty meeting grade level hosted snacks and Logan Lights.

60% of our students were in person to receive social and emotional support from our Student Support Team during the pandemic. The campus has been able to establish house systems to respond to student needs and provide students with leadership opportunities and ways to be proactive about behavior. The campus has been working with outside vendors to secure additional support to work with families and provide parents with additional resources. Teachers are receiving targeted professional development on how to best build relationships and meet the needs of students and families. Teachers have also signed up to be a part of the Home Visit Project.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: More consistent and productive staff team building activities. **Root Cause:** Lack of prioritizing agenda items during staff meetings.

Problem Statement 2 (Prioritized): The need for authentic acknowledgement of everyone in the learning community. **Root Cause:** Lack of intentionality to include other aspects of the school environment.

Problem Statement 3: Dismissal routine/Safety procedures and equipment and rewards. **Root Cause:** Lack of school surveys to assess the effectiveness of routines, equipment, and rewards.

Priority Problem Statements

Problem Statement 1: Reading-RP/DL students need more time engaged in reading quality literature in order to increase vocabulary, stamina, comprehension and fluency.

Root Cause 1: AA RP/DL students enter kindergarten with a significant vocabulary deficit.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Low 3rd - 5th grade reading and math achievement as measured by STAAR.

Root Cause 2: Low Level Tier 1 first teach instructional delivery. Need additional planning time to maximize instructional intervention block. Need continued ESSER support for intensive reading and math intervention.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Low campus reading and math achievement as measured by STAAR, TELPAS, NWEA MAP, TX-KEA (CLI), and CIRCLE (CLI) assessments.

Root Cause 3: Need Instructional Coaches to provide PD and model effective first teach instructional delivery. Need Data Analyst to analyze assessment scores and provide teacher guidance in response to data. Need additional planning time to maximize instructional intervention block.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: AA students are and have been academically underperforming as compared to our Hispanic population

Root Cause 4: Low AA parental participation rate in school events and conferences. Need parent liaison/coordinator to focus on engaging with AA community. Need continued ESSER support for intensive reading and math intervention.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Intervention support in ALL grade levels.

Root Cause 5: Resources first allocated to grades 3-5. Re-evaluate utilization of staff.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 8: The need for authentic acknowledgement of everyone in the learning community.

Root Cause 8: Lack of intentionality to include other aspects of the school environment.

Problem Statement 8 Areas: Perceptions

Problem Statement 6: Sustain innovative instructional mindset at all grade levels to ensure fidelity of campus plan/vision

Root Cause 6: Ensure Data Meeting protocols are implemented at every grade level.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: More parental/community involvement across all grade levels.

Root Cause 7: Limited options for parental involvement. Do not have Family/Community Liaison/Coordinator

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

District Goals

District Goal 1: Early Literacy

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

School Performance Objective 1: By June of 2023, 60% of students in grades K-5 will meet or exceed growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

Evaluation Data Sources: MAP Data

Strategy 1: Utilize LLI (Leveled Literacy Intervention) Systems to support with gaps created as a result of COVID-19 school closure and virtual learning

Strategy's Expected Result/Impact: 80% of students will show growth from BOY to EOY in reading levels

Staff Responsible for Monitoring: Leadership Team
Master Teachers
Instructional Coaches

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 4

Action Step 1 Details	Reviews			
Action Step 1: Teachers will attend conferences and professional development opportunities to design more engaging lessons for literacy (Educ Texas Conference, Bilingual, iteach, Ron Clark, Trail Bread Crumbs) Intended Audience: Teachers Date(s) / Timeframe: On Going Provider / Presenter / Person Responsible: LAN Team Collaborating Departments: LAN Team Delivery Method: Conference Funding Sources: Travel - Title I (211) - 211-13-6411-04E-124-30-510-000000-23F10 - \$2,500	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Literacy Lesson Plan Review by Instructional Coaches and Master Teachers to ensure alignment before it goes live to teachers. They will review Instructional Planning Calendars, DOL creation, and alignment. This will be done in conjunction with the LAN six week assessments.

Strategy's Expected Result/Impact: There will be 75% of teachers where lesson plans provide evidence of more accuracy in lesson alignment in classrooms from objective to DOL (Demonstration of Learning)

Staff Responsible for Monitoring: Campus Leadership Teams
Master Teacher

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2, 4

Action Step 1 Details	Reviews			
Action Step 1: Materials and Resources purchased for classrooms and teachers to design high level literacy lessons Intended Audience: Teachers Date(s) / Timeframe: On going Provider / Presenter / Person Responsible: N/A Collaborating Departments: LAN Team Delivery Method: Materials Funding Sources: Materials - Title I (211) - 211-11-6329-04E-124-30-510-000000-23F10 - \$9,100	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 3: Literacy Data Meetings will be held every other week following the DDI (Data Driven Instruction) Model to review bi-monthly quick checks and days for reteach.

Strategy's Expected Result/Impact: 60% of Teachers will begin using the practice of using the DOL assessments during the backwards planning process to plan their lessons and 100% of students will track their own goals.

Staff Responsible for Monitoring: Principal
Instructional Coaches
Data Analyst

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

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

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2, 4

Action Step 1 Details	Reviews			
Action Step 1: Data Analyst to lead all PLCs and to provide specific action steps for teachers Intended Audience: Teachers Date(s) / Timeframe: On going Provider / Presenter / Person Responsible: Campus Leadership Collaborating Departments: LAN Team Delivery Method: Weekly PLC Funding Sources: - Title I (211) - 211-13-6119-04E-124-30-510-000000-23F10 - \$70,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Reading-RP/DL students need more time engaged in reading quality literature in order to increase vocabulary, stamina, comprehension and fluency. Root Cause: AA RP/DL students enter kindergarten with a significant vocabulary deficit.</p>
Student Learning
<p>Problem Statement 1: Low 3rd - 5th grade reading and math achievement as measured by STAAR. Root Cause: Low Level Tier 1 first teach instructional delivery. Need additional planning time to maximize instructional intervention block. Need continued ESSER support for intensive reading and math intervention.</p> <p>Problem Statement 2: AA students are and have been academically underperforming as compared to our Hispanic population Root Cause: Low AA parental participation rate in school events and conferences. Need parent liaison/coordinator to focus on engaging with AA community. Need continued ESSER support for intensive reading and math intervention.</p>
School Processes & Programs
<p>Problem Statement 1: Low campus reading and math achievement as measured by STAAR, TELPAS, NWEA MAP, TX-KEA (CLI), and CIRCLE (CLI) assessments. Root Cause: Need Instructional Coaches to provide PD and model effective first teach instructional delivery. Need Data Analyst to analyze assessment scores and provide teacher guidance in response to data. Need additional planning time to maximize instructional intervention block.</p> <p>Problem Statement 2: Intervention support in ALL grade levels. Root Cause: Resources first allocated to grades 3-5. Re-evaluate utilization of staff.</p> <p>Problem Statement 4: Sustain innovative instructional mindset at all grade levels to ensure fidelity of campus plan/vision Root Cause: Ensure Data Meeting protocols are implemented at every grade level.</p>

District Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: By June of 2023, 60% of students in grades K-5 will meet or exceed growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

Evaluation Data Sources: MAP Growth

Strategy 1: All submitted math lesson plans will demonstrate that teachers are following the TRS scope and sequence with fidelity utilizing all the components. All teachers will participate in the weekly half day trainings based on scope and sequence and curricular resources that is being led by Master Teachers and Instructional Coaches.

Strategy's Expected Result/Impact: 100% of teachers will be utilizing TRS with fidelity and instructional monitoring systems will be established including PLCs that focus on lesson planning and curriculum alignment. All members of the leadership team will have specific schedules for monitoring lesson plan alignment and fidelity of curriculum.

Staff Responsible for Monitoring: Leadership Team
Teachers
Instructional Coaches

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Saturday and after school tutoring support for students who are below grade level</p> <p>Intended Audience: Tier 3 students for math</p> <p>Date(s) / Timeframe: January - May</p> <p>Provider / Presenter / Person Responsible: Selected Teachers</p> <p>Collaborating Departments: LAN Team</p> <p>Delivery Method: Saturday and After School</p> <p>Funding Sources: Tutoring - SCE (199 PIC 24) - 199-11-6116-001-124-24-313-000000- - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Strategy 2: Math data meetings will be held every other week following the DDI (Data Driven Instruction) Model to review bi-monthly quick checks and days for reteach

Strategy's Expected Result/Impact: 60% of teachers will begin using the practice of using the DOL assessments during the backwards planning process to plan their lessons and 100% of students will track their own goals.

Staff Responsible for Monitoring: Principal
Instructional Coaches
Data Analyst





Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 4

Action Step 1 Details	Reviews			
Action Step 1: Math materials and resources for teachers to design high quality lessons Intended Audience: Teachers Date(s) / Timeframe: On Going Provider / Presenter / Person Responsible: n/a Collaborating Departments: LAN Team Delivery Method: Matials Funding Sources: Materials - SCE (199 PIC 24) - 199-11-6399-001-124-24-313-000000- - \$934, Materials - BEA (199 PIC 25) - 199-11-6399-001-124-25-313-000000 - \$630	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 3: Campus will implement new curriculum to provide on grade level instruction for students





Strategy's Expected Result/Impact: Students will increase and master on grade level concepts in math

Staff Responsible for Monitoring: Campus Leadership Team

Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

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

Action Step 1 Details	Reviews			
<p>Action Step 1: STEMSCOPES curriculum will be implemented for all K-5 teachers on campus.</p> <p>Intended Audience: Teachers and Students</p> <p>Date(s) / Timeframe: On Going</p> <p>Provider / Presenter / Person Responsible: Campus Leadership Team</p> <p>Collaborating Departments: LAN Team</p> <p>Delivery Method: On Going PD</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Reading-RP/DL students need more time engaged in reading quality literature in order to increase vocabulary, stamina, comprehension and fluency. Root Cause: AA RP/DL students enter kindergarten with a significant vocabulary deficit.</p>
Student Learning
<p>Problem Statement 1: Low 3rd - 5th grade reading and math achievement as measured by STAAR. Root Cause: Low Level Tier 1 first teach instructional delivery. Need additional planning time to maximize instructional intervention block. Need continued ESSER support for intensive reading and math intervention.</p> <p>Problem Statement 2: AA students are and have been academically underperforming as compared to our Hispanic population Root Cause: Low AA parental participation rate in school events and conferences. Need parent liaison/coordinator to focus on engaging with AA community. Need continued ESSER support for intensive reading and math intervention.</p>
School Processes & Programs
<p>Problem Statement 1: Low campus reading and math achievement as measured by STAAR, TELPAS, NWEA MAP, TX-KEA (CLI), and CIRCLE (CLI) assessments. Root Cause: Need Instructional Coaches to provide PD and model effective first teach instructional delivery. Need Data Analyst to analyze assessment scores and provide teacher guidance in response to data. Need additional planning time to maximize instructional intervention block.</p> <p>Problem Statement 2: Intervention support in ALL grade levels. Root Cause: Resources first allocated to grades 3-5. Re-evaluate utilization of staff.</p> <p>Problem Statement 4: Sustain innovative instructional mindset at all grade levels to ensure fidelity of campus plan/vision Root Cause: Ensure Data Meeting protocols are implemented at every grade level.</p>

District Goal 3: CCMR

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

School Performance Objective 1: By June of 2023, 46% of students will be at the Meets Level in Reading as measured by end of year STAAR.

Evaluation Data Sources: STAAR Data

Strategy 1: Campus Leadership establish systems for lesson planning, schedules, student data tracking, and classroom evidence chart.

Strategy's Expected Result/Impact: All teacher lesson plans submitted, will include instructional practices, activities, and assessments that will be aligned to the rigor of the standard. In addition, the campus leadership team will review and provide feedback weekly to ensure alignment is present.

Staff Responsible for Monitoring: Leadership Team
Instructional Coaches





Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 4

Action Step 1 Details	Reviews			
Action Step 1: Technology for teachers to incorporate in their lessons in order to differentiate instruction. Intended Audience: All students Date(s) / Timeframe: On Going Provider / Presenter / Person Responsible: Teachers Collaborating Departments: LAN Team and Campus Leadership Team Delivery Method: Classroom Instruction, Technology Funding Sources: Technology - Title I (211) - 211-11-6396-04E-124-30-510-000000-23F10 - \$2,500	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Utilize the data analyst to prepare aligned assessments for grades K-5 in all content areas and to create and monitor identified campus targets through trackers across all grade levels and content areas.

Strategy's Expected Result/Impact: Improve student achievement across all content areas and grades by creating aligned assessments to monitor campus goals and targets.

Staff Responsible for Monitoring: Principal
Assistant Principal
Data Analyst

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 4

Strategy 3: Campus will implement new literacy curriculum that is on grade level and to focus on comprehension

Strategy's Expected Result/Impact: Students will increase reading levels and more students will be on grade level

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Campus will implement Scholastic Book Clubs Comprehension System for all 2-5th Grade Classrooms with materials that are on grade level and culturally relevant Intended Audience: Students and Reading Teachers Date(s) / Timeframe: On Going Provider / Presenter / Person Responsible: Campus Leadership Team Collaborating Departments: LAN Team Delivery Method: Instruction Daily	Formative			Summative
	Nov	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Reading-RP/DL students need more time engaged in reading quality literature in order to increase vocabulary, stamina, comprehension and fluency. **Root Cause:** AA RP/DL students enter kindergarten with a significant vocabulary deficit.

Student Learning

Problem Statement 1: Low 3rd - 5th grade reading and math achievement as measured by STAAR. **Root Cause:** Low Level Tier 1 first teach instructional delivery. Need additional planning time to maximize instructional intervention block. Need continued ESSER support for intensive reading and math intervention.

Problem Statement 2: AA students are and have been academically underperforming as compared to our Hispanic population **Root Cause:** Low AA parental participation rate in school events and conferences. Need parent liaison/coordinator to focus on engaging with AA community. Need continued ESSER support for intensive reading and math intervention.

School Processes & Programs

Problem Statement 1: Low campus reading and math achievement as measured by STAAR, TELPAS, NWEA MAP, TX-KEA (CLI), and CIRCLE (CLI) assessments. **Root Cause:** Need Instructional Coaches to provide PD and model effective first teach instructional delivery. Need Data Analyst to analyze assessment scores and provide teacher guidance in response to data. Need additional planning time to maximize instructional intervention block.

Problem Statement 4: Sustain innovative instructional mindset at all grade levels to ensure fidelity of campus plan/vision **Root Cause:** Ensure Data Meeting protocols are implemented at every grade level.

District Goal 4: Learning Environment (based on the BOE constraints)

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

School Performance Objective 1: By June 2023, 90% of students will respond favorably on survey that they feel safe, supported, and valued at their campus.

Evaluation Data Sources: Campus Student Survey

Strategy 1: Social Emotional Learning will be an area of focus in the 2021-2022 school year in order to prioritize student mental health as it impacts academic performance. Professional learning will assist staff in learning about research-based methodologies that will help them to make trauma-informed decisions. Additionally, professional learning will equip educators with evidence-based interventions to address social development and help our most at-risk students experience success in school.

Strategy's Expected Result/Impact: Increased learning capacity from students experiencing trauma as measured by quantitative and qualitative assessments.

Staff Responsible for Monitoring: Admin, Intervention Specialist, Counselor

Title I:

4.1, 4.2

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Parent engagement activities to teach parents about how to help their students at home with social emotional and academic activities</p> <p>Intended Audience: Parents Date(s) / Timeframe: On Going Provider / Presenter / Person Responsible: Parent Liasion Collaborating Departments: LAN Team and District Delivery Method: Evenings</p> <p>Funding Sources: Materials - Parent Engagement - 211-61-6399-04L-124-30-510-000000-23F10 - \$1,395</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Campus will improve communication systems from campus to home through different venues.

Strategy's Expected Result/Impact: More parents will be aware of campus initiatives

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

4.1, 4.2





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 5 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Campus will implement FASTTALK texting system for PK-1st grade families to enhance parent awareness of curriculum taught. Intended Audience: Parents and Community Date(s) / Timeframe: Weekly Provider / Presenter / Person Responsible: Campus Leadership Team Collaborating Departments: Technology Delivery Method: Text messages	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Campus will find creative ways to communicate often with parents

Strategy's Expected Result/Impact: Parents will become more aware of what is taking place on the campus and find opportunities to be more involved

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

4.1, 4.2





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 5 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Campus will post weekly posts on social media to highlight different campus events and initiatives Intended Audience: Parents and Community Date(s) / Timeframe: Weekly Provider / Presenter / Person Responsible: Technology Campus Representative Collaborating Departments: LAN Team Delivery Method: Social Media	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Reading-RP/DL students need more time engaged in reading quality literature in order to increase vocabulary, stamina, comprehension and fluency. Root Cause: AA RP/DL students enter kindergarten with a significant vocabulary deficit.
Student Learning
Problem Statement 1: Low 3rd - 5th grade reading and math achievement as measured by STAAR. Root Cause: Low Level Tier 1 first teach instructional delivery. Need additional planning time to maximize instructional intervention block. Need continued ESSER support for intensive reading and math intervention.
School Processes & Programs
Problem Statement 5: More parental/community involvement across all grade levels. Root Cause: Limited options for parental involvement. Do not have Family/Community Liaison/Coordinator
Perceptions
Problem Statement 2: The need for authentic acknowledgement of everyone in the learning community. Root Cause: Lack of intentionality to include other aspects of the school environment.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Travel	Travel for Teachers and Data Analysts (PD)	211-13-6411-04E-124-30-510-000000-23F10	\$2,500.00
1	1	2	1	Materials	Reading materials for classroom use	211-11-6329-04E-124-30-510-000000-23F10	\$9,100.00
1	1	3	1		Data Analyst	211-13-6119-04E-124-30-510-000000-23F10	\$70,000.00
3	1	1	1	Technology	Technology for instructional use	211-11-6396-04E-124-30-510-000000-23F10	\$2,500.00
Sub-Total							\$84,100.00
Budgeted Fund Source Amount							\$84,100.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-124-24-313-000000-	\$2,500.00
2	1	2	1	Materials	Supplies and materials for instructional use	199-11-6399-001-124-24-313-000000-	\$934.00
Sub-Total							\$3,434.00
Budgeted Fund Source Amount							\$3,434.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Materials	Supplies and materials for parental involvement	211-61-6399-04L-124-30-510-000000-23F10	\$1,395.00
Sub-Total							\$1,395.00
Budgeted Fund Source Amount							\$1,395.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	2	1	Materials	Supplies and materials for instructional use	199-11-6399-001-124-25-313-000000	\$630.00
Sub-Total							\$630.00
Budgeted Fund Source Amount							\$630.00
+/- Difference							\$0.00
Grand Total Budgeted							\$89,559.00
Grand Total Spent							\$89,559.00
+/- Difference							\$0.00

Addendums