Fort Worth Independent School District
127 Christene C. Moss Elementary School
2022-2023 Campus Improvement Plan

Accountability Rating: C
Mission Statement

"Our mission is to provide a community that promotes accountability in achievement, equity, trust and a quality education for each learner while building meaningful and positive relationships."

Vision

"To cultivate an academic environment where students are challenged daily through rigorous assignments and activities to help them become self-reliant problem solvers who think critically."

Core Beliefs

Our Values are...

Student Achievement

Accountability

Relationships

Integrity

Equity
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Demographics

Demographics Summary

Christene C. Moss Elementary is a Title 1 campus servicing 330 students in East Fort Worth. Our campus demographics are 49.8% African American, 43.2% Hispanic, and 2.7% White. 97% of our student population are Economically Disadvantaged with 33% English Language Learners and 11.2% receiving Special Education Services. According to our school report card, we have a 16.8% mobility rate and the average class size is 18:1.

Moss Staff is comprised of 67% African American, 24% Hispanic and 9% White. 43% of the teaching staff have 0-5 years experience, with 32% with 6-12 years experience and 25% with 13+ years of experience. 90% of the staff are females and 10% are males.

Demographics Strengths

Christene C. Moss Elementary has great partnerships in which supports the mission and vision of the campus. Throughout the school year, we have been able to provide food through our Food Pantry, Laundry Services, School Supplies, and holiday gifts to our students.

The campus conducted "warm calls" to encourage student's attendance. Incentives such as "Moss Bucks" and Attendance Recovery were key parts of restoring students attendance.

The Family Engagement Specialist conducted Attendance Matters sessions to inform parents on the importance of attendance.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to the 2021-2022 ADQ Data, the Average Daily Attendance has continually to drop as compared to 2018-2019 Average Daily Attendance, which was a Pre Pandemic School year, from 94.1% to 90.9%. Root Cause: Due to COVID exposures and inconsistencies of student attendance notifications, students with chronic absenteeism and consistently missed due to lack of communication between home and school.

Problem Statement 2 (Prioritized): According to the 2021-2022 ADQ Report, African Americans average daily attendance demonstrated a 3-5% gap throughout the school year ranging from 84.4% to 91.3% as compared to the Hispanic students in which a average ADA ranged from 89.7% to 94.5%. Root Cause: Because of student's social emotional needs, African Americans demonstrated a disconnect between home and school in which posed a lack of parent and student engagement.
Student Learning

Student Learning Summary

For the 2021 STAAR, the school's rating was not rated: Declared State of Disaster. With the 2020 STAAR Assessment, 93% of the student population participated in the STAAR testing as compared to 88% within the state. Because instruction was both virtual and in person, our 3rd-5th grade students scored 43% in Reading, 44% in Math, 17% in Writing, and 35% in Science.

Telpas 2022 demonstrated that 55% of the students have stayed the same in their composite score, while 25% Improved, and 19% Regressed. The composite scores show that 11% are rated Beginners, 61% are rated Intermediate, 24% are rated Advanced, and 4% are rated Advanced High.

MAP MOY data shows that K, 1, 2, 4, and 5th Reading and Math did not meet their projected observed growth from BOY to MOY, however, 3rd grade Math and Reading demonstrated observed growth. According to MAP data there was a __________________________ gap between ________________________.

Student Learning Strengths

On MOY Data, 3rd grade Math and Reading met their projected growth with a observed growth of ________.

Our school's benchmark scores showed growth in March by ________________.

100% of the student population has access to technology in which they engage in the academic learning environment. Teachers utilized Lexia Intervention Program with all students and on average there was an 80% daily usage in which 60% of the students met their academic growth measures.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the 2022 Math Benchmark, 87% of the regular program 4th grade students did not meet Approaches Performance Level. Root Cause: Inconsistencies of teacher professional development and classroom management hinder student performance.

Problem Statement 2 (Prioritized): According to the 2021-2022 MOY Reading MAP Growth Data, 86% of 2nd Grade students did not meet expected growth. Root Cause: Lack of teacher implementation, professional development, and accountability of Reading Academy Reading strategies hindered students growth.
School Processes & Programs

School Processes & Programs Summary

During the summer, the Interview Committee interviewed candidates and provided suggestions on if the candidate were appropriate for the campus. Throughout the school year, "stay" conversations were held with teachers, so that consistency could be given to the upcoming school year. Only 3 teachers have left in which 2 retired and 1 transferred to another school.

The feedback cycle for administration and coaches provided support to the teachers in which they could reflect on best instructional practices. Teachers worked together in vertical and grade level PLC to learn best practices and participated in Pyramid PLCs.

Students consistently worked on Lexia to move up reading levels. Daily students were paid "Moss Bucks" for on time daily attendance. This encouraged students to actively come to school as they were able to redeem their "Moss Bucks" for prizes in the school store.

For students with chronic absenteeism, they had to attend Attendance Restoration after school or on Saturday. This allowed students to learn and eliminate the learning gap due to lack of attendance.

School Processes & Programs Strengths

This is the campus 2nd year of implementing Lexia Core 5 program to support readers at various levels. Teachers were able to implement and increase students usage and student's reading levels. At the beginning of the school year, we started with with 87% of the students were below grade level. By the end of the year, 45% of the students were reading below grade level which was a total of 93 students. At the beginning of the school year, 2 students were classified as Above Grade Level which increased by 26% which was a total of 55 students. 29% of our students were reading On grade level which gave the campus a total of 56% as compared to 13% at the BOY. Through incentives and student recognition students actively participated in the Lexia program, which contributed to the student growth.

To improve the teachers instructional practices, teachers utilized the Curriculum Frameworks and planned their weekly lessons. Each week, 90% of the teachers would turn in their lesson plans into the campus Google Classroom for the Leadership Team to provide feedback. Teachers improved their instructional practices and provided coaching to all teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to Panorama Data, 42% of the teachers feel that they cannot improve implementation of differentiation of teaching strategies. Root Cause: Lack of consistency of teacher professional learning and implementation of best instructional practices for students who were struggling or high achievers.

Problem Statement 2 (Prioritized): Disproportionate African American suspension rates are at 90% while the enrollment is 48% for African Americans and 46% for Hispanics according to Fort Worth Independent School District 2021-2022 Discipline Report - as of Fourth Six Weeks. Root Cause: Students lack SEL skills due to inconsistencies of guidance and social emotional lessons.
Perceptions

Perceptions Summary

Safety was and is the first priority! As the campus navigated through the COVID, return of all students in class, and eliminating the achievement gap due Covid loss, the campus ensured that all students and staff members were able to follow the CDC protocols before, during, and after school. Throughout the school year, members of our school community were provided opportunities to engage with the school staff and students through many different family engagement activities such as Movie Night, Painting Parents and Pizza, Muffins for Moms, and Fun Day.

As of January 2022, Moss was 100% staffed and had a consistent substitute in which supported students and classroom teachers during the uprising of Covid cases. This provided some consistency and limited learning interruptions.

Perceptions Strengths

According to the Panorama Survey, 85% of the staff responded favorably in having an inviting work environment and that 88% of the staff believe that when challenges arise that administration understand their situation.

There has been an increase in parent engagement and volunteers due to the full time Family Engagement Specialist and here efforts to authentically engage parents. As the FES, it was expected to provide "warm calls" when students were absent for the day. This helped to eliminate chronic absenteeism throughout the school year.

The campus has an strong partnership with Lockett Family Charitable Foundation, Bell Helicopter, R Life Organization, Eastland Church and other community partners. This partnership created opportunities for our Moss Cares Pantry and Washroom to continue in providing support for food and clean clothes.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the 2020-2021 Panorama Social and Emotional Learning (SEL) data, 55% of the students in grades 3-5 feel they are not able to regulate their emotions appropriately. Root Cause: Due to limited consistencies in professional development and implementation of SEL strategies.

Problem Statement 2 (Prioritized): The MOY MTSS Tier Movement Report indicates that 298 students were in Tier 1, 2, or 3 with no student movement in the tiers. Root Cause: Teachers were not consistently inputting targeted interventions in Branching Minds and limited knowledge on how to support students within the tiers.
**Priority Problem Statements**

**Problem Statement 2**: According to the 2021-2022 ADQ Data, the Average Daily Attendance has continually to drop as compared to 2018-2019 Average Daily Attendance, which was a Pre Pandemic School year, from 94.1% to 90.9%.

**Root Cause 2**: Due to COVID exposures and inconsistencies of student attendance notifications, students with chronic absenteeism and consistently missed due to lack of communication between home and school.

**Problem Statement 2 Areas**: Demographics

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**Problem Statement 1**: According to the 2022 Math Benchmark, 87% of the regular program 4th grade students did not meet Approaches Performance Level.

**Root Cause 1**: Inconsistencies of teacher professional development and classroom management hinder student performance.

**Problem Statement 1 Areas**: Student Learning

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**Problem Statement 4**: According to Panorama Data, 42% of the teachers feel that they cannot improve implementation of differentiation of teaching strategies.

**Root Cause 4**: Lack of consistency of teacher professional learning and implementation of best instructional practices for students who were struggling or high achievers.

**Problem Statement 4 Areas**: School Processes & Programs

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**Problem Statement 8**: According to the 2020-2021 Panorama Social and Emotional Learning (SEL) data, 55% of the students in grades 3-5 feel they are not able to regulate their emotions appropriately.

**Root Cause 8**: Due to limited consistencies in professional development and implementation of SEL strategies.

**Problem Statement 8 Areas**: Perceptions

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**Problem Statement 3**: According to the 2021-2022 ADQ Report, African Americans average daily attendance demonstrated a 3-5% gap throughout the school year ranging from 84.4% to 91.3% as compared to the Hispanic students in which a average ADA ranged from 89.7% to 94.5%.

**Root Cause 3**: Because of student's social emotional needs, African Americans demonstrated a disconnect between home and school in which posed a lack of parent and student engagement.

**Problem Statement 3 Areas**: Demographics

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**Problem Statement 6**: According to the 2021-2022 MOY Reading MAP Growth Data, 86% of 2nd Grade students did not meet expected growth.

**Root Cause 6**: Lack of teacher implementation, professional development, and accountability of Reading Academy Reading strategies hindered students growth.

**Problem Statement 6 Areas**: Student Learning

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**Problem Statement 5**: Disproportionate African American suspension rates are at 90% while the enrollment is 48% for African Americans and 46% for Hispanics according to Fort Worth Independent School District 2021-2022 Discipline Report - as of Fourth Six Weeks.

**Root Cause 5**: Students lack SEL skills due to inconsistencies of guidance and social emotional lessons.

**Problem Statement 5 Areas**: School Processes & Programs
Problem Statement 7: The MOY MTSS Tier Movement Report indicates that 298 students were in Tier 1, 2, or 3 with no student movement in the tiers.

Root Cause 7: Teachers were not consistently inputting targeted interventions in Branching Minds and limited knowledge on how to support students within the tiers.

Problem Statement 7 Areas: Perceptions
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)
- 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

**Student Data: Assessments**
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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
- 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

**Student Data: Behavior and Other Indicators**
- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject

**Employee Data**
- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment 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
District Goals

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 69% to 75% by May 2023.
*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 93% to 96% by May 2023.
*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 73% to 80% by May 2023.

Evaluation Data Sources: CLI Engage Data, Companion Report

Strategy 1: Improve the quality and alignment of Tier 1 Instruction for all students by enhancing teacher quality and building capacity through ongoing Professional Learning Sessions for the implementation of the Creative Curriculum.

Strategy's Expected Result/Impact: 75% of PK students will be On Track on Phonological Awareness on the MOY CLI Engage Assessment.

Staff Responsible for Monitoring: Administrators, Campus and District Instructional Coaches

Problem Statements: School Processes & Programs

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Action Step 1</strong>: PreK Teachers and Teacher Assistants will enroll and attend ongoing Professional Learning sessions that will reinforce and support quality teaching strategies.</td>
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<tr>
<td><strong>Intended Audience</strong>: PreK Teachers, Prek Teacher Assistants, Campus and District Instructional Coaches, and Administrators.</td>
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<tr>
<td><strong>Date(s) / Timeframe</strong>: August, October 2022, January, March, April 2023</td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible</strong>: Early Learning Department, Creative Curriculum Trainers</td>
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<tr>
<td><strong>Collaborating Departments</strong>: Teaching and Learning</td>
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<tr>
<td><strong>Delivery Method</strong>: In Person and Online Training</td>
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<tr>
<td>Action Step 2 Details</td>
<td>Reviews</td>
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<tr>
<td><strong>Action Step 2:</strong> Establish a walkthrough and Instructional Rounds Schedule to support teacher growth as a result of observation, feedback, next steps, and coaching conversations.</td>
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<tr>
<td><strong>Intended Audience:</strong> PreK Teachers, Prek Teacher Assistants, Campus and District Instructional Coaches, and Administrators.</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> September 30, 2022</td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Administrators and Instructional Coaches</td>
<td>Nov Jan Mar June</td>
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<tr>
<td><strong>Collaborating Departments:</strong> Early Learning PK-2</td>
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<td><strong>Delivery Method:</strong> In Person and Online Training</td>
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<th>Action Step 3 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Action Step 3:</strong> Engage in data PLC's to analyze student data and work and develop an intentional and strategic instructional plan.</td>
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<tr>
<td><strong>Intended Audience:</strong> PreK Teachers, Prek Teacher Assistants, Campus and District Instructional Coaches, and Administrators.</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> September 2022</td>
<td>Formative Summative</td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Administrators and Instructional Coaches</td>
<td>Nov Jan Mar June</td>
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<tr>
<td><strong>Funding Sources:</strong> Data Analyst - Title I (211) - 211-13-6119-04E-127-30-510-000000-23F10 - $68,000</td>
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</tbody>
</table>

**School Performance Objective 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 1:** According to Panorama Data, 42% of the teachers feel that they cannot improve implementation of differentiation of teaching strategies. **Root Cause:** Lack of consistency of teacher professional learning and implementation of best instructional practices for students who were struggling or high achievers.
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 47% to 60% 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 32.1% to 45% by May 2023.  
*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 44% to 60% by May 2023.  

**Evaluation Data Sources:** MAP Fluency

**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:** At least 50% of the students in K-3rd will meet or exceed grade level expectations on key MAP Fluency indicators.

**Staff Responsible for Monitoring:** Administrators, Campus Instructional Coaches

**Title I:**
2.5

- **TEA Priorities:**
  Build a foundation of reading and math, Improve low-performing schools
  - - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**

**Problem Statements:** Student Learning 2 - Perceptions 2

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<thead>
<tr>
<th>Action Step 1 Details</th>
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<tbody>
<tr>
<td><strong>Action Step 1:</strong> Instructional staff will register and participate in ongoing Professional Learning to support strategic and effective delivery of foundational skills that address Reading, Writing, Listening, and Speaking.</td>
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<tr>
<td><strong>Intended Audience:</strong> Administrators, Instructional Coaches, and Data Analyst</td>
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<td><strong>Date(s) / Timeframe:</strong> August 2022, October 2022, January 2023, April 2023</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> District Instructional Coach, Teaching and Learning Department/Literacy</td>
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<td><strong>Collaborating Departments:</strong> Literacy Department</td>
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<td><strong>Delivery Method:</strong> In Person/Online Training</td>
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<td><strong>Funding Sources:</strong> - Title I (211) - 211-11-6112-0PD-127-30-510-000000-23F10 - $1,000</td>
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### Action Step 2 Details

**Action Step 2:** Establish a walkthrough and Instructional Rounds Schedule to support teacher growth as a result of observation, feedback, next steps, and coaching conversations.

- **Intended Audience:** Teachers, Campus and District Instructional Coaches, and Administrators.
- **Date(s) / Timeframe:** September 30, 2022
- **Provider / Presenter / Person Responsible:** Administrators and Instructional Coaches
- **Collaborating Departments:** Early Learning PK-2
- **Delivery Method:** In Person and Online Training

### Action Step 3 Details

**Action Step 3:** Utilize instructional literacy supports, supplies, technology, and other instructional resources to create and support the classroom learning environment for students of all subgroups.

- **Intended Audience:** Teachers, Students
- **Date(s) / Timeframe:** September 2022-March 2023
- **Provider / Presenter / Person Responsible:** Librarian, District Technology Liaison
- **Collaborating Departments:** Teaching and Learning Department, Lexia and Amplify
- **Delivery Method:** In Person and Online
- **Funding Sources:** Books - Title I (211) - 211-12-6329-04E-127-30-510-000000-23F10 - $4,000

### Action Step 4 Details

**Action Step 4:** Utilize resources and technology to support various learning styles and academic levels for at-risk students.

- **Intended Audience:** Teachers
- **Date(s) / Timeframe:** August- May 2022
- **Provider / Presenter / Person Responsible:** Leadership Team
- **Collaborating Departments:** Teaching and Learning
- **Delivery Method:** In Person
- **Funding Sources:** Manipulatives, Dry Erase Boards, Markers, Erasers, Technology - Title I (211) - 211-11-6399-04E-127-30-510-000000-23F10 - $2,500

### School Performance Objective 2 Problem Statements:

- No Progress
- Accomplished
- Continue/Modify
- Discontinue

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<tr>
<th>Student Learning</th>
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<tr>
<td><strong>Problem Statement 2</strong>: According to the 2021-2022 MOY Reading MAP Growth Data, 86% of 2nd Grade students did not meet expected growth. <strong>Root Cause</strong>: Lack of teacher implementation, professional development, and accountability of Reading Academy Reading strategies hindered students growth.</td>
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<tr>
<th>Perceptions</th>
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<tbody>
<tr>
<td><strong>Problem Statement 2</strong>: The MOY MTSS Tier Movement Report indicates that 298 students were in Tier 1, 2, or 3 with no student movement in the tiers. <strong>Root Cause</strong>: Teachers were not consistently inputting targeted interventions in Branching Minds and limited knowledge on how to support students within the tiers.</td>
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</table>
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 29.2% to 40% 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 23.7% to 35% by May 2023.
*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 28.8% to 40% by May 2023.

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, and Teachers

TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td>Action Step 1: 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 and February 28, 2023.</td>
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<tr>
<td>Intended Audience: Teachers, CIC, Campus Administrators</td>
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<td>Date(s) / Timeframe: November 30, 2022 and February 28, 2023</td>
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<tr>
<td>Provider / Presenter / Person Responsible: Literacy Department, Early Childhood, and Campus Instructional Coaches</td>
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<td>Collaborating Departments: Literacy Department,</td>
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<td>Delivery Method: Face to Face, Online, PLC's</td>
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<tr>
<th>Action Step 2 Details</th>
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<tbody>
<tr>
<td>Action Step 2: Ensure all teachers understand and implement campus and district expectations of the literacy curriculum to ensure consistency and fidelity to Amplify curriculum.</td>
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<tr>
<td>Intended Audience: Teachers</td>
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<tr>
<td>Provider / Presenter / Person Responsible: District and Campus Instructional Coaches, Administrators</td>
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<td>Collaborating Departments: Teaching and Learning/ Amplify Coaches</td>
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<td>Delivery Method: In Person, Online, and PLC's</td>
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<td>Nov</td>
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**Action Step 3 Details**

- **Intended Audience:** Students
- **Date(s) / Timeframe:** October 2022-April 2023
- **Provider / Presenter / Person Responsible:** Administrator
- **Collaborating Departments:** Teaching and Learning
- **Delivery Method:** In Person

**Funding Sources:**

- Tutors with Degrees - Title I (211) - 211-11-6117-04E-127-30-510-000000-23F10 - $4,000
- Title I (211) - 211-11-6116-04E-127-30-510-000000-23F10 - $1,540
- SCE (199 PIC 24) - 199-11-6116-001-127-24-313-000000 - $3,488

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<tr>
<td>0%</td>
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Campus #127
October 17, 2022 11:40 PM
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 90.5% to 95% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 84.6% to 90% by May 2023.

   Evaluation Data Sources: CLI Engage

Strategy 1: Develop the capacity of PK-5 teachers to implement the Math Framework through targeted professional development in critical thinking, problem solving application and the use of district approved resources to maximize student learning and instruction.

   Strategy's Expected Result/Impact: Increase teacher's pedagogy that will provide best instructional practices in the classroom for student achievement.

   Staff Responsible for Monitoring: Administrators, Instructional Coaches, Data Analyst

Title I:
2.5
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

   Problem Statements: Student Learning 1, 2

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td>Action Step 1: Provide/purchase classroom resources for classroom instruction that provides student engagement within the curriculum.</td>
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School Performance Objective 1 Problem Statements:
## Student Learning

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<tr>
<th>Problem Statement 1</th>
<th>Problem Statement 2</th>
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<tr>
<td>According to the 2022 Math Benchmark, 87% of the regular program 4th grade students did not meet Approaches Performance Level. <strong>Root Cause:</strong> Inconsistencies of teacher professional development and classroom management hinder student performance.</td>
<td>According to the 2021-2022 MOY Reading MAP Growth Data, 86% of 2nd Grade students did not meet expected growth. <strong>Root Cause:</strong> Lack of teacher implementation, professional development, and accountability of Reading Academy Reading strategies hindered students growth.</td>
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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 47.7% to 65% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 39% to 50% by May 2023.

Evaluation Data Sources: MAP Fluency

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


Staff Responsible for Monitoring: Administration

Title I:
2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 1, 2

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0% No Progress 100% Accomplished Continue/Modify Discontinue

School Performance Objective 2 Problem Statements:
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<td><strong>Problem Statement 1</strong>: According to the 2022 Math Benchmark, 87% of the regular program 4th grade students did not meet Approaches Performance Level. <strong>Root Cause</strong>: Inconsistencies of teacher professional development and classroom management hinder student performance.</td>
</tr>
<tr>
<td><strong>Problem Statement 2</strong>: According to the 2021-2022 MOY Reading MAP Growth Data, 86% of 2nd Grade students did not meet expected growth. <strong>Root Cause</strong>: Lack of teacher implementation, professional development, and accountability of Reading Academy Reading strategies hindered students growth.</td>
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**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 29.2% to 45% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 28.8% to 45% by May 2023.

- **High Priority**
- **Evaluation Data Sources:** MAP Data

**Strategy 1:** Improve Tier 1 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.

### Action Step 1 Details

<table>
<thead>
<tr>
<th>Action Step 1: Develop a PLC schedule that focuses on Classroom Environment, Instructional Delivery, and Best Instructional Practices.</th>
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<td><strong>Intended Audience:</strong> Teachers</td>
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<td><strong>Date(s) / Timeframe:</strong> August -September 2022</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Campus Administrators</td>
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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 34.8 % to 48 % by May 2023.
Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29.5 % to 40 % by May 2023.

Evaluation Data Sources: STAAR Data. MAP Projected Summary

Strategy 1: Ensure that daily 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 Frameworks in all courses for all students.

Strategy's Expected Result/Impact: 100% of the students will engage in high quality instruction that promotes student engagement and voice.

Staff Responsible for Monitoring: All Staff

Title I:
2.4, 2.6

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

- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction
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 23.7% to 35.0% by May 2023.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 22.4% to 35% by May 2023.

Evaluation Data Sources: STAAR, MAP Projected Summary Report

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision making that leads to positive student outcomes.

Strategy's Expected Result/Impact: 100% of Students, Teachers, and Parents will be informed on students strengths and weakness to determine best instructional practices.

Staff Responsible for Monitoring: Leadership Team, Teachers

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction
**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 35% to 20% by May 2023.

**Evaluation Data Sources:** ADQ Data Reports

**Strategy 1:** Align and leverage programs, resources, Student Support Teams, and Multi- Tiered Systems of Support (MTSS) to improve daily attendance, behavior, academics for identified students.

**Strategy's Expected Result/Impact:** Creating a strategic plan, there will be a decline in chronic absenteeism by 15% which will increase student achievement by June 2023.

**Staff Responsible for Monitoring:** Administration, Data Clerk, Data Analyst, Family Engagement Specialist, All Teachers, Diagnostician, LSSP

**Title I:**
2.6, 4.1
- **TEA Priorities:**
  Improve low-performing schools
- **ESF Levers:**
  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 2 - Perceptions 1, 2

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**Action Step 1 Details**

**Action Step 1:** Establish a system for implementation of SST & MTSS committee members and identification of students, review data, and establish expectation for the upcoming school year.

**Intended Audience:** Students and Parents

**Date(s) / Timeframe:** August/ September 2022

**Provider / Presenter / Person Responsible:** Administration, Counselor, Data Analyst, LSSP, Diagnostician, Teachers

**Collaborating Departments:** Student Support, MTSS, SPED

**Delivery Method:** In Person

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**Reviews**

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**Action Step 2 Details**

**Action Step 2:** Conduct warm calls, home visits, parent conferences, and SART meetings for students who have been identified as chronic or students with trending absences.

- **Intended Audience:** Students and Parents
- **Date(s) / Timeframe:** September 2022 - May 31, 2023
- **Provider / Presenter / Person Responsible:** Administration, Counselor, Case Manager/Interventionist, Student Support, Counselor, MHMR
- **Collaborating Departments:** Student Support, Counselor, MHMR
- **Delivery Method:** In Person

**Reviews**

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**Action Step 3 Details**

**Action Step 3:** Establish Attendance Recovery, Saturday Learning, and After School Tutoring opportunities for identified students to close academic gaps.

- **Intended Audience:** Students
- **Date(s) / Timeframe:** October - May 2022
- **Provider / Presenter / Person Responsible:** Administration, Family Engagement Specialist, Data Analyst, Teachers
- **Collaborating Departments:** Family Engagement Specialist, Teaching and Learning
- **Delivery Method:** In Person

**Funding Sources:**
- Title I (211) - 211-11-6116-04E-127-30-510-000000-23F10 - $6,000

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**School Performance Objective 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 2:** Disproportionate African American suspension rates are at 90% while the enrollment is 48% for African Americans and 46% for Hispanics according to Fort Worth Independent School District 2021-2022 Discipline Report - as of Fourth Six Weeks. **Root Cause:** Students lack SEL skills due to inconsistencies of guidance and social emotional lessons.

**Problem Statement 1:** According to the 2020-2021 Panorama Social and Emotional Learning (SEL) data, 55% of the students in grades 3-5 feel they are not able to regulate their emotions appropriately. **Root Cause:** Due to limited consistencies in professional development and implementation of SEL strategies.

**Problem Statement 2:** The MOY MTSS Tier Movement Report indicates that 298 students were in Tier 1, 2, or 3 with no student movement in the tiers. **Root Cause:** Teachers were not consistently inputting targeted interventions in Branching Minds and limited knowledge on how to support students within the tiers.

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

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from 120 to 100 by May 2023. Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 105 to 75 by May 2023.

**Evaluation Data Sources:** ADQ Portal, FOCUS Reports

**Strategy 1:** Build authentic and positive relationships with the students through social emotional lessons to help monitor behavior concerns.

**Strategy's Expected Result/Impact:** 85% of the students will be able to utilize social skills to deescalate, find resolution during conflict, and/or self calming strategies to eliminate a discipline referral.

**Staff Responsible for Monitoring:** Leadership Team, Counselor, Teachers, Case Manager.

**Title I:**
2.4, 2.5, 2.6
- **TEA Priorities:**
  Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
  Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

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**Action Step 1 Details**

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<th>Action Step 1</th>
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| **Action Step 1:** Provide training to teachers and implement strategies weekly and daily through the use of Character Strong curriculum, Guidance Lessons with a campus Social Skills monthly focus. | **Intended Audience:** Students  
**Date(s) / Timeframe:** August 2022- May 2023  
**Provider / Presenter / Person Responsible:** Administration, Counselor  
**Collaborating Departments:** Trauma, Counseling Department  
**Delivery Method:** In Person | **Formative** | **Summative** |
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### Action Step 2 Details

**Action Step 2**: Provide opportunities for students to deescalate social emotional behaviors through the use of Sensory Paths and the Moss Meditation Room.

- **Intended Audience**: Students
- **Date(s) / Timeframe**: August 2022 - May 2023
- **Provider / Presenter / Person Responsible**: Counselor, Case Manager, Teachers
- **Collaborating Departments**: Counseling, Student Support
- **Delivery Method**: In Person
- **Funding Sources**: - Title I (211) - 211-11-6399-04E-127-30-510-000000-23F10 - $300

### Action Step 3 Details

**Action Step 3**: Encourage best behavior practices, academic growth, and attendance through incentive program through the use of Moss Bucks and other student recognition programs such as Student of the Month and School Leadership Programs.

- **Intended Audience**: Students
- **Date(s) / Timeframe**: September 2022 - May 2023
- **Provider / Presenter / Person Responsible**: All Staff, PTO, Family Engagement Specialist
- **Collaborating Departments**: Family Engagement
- **Delivery Method**: In Person
- **Funding Sources**: Certificates, small prizes, Printing signs and banners - Title I (211) - 211-11-6499-04E-127-30-510-000000-23F10 - $400

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### School Performance Objective 2 Problem Statements:

#### Perceptions

**Problem Statement 1**: According to the 2020-2021 Panorama Social and Emotional Learning (SEL) data, 55% of the students in grades 3-5 feel they are not able to regulate their emotions appropriately. **Root Cause**: Due to limited consistencies in professional development and implementation of SEL strategies.
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 6.9% to 3.5% by May 2023.

   Evaluation Data Sources: ADQ Data Portal, FOCUS

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: Students will implement behavior conflict resolution or deescalation strategies in which will prevent escalation of behaviors by 50% from 0%.

   Staff Responsible for Monitoring: Administration, Counselor, Case Manager, Teachers, and Staff

   Title I:
   2.5, 2.6
   - TEA Priorities:
     Improve low-performing schools
   - ESF Levers:
     Lever 3: Positive School Culture

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<td>Action Step 1: Provide programs for mentorship and parenting classes for at risk students.</td>
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<td>Date(s) / Timeframe: October 2022 - May 2023</td>
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<td><strong>Action Step 2:</strong> Conduct Home Visits, create Individualized Behavior Plans, and establish frequent parent conferences after school to determine individual needs for students.</td>
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<td><strong>Intended Audience:</strong> Students, Parents</td>
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<td><strong>Date(s) / Timeframe:</strong> Oct 2022- May 2023</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Principal, Assistant Principal, Counselor, Case Manager, Teacher, Teacher Assistants</td>
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<td><strong>Collaborating Departments:</strong> Family Engagement, Student Support, Counseling</td>
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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 8 to 12 by May 2023.

   High Priority

   Evaluation Data Sources: Sign In Sheets,

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: Parent and school partnerships of school activities that support a safe learning academic environment.

   Staff Responsible for Monitoring: All Staff

Title I:
2.5, 4.2

- TEA Priorities:
  Improve low-performing schools

- ESF Levers:
  Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Perceptions 2

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<td>Action Step 1: Communicate through varied methods such as newsletter, social media, and website of school pride events and student achievement.</td>
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<td>Provider / Presenter / Person Responsible: Administration, Counselor, Dyslexia Teacher,</td>
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### Action Step 2 Details

**Intended Audience:** Students and Parents  
**Date(s) / Timeframe:** August 2022-May 2023  
**Provider / Presenter / Person Responsible:** Administration, Counselor,  
**Collaborating Departments:** Family Engagement Specialist  
**Delivery Method:** In Person  
**Funding Sources:** Supplies, Materials, Paper, - Parent Engagement -  
211-61-6599-04L-127-30-510-000000-23F10 - $600, Food - Parent Engagement -  
211-61-6499-04L-127-30-510-000000-23F10 - $394

### Reviews

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0% No Progress  
100% Accomplished  
Continue/Modify  
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### School Performance Objective 4 Problem Statements:

#### Demographics

**Problem Statement 2:** According to the 2021-2022 ADQ Report, African Americans average daily attendance demonstrated a 3-5% gap throughout the school year ranging from 84.4% to 91.3% as compared to the Hispanic students in which a average ADA ranged from 89.7% to 94.5%.  
**Root Cause:** Because of student's social emotional needs, African Americans demonstrated a disconnect between home and school in which posed a lack of parent and student engagement.

#### Perceptions

**Problem Statement 2:** The MOY MTSS Tier Movement Report indicates that 298 students were in Tier 1, 2, or 3 with no student movement in the tiers.  
**Root Cause:** Teachers were not consistently inputting targeted interventions in Branching Minds and limited knowledge on how to support students within the tiers.
# Title I Personnel

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<th>Name</th>
<th>Position</th>
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<tr>
<td>Dedra Diggs</td>
<td>Data Analyst</td>
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<td>Lashawn President</td>
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<td>4</td>
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<td>1</td>
<td>3</td>
</tr>
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<tr>
<td>4</td>
<td>3</td>
<td>1</td>
<td>2</td>
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</table>

**Sub-Total**: $94,540.00

<table>
<thead>
<tr>
<th>Account Code</th>
<th>Amount</th>
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</table>

**Budgeted Fund Source Amount**: $94,540.00

**+- Difference**: $0.00
### SCE (199 PIC 24)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>Extra duty pay for tutoring after hours (Teacher)</td>
<td>199-11-6116-001-127-24-313-000000-12725-313-000000-127313-000000-</td>
<td>$3,488.00</td>
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<td>2</td>
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<td>1</td>
<td>Supplies and materials for instructional use</td>
<td>199-11-6399-001-127-24-313-000000-12725-313-000000-127313-000000-</td>
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**Sub-Total $4,488.00**

**Budgeted Fund Source Amount $4,488.00**

** +/- Difference $0.00**

### Parent Engagement

<table>
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<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>4</td>
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<td>1</td>
<td>Snacks for Parents to promote participation</td>
<td>211-61-6499-04L-127-30-510-000000-23F10</td>
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<td>Supplies, Materials, Paper,</td>
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<td>Food</td>
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**Sub-Total $1,494.00**

**Budgeted Fund Source Amount $1,494.00**

** +/- Difference $0.00**

### BEA (199 PIC 25)

<table>
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<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
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<td>1</td>
<td>Manipulatives, Supplies,</td>
<td>199-11-6399-001-127-25-313-000000-12725-313-000000-127313-000000-</td>
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**Sub-Total $816.00**

**Budgeted Fund Source Amount $816.00**

** +/- Difference $0.00**

**Grand Total Budgeted $101,338.00**

**Grand Total Spent $101,338.00**
<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
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<td>+/- Difference</td>
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