

**Fort Worth Independent School District**  
**144 Leadership Academy at Mitchell Boulevard Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

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

## Vision

*Igniting in Every Child a Passion for Learning.*

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# Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

## Demographics

### Demographics Summary

Leadership Academy at Mitchell Boulevard is a traditional campus serving approximately 400(+) students.

**Improvements are targeted to correlate and maximize Title 1 funds. 60% Hispanic students, 30% African American 5% White , 2% Two or More 95% Economically Disadvantaged 35% 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

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 Mitchell Boulevard is a thriving neighborhood school serving all students to its highest potential.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Increase overall student enrollment by 5% and maintain that number throughout the course of the school year **Root Cause:** The number of charter schools entering our area combined with the homeschool options due to COVID-19 still holding on.

**Problem Statement 2 (Prioritized):** 70% of African American students are not meeting grade level. **Root Cause:** Students lack reading skills and teachers need additional support in teaching reading explicitly to students. Lack of phonics instruction in curriculum.

# Student Learning

## Student Learning Summary

The Leadership Academy at Mitchell Boulevard has made tremendous gains and achievement. Mitchell Boulevard was rated an "A" campus by TEA from a C in 2019. The campus continuously outscored comparison schools in all grade levels and content. Interim assessment data was clearly 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 85% of teachers for the 22-23 school year.

## Student Learning Strengths

The campus has many different strengths to celebrate. Progress was very high, with 94% for ELAR, 95% for Math. Progress was especially high for Grade 4 Math (98%) Progress was higher than comparison campuses, in some cases much higher. Grade 4 Math was especially impressive (98% vs 77% at the next comp) Grade 4 RLA saw huge gains at all performance levels with the percent at Approaches almost tripling (76% vs 26% in 20-21). Grade 4 Math performance was far higher than comparison campuses at all performance levels (87% App vs 59% at next comp). While most grades+contents saw large improvements relative to 20-21, Grade 3 Math had a decrease in percent at Approaches (39% vs 50% in 20-21). Grade 3 Math performance was also far lower than most comparison campuses (39% App vs 51% at next comp)

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Continue to increase the number of on-level readers at each individual grade level from 2nd - 5th **Root Cause:** COVID learning loss, online learning vs on-campus learning

**Problem Statement 2:** Grade 3 Math performance was also far lower than most comparison campuses (39% App vs. 51% at next comp) **Root Cause:** Students have learning gaps in math due to COVID 19 pandemic

## 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.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The campus is not identifying MTSS supports for students in a timely fashion. Because of this, students are being discussed and proposed for possible testing late in the year. **Root Cause:** MTSS professional development provided early in the school year, even before school starts, followed by a system/structure for how these meetings will flow.

**Problem Statement 2:** The campus has many new teachers who lack the instructional knowledge of LAN components **Root Cause:** Teachers are new to the Network

# 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

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 (Prioritized):** With current average daily attendance below 90%, students are not at school consistently enough to get the needed Tier 1 instruction. **Root Cause:** A systematic approach for addressing and incentivizing attendance for all kids at all grade levels.

**Problem Statement 2:** Student Discipline has been on the rise and steadily increasing. **Root Cause:** The campus has a high mobility rate, and it takes time to get some new students acclimated to the culture and expectations of the campus.



# Priority Problem Statements

**Problem Statement 1:** Increase overall student enrollment by 5% and maintain that number throughout the course of the school year

**Root Cause 1:** The number of charter schools entering our area combined with the homeschool options due to COVID-19 still holding on.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Continue to increase the number of on-level readers at each individual grade level from 2nd - 5th

**Root Cause 2:** COVID learning loss, online learning vs on-campus learning

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** The campus is not identifying MTSS supports for students in a timely fashion. Because of this, students are being discussed and proposed for possible testing late in the year.

**Root Cause 3:** MTSS professional development provided early in the school year, even before school starts, followed by a system/structure for how these meetings will flow.

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

**Problem Statement 4:** With current average daily attendance below 90%, students are not at school consistently enough to get the needed Tier 1 instruction.

**Root Cause 4:** A systematic approach for addressing and incentivizing attendance for all kids at all grade levels.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** 70% of African American students are not meeting grade level.

**Root Cause 5:** Students lack reading skills and teachers need additional support in teaching reading explicitly to students. Lack of phonics instruction in curriculum.

**Problem Statement 5 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

## Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

## 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 (Rtl) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## Employee Data

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

## Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# District Goals

**District Goal 1: COLLEGE AND CAREER READINESS** - Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by August 2024.

**School Performance Objective 1:** By June of 2023, 12% of students will be at the Masters Level in Reading as measured by end of year STAAR.

**Evaluation Data Sources:** STAAR

**Strategy 1:** Campus Leadership will go over expectations for lesson for PLC and lesson planning, schedules, student data tracking system, and classroom evidence chart.

**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:** Principal, Assistant Principal, Instructional Planning

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





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

**- ESF Levers:**

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

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Data Analyst to assist in running weekly reports for Campus Leadership Team <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> On Going <b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team <b>Collaborating Departments:</b> LAN Team <b>Delivery Method:</b> Weekly reports  <b>Funding Sources:</b> Data Analyst - Title I (211) - 211-13-6119-04E-144-30-510-000000-23F10 - \$75,826	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 2:** The data analyst will ensure all assessments have been taken by 100% of required student population and disaggregate and present student data

findings to pinpoint deficiencies and strengths for campus administration, instructional team and teachers to help with planning for student weaknesses

**Strategy's Expected Result/Impact:** Improve student performance and related data on assessments

**Staff Responsible for Monitoring:** Instructional 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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum

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

**Strategy 3:** All teachers will engage in professional development for backwards planning. There will be a focus on alignment with TEKS, teacher exemplars, and cross-curricular support to ensure rigorous, Tier 1 instruction is provided in contents.

**Strategy's Expected Result/Impact:** Tier 1 instruction will be consistently provided and ELA TEKS will be supported in all content areas at all grade levels.

**Staff Responsible for Monitoring:** 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 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

**Strategy 4:** Lesson plan review will occur weekly 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 sync with the 6 week assessments over the course of the academic school year.

**Strategy's Expected Result/Impact:** Effective lessons, rigorous instruction, and Tier 1 teaching

**Staff Responsible for Monitoring:** Instructional coaches, Master Teachers, 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**School Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Increase are overall student enrollment by 5% and maintain that number throughout the course of the school year <b>Root Cause:</b> The number of charter schools entering our area combined with the homeschool options due to COVID-19 still holding on.
<b>Problem Statement 2:</b> 70% of African American students are not meeting grade level. <b>Root Cause:</b> Students lack reading skills and teachers need additional support in teaching reading explicitly to students. Lack of phonics instruction in curriculum.
<b>Student Learning</b>
<b>Problem Statement 1:</b> Continue to increase the number of on-level readers at each individual grade level from 2nd - 5th <b>Root Cause:</b> COVID learning loss, online learning vs on-campus learning
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> The campus is not identifying MTSS supports for students in a timely fashion. Because of this, students are being discussed and proposed for possible testing late in the year. <b>Root Cause:</b> MTSS professional development provided early in the school year, even before school starts, followed by a system/structure for how these meetings will flow.
<b>Perceptions</b>
<b>Problem Statement 1:</b> With current average daily attendance below 90%, students are not at school consistently enough to get the needed Tier 1 instruction. <b>Root Cause:</b> A systematic approach for addressing and incentivizing attendance for all kids at all grade levels.

**District Goal 2: MIDDLE YEARS 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-5th will meet or exceed growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

**Evaluation Data Sources:** MAP DATA

**Strategy 1:** Math lesson plan review will occur weekly by Math Instructional Coach and Master Teachers to ensure alignment before it goes live to teachers. They will review Instructional Planning Calendars Math, DOL creations for Math, and alignment for Mathematics' lessons. This will be done in sync with the 6 week assessments over the course of the academic school year.

**Strategy's Expected Result/Impact:** Effective lessons, rigorous instruction, and Tier 1 teaching

**Staff Responsible for Monitoring:** Mathematics instructional coaches, Master Teachers, 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide paper, pencils, and all academic supplies needed to allow students to participate effectively while teachers are teaching <b>Intended Audience:</b> Students and Teachers <b>Date(s) / Timeframe:</b> 2022-2023 <b>Provider / Presenter / Person Responsible:</b> Secretary, Teachers, Instructional Coaches <b>Funding Sources:</b> - Title I (211) - 211-11-6399-04E-144-30-510-000000-23F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 2:** Continual Growth Walks will be conducted on campus to gather data on evidence of established best math practices identified by the campus

**Strategy's Expected Result/Impact:** Consistent instructional delivery at a high rate providing on-level instruction

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

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

**Strategy 3:** All Math teachers will provide weekly tutorial support over the course of the school year in order to provide reteach opportunities, one-on-one support, and small group instruction when and where needed

**Strategy's Expected Result/Impact:** Students will receive tailored one-on-one support based on deficiencies and be able to work with teacher to increase level of understanding and application

**Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administration

**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 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Tutoring extra duty pay <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> 2022-2023 school year <b>Provider / Presenter / Person Responsible:</b> Teachers  <b>Funding Sources:</b> - Title I (211) - 211-11-6116-04E-144-30-510-000000-23F10 - \$10,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 4:** All Teachers of all contents will utilize an exemplar specific to their content and lesson being delivered which will be visibly posted in all classrooms. Teachers will utilize tools such as aggressive monitoring to ensure student mastery.

**Strategy's Expected Result/Impact:** Increased student performance due to addressing multiple modalities



**Staff Responsible for Monitoring:** Instructional Coaches, Administration

**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 3: Positive School Culture, Lever 5: Effective Instruction

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

**School Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Increase are overall student enrollment by 5% and maintain that number throughout the course of the school year <b>Root Cause:</b> The number of charter schools entering our area combined with the homeschool options due to COVID-19 still holding on.
<b>Problem Statement 2:</b> 70% of African American students are not meeting grade level. <b>Root Cause:</b> Students lack reading skills and teachers need additional support in teaching reading explicitly to students. Lack of phonics instruction in curriculum.
<b>Student Learning</b>
<b>Problem Statement 1:</b> Continue to increase the number of on-level readers at each individual grade level from 2nd - 5th <b>Root Cause:</b> COVID learning loss, online learning vs on-campus learning
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> The campus is not identifying MTSS supports for students in a timely fashion. Because of this, students are being discussed and proposed for possible testing late in the year. <b>Root Cause:</b> MTSS professional development provided early in the school year, even before school starts, followed by a system/structure for how these meetings will flow.
<b>Perceptions</b>
<b>Problem Statement 1:</b> With current average daily attendance below 90%, students are not at school consistently enough to get the needed Tier 1 instruction. <b>Root Cause:</b> A systematic approach for addressing and incentivizing attendance for all kids at all grade levels.

**District Goal 3: 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 1-5 will meet or exceed growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

**Evaluation Data Sources:** MAP

**Strategy 1:** Instructional Coaches and Master Teachers review lesson plans for alignment every week and provide targeted feedback to teachers. The alignment focuses on the alignment from the objective, activities, and DOL which will identify student mastery and standards to re-teach.

**Strategy's Expected Result/Impact:** highly level, tier 1 instruction

**Staff Responsible for Monitoring:** Instructional coaches, master teachers, and administration

**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 3: Positive School Culture, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> ESL materials to support teachers <b>Intended Audience:</b> DLE teachers <b>Date(s) / Timeframe:</b> 2022-2023 <b>Provider / Presenter / Person Responsible:</b> secretary  <b>Funding Sources:</b> - BEA (199 PIC 25) - 199-11-6112-001-144-25-313-000000 - \$660	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide teachers and students with supplies and materials needed to teach at the Tier 1 level <b>Intended Audience:</b> Teachers and students <b>Date(s) / Timeframe:</b> 2022-2023	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<b>Provider / Presenter / Person Responsible:</b> secretary  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-144-24-313-000000- - \$3,740				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** All teachers will engage in professional development for backwards planning. There will be a focus on alignment with TEKS and Teacher Exemplars.

**Strategy's Expected Result/Impact:** Lesson planning will be effective, on-level, and rigorous

**Staff Responsible for Monitoring:** Master teachers, Instructional Coaches, and Administration

**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 3: Positive School Culture, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Supplies such as paper, pencils, and all other education related materials will be provided to both teachers and students  <b>Intended Audience:</b> Teachers and Students <b>Date(s) / Timeframe:</b> 2022-2023 school year <b>Provider / Presenter / Person Responsible:</b> Secretary  <b>Funding Sources:</b> - Title I (211) - 211-11-6399-04E-144-30-510-000000-23F10 - \$15,000	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 3:** Through disaggregation of data done by the data analyst then provided to the teachers, data Meetings following the DDI (data-driven instruction) model to review bi-monthly quick checks, reteach opportunities, and effective teaching practices

**Strategy's Expected Result/Impact:** Targeted instruction at grade level yielding high results

**Staff Responsible for Monitoring:** Data Analyst, Instructional 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, Connect high school to career and college

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

**Strategy 4:** Leadership team will build out instructional monitoring system for student growth for PK-5 students. All students will have a target to hit. Effective systems will be established for students tracking their own targets, teachers tracking student targets, and admin tracking teacher targets.

**Strategy's Expected Result/Impact:** Highly engaging, tier one instruction yielding improving data

**Staff Responsible for Monitoring:** Leadership team, data analyst, and teachers

**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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide any additional professional development needed to reach this target. <b>Date(s) / Timeframe:</b> 2022-2023  <b>Funding Sources:</b> - Title I (211) - 211-13-6399-04E-144-30-510-000000-23F10 - \$604	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Increase are overall student enrollment by 5% and maintain that number throughout the course of the school year <b>Root Cause:</b> The number of charter schools entering our area combined with the homeschool options due to COVID-19 still holding on.</p>
<p><b>Problem Statement 2:</b> 70% of African American students are not meeting grade level. <b>Root Cause:</b> Students lack reading skills and teachers need additional support in teaching reading explicitly to students. Lack of phonics instruction in curriculum.</p>

### Student Learning

**Problem Statement 1:** Continue to increase the number of on-level readers at each individual grade level from 2nd - 5th **Root Cause:** COVID learning loss, online learning vs on-campus learning

### School Processes & Programs

**Problem Statement 1:** The campus is not identifying MTSS supports for students in a timely fashion. Because of this, students are being discussed and proposed for possible testing late in the year. **Root Cause:** MTSS professional development provided early in the school year, even before school starts, followed by a system/structure for how these meetings will flow.

### Perceptions

**Problem Statement 1:** With current average daily attendance below 90%, students are not at school consistently enough to get the needed Tier 1 instruction. **Root Cause:** A systematic approach for addressing and incentivizing attendance for all kids at all grade levels.

**District Goal 3: 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 2:** By June of 2021, 80% of students in Pre-K will meet or exceed growth target as measured by CLI Engage from EOY to BOY

**Evaluation Data Sources:** CLI Engage

**Strategy 1:** Instructional Coaches and Master Teachers review lesson plans for alignment every week and provide targeted feedback to pre-K teachers. The alignment focuses on the alignment from the objective, activities, and DOL which will identify student mastery and standards to re-teach.

**Strategy's Expected Result/Impact:** highly level, tier 1 instruction

**Staff Responsible for Monitoring:** Instructional coaches, master teachers, and administration

**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

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

**Strategy 2:** All pre-K teachers will engage in professional development for backwards planning. There will be a focus on alignment with TEKS and Teacher Exemplars.

**Strategy's Expected Result/Impact:** Lesson planning will be effective, on-level, and rigorous

**Staff Responsible for Monitoring:** Master teachers, Instructional Coaches, and Administration

**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:** Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

**Strategy 3:** Through disaggregation of data done by the data analyst then provided to the teachers, data Meetings following the DDI (data-driven instruction) model to review bi-monthly quick checks, reteach opportunities, and effective pre-K teaching practices

**Strategy's Expected Result/Impact:** Targeted instruction at grade level yielding high results

**Staff Responsible for Monitoring:** Data Analyst, Instructional 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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

**Strategy 4:** Leadership team will build out instructional monitoring system for student growth for pre-K students. All students will have a target to hit. Effective systems will be established for students tracking their own targets, teachers tracking student targets, and admin tracking teacher targets.

**Strategy's Expected Result/Impact:** Highly engaging, tier one instruction yielding improving data

**Staff Responsible for Monitoring:** Leadership team, data analyst, and teachers

**School Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Increase are overall student enrollment by 5% and maintain that number throughout the course of the school year <b>Root Cause:</b> The number of charter schools entering our area combined with the homeschool options due to COVID-19 still holding on.
<b>Problem Statement 2:</b> 70% of African American students are not meeting grade level. <b>Root Cause:</b> Students lack reading skills and teachers need additional support in teaching reading explicitly to students. Lack of phonics instruction in curriculum.
<b>Student Learning</b>
<b>Problem Statement 1:</b> Continue to increase the number of on-level readers at each individual grade level from 2nd - 5th <b>Root Cause:</b> COVID learning loss, online learning vs on-campus learning
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> The campus is not identifying MTSS supports for students in a timely fashion. Because of this, students are being discussed and proposed for possible testing late in the year. <b>Root Cause:</b> MTSS professional development provided early in the school year, even before school starts, followed by a system/structure for how these meetings will flow.
<b>Perceptions</b>
<b>Problem Statement 1:</b> With current average daily attendance below 90%, students are not at school consistently enough to get the needed Tier 1 instruction. <b>Root Cause:</b> A systematic approach for addressing and incentivizing attendance for all kids at all grade levels.

**District Goal 3: 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 3:** By June of 2021, 80% of students in Kinder will meet or exceed growth target as measured by TX-KEA from EOY to BOY

**Evaluation Data Sources:** TX-KEA and MAP Data

**Strategy 1:** Instructional Coaches and Master Teachers review kindergarten lesson plans for alignment every week and provide targeted feedback to teachers. The alignment focuses on the alignment from the objective, activities, and DOL which will identify student mastery and standards to re-teach.

**Strategy's Expected Result/Impact:** highly level, tier 1 instruction

**Staff Responsible for Monitoring:** Instructional coaches, master teachers, and administration

**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:** Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

**Strategy 2:** All kindergarten teachers will engage in professional development for backwards planning. There will be a focus on alignment with TEKS and Teacher Exemplars.

**Strategy's Expected Result/Impact:** Lesson planning will be effective, on-level, and rigorous

**Staff Responsible for Monitoring:** Master teachers, Instructional Coaches, and Administration

**Title I:**

2.4, 2.5, 2.6

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

**Strategy 3:** Through disaggregation of data done by the data analyst then provided to the teachers, data Meetings following the DDI (data-driven instruction) model to review bi-monthly quick checks, reteach opportunities, and effective teaching practices at the kindergarten level

**Strategy's Expected Result/Impact:** Targeted instruction at grade level yielding high results

**Staff Responsible for Monitoring:** Data Analyst, Instructional leadership team

**Strategy 4:** Leadership team will build out instructional monitoring system for student growth for kindergarten students. All students will have a target to hit.



Effective systems will be established for students tracking their own targets, Kindergarten teachers tracking student targets, and admin tracking Kindergarten teacher targets.

**Strategy's Expected Result/Impact:** Highly engaging, tier one instruction yielding improving data

**Staff Responsible for Monitoring:** Leadership team, data analyst, and teachers

**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:** Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

**School Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Increase overall student enrollment by 5% and maintain that number throughout the course of the school year <b>Root Cause:</b> The number of charter schools entering our area combined with the homeschool options due to COVID-19 still holding on.
<b>Problem Statement 2:</b> 70% of African American students are not meeting grade level. <b>Root Cause:</b> Students lack reading skills and teachers need additional support in teaching reading explicitly to students. Lack of phonics instruction in curriculum.
<b>Student Learning</b>
<b>Problem Statement 1:</b> Continue to increase the number of on-level readers at each individual grade level from 2nd - 5th <b>Root Cause:</b> COVID learning loss, online learning vs on-campus learning
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> The campus is not identifying MTSS supports for students in a timely fashion. Because of this, students are being discussed and proposed for possible testing late in the year. <b>Root Cause:</b> MTSS professional development provided early in the school year, even before school starts, followed by a system/structure for how these meetings will flow.
<b>Perceptions</b>
<b>Problem Statement 1:</b> With current average daily attendance below 90%, students are not at school consistently enough to get the needed Tier 1 instruction. <b>Root Cause:</b> A systematic approach for addressing and incentivizing attendance for all kids at all grade levels.

**District Goal 4: Parental Involvement:** By June 2021, we will increase the number of parents/guardians that are actively involved with the campus by 10%

**School Performance Objective 1:** Increase the number of members belonging to the campus PTO by greater than 10%.

**Evaluation Data Sources:** PTO membership log

**Strategy 1:** PTO and administration will host Chat with the Campus Principal and/or Chat with Campus Administration to develop communication and rapport with the Mitchell families.

**Strategy's Expected Result/Impact:** Increase the enrollment of PTO.

**Staff Responsible for Monitoring:** Parental Liaison, Campus Administration

**Title I:**

4.1, 4.2

- **TEA Priorities:**





Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Host PTO events such Campus Principal Chat/ Literacy Nights etc. <b>Intended Audience:</b> Parents/guardians <b>Date(s) / Timeframe:</b> 2022-2023 <b>Provider / Presenter / Person Responsible:</b> Parent Liaison  <b>Funding Sources:</b> - Parent Engagement - 211-61-6399-04L-144-30-510-000000-23F10 - \$1,696.50	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 2:** Campus will provide more opportunities for communication through social media outlets

**Strategy's Expected Result/Impact:** More parents will be aware of the campus events and programming

**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:** Demographics 1 - Perceptions 1

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

**Strategy 3:** Increase parent communication when it comes to academics and what students are learning

**Strategy's Expected Result/Impact:** Parents will feel empowered to understand what their students are learning

**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:** Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Students in grades PK-1 will have the opportunity to be a part of FASTTALK which is a text messaging system for parents so that they can learn what their students are learning daily <b>Intended Audience:</b> Parents and community of PK-1 grades <b>Date(s) / Timeframe:</b> Weekly <b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team <b>Collaborating Departments:</b> Technology Department and LAN <b>Delivery Method:</b> Text messaging	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Increase overall student enrollment by 5% and maintain that number throughout the course of the school year <b>Root Cause:</b> The number of charter schools entering our area combined with the homeschool options due to COVID-19 still holding on.
<b>Perceptions</b>
<b>Problem Statement 1:</b> With current average daily attendance below 90%, students are not at school consistently enough to get the needed Tier 1 instruction. <b>Root Cause:</b> A systematic approach for addressing and incentivizing attendance for all kids at all grade levels.

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Data Analyst	Data Analyst	211-13-6119-04E-144-30-510-000000-23F10	\$75,826.00
2	1	1	1		Supplies and materials for instructional use	211-11-6399-04E-144-30-510-000000-23F10	\$5,000.00
2	1	3	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-144-30-510-000000-23F10	\$10,000.00
3	1	2	1		Supplies and materials for instructional use	211-11-6399-04E-144-30-510-000000-23F10	\$15,000.00
3	1	4	1		Supplies and materials for professional development	211-13-6399-04E-144-30-510-000000-23F10	\$604.00
<b>Sub-Total</b>							\$106,430.00
<b>Budgeted Fund Source Amount</b>							\$106,430.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2		Supplies and materials for instructional use	199-11-6399-001-144-24-313-000000-	\$3,740.00
<b>Sub-Total</b>							\$3,740.00
<b>Budgeted Fund Source Amount</b>							\$3,740.00
<b>+/- Difference</b>							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1		Supplies and materials for parental involvement	211-61-6399-04L-144-30-510-000000-23F10	\$1,696.50

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Sub-Total</b>							\$1,696.50
<b>Budgeted Fund Source Amount</b>							\$1,696.50
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		Subs for supplemental instruction	199-11-6112-001-144-25-313-000000	\$660.00
<b>Sub-Total</b>							\$660.00
<b>Budgeted Fund Source Amount</b>							\$660.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$112,526.50
<b>Grand Total Spent</b>							\$112,526.50
<b>+/- Difference</b>							\$0.00

# Addendums