Fort Worth Independent School District

146 M.H. Moore Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Mission Statement

Providing meaningful, equitable, and rigorous instruction that inspires lifelong learners.

Vision

Creating a learning community that empowers all students to imagine, grow, and achieve Moore.

Core Beliefs

At M. H. Moore Elementary, we believe in:

1. Providing meaningful, equitable, and rigorous instruction to prepare students for college, career, and community leadership.

2. Empowering students to strive for excellence

3. Developing students socially, emotionally, and academically

4. Nurturing a culture that promotes diversity, inclusion, collaboration, and academic excellence

5. Partnering with all stakeholders to provide the best learning opportunities for our students

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Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

Demographics

Demographics Summary

Demographic Summary

M.H. Moore Elementary is a Title 1 neighborhood school that serves 491 students in the Diamond Hill area. We belong to the Diamond the Hill Jarvis Pyramid within Fort Worth ISD. All students either walk or drive to school from surrounding homes and apartments. We have PreK - 5th grade on our campus with half of the classes being dual language one way. Our campus provides gifted and talented, speech therapy, dyslexia, and special education services. We have 2 special education RISE classrooms to meet the needs of special education children in our area. 53.4% of our students are considered emergent bilinguals, 5.5% are identified as gifted and talented, 4.5 % are served by the dyslexia program, 12.7% are receiving special education services, and 2.5% are homeless. Our campus offers a walk-in speech program for qualifying students who are 3 years old and that are too young to enroll in our PreK program. Our pyramid is the only one in FWISD where all the schools participate in a special STEM program called Project Lead The Way. M.H. Moore is proud to have been awarded a PLTW Distinguished Campus Award for the last two years. M. H. Moore was the first elementary school in Texas to become part of the Blue Zone program which promotes healthy living. A fun Blue Zone activity that we have participated in yearly is our Walking School Bus where we meet at a certain block in the neighborhood and walk, picking up more students and parents along the way, until we reach school. Blue Zone has helped us be a community resource for food. We have given away a Veggie and Fruit bag to our families for each of the past two years. We also opened a school pantry at the end of March 2022. Our campus provides an afterschool service for students in grades 3-5 and their siblings. Additionally, we offer soccer, ballet, softball, running club, and arts. We look forward to bringing more extracurricular activities and clubs next school year.

Teachers and staff work hard to build relationships with each student using restorative practices in order to meet their individual social emotional needs. Our community is a tight knit community that is primarily Hispanic and bilingual (Spanish/English). Many households are multigenerational. This is wonderful because we get to know many of the important people in our children's families and our children have lots of people in their home invested in their learning. M. H. Moore's demographics are: 94.5% Hispanic, 2.05% AA, 2.05% White, 0.4% Asian, and 0.8% Two or More Races. 94% of our 491 scholars are economically disadvantaged. Our mobility rate is 11%, which is an asset because that means many of our students start and finish their elementary school journey with us. Our classroom ratio last year was within the 22:1. Our enrollment increased by 21 students compared with the previous school year. More than half of our teachers have at least three years of teaching experience and around 30% have more than ten years of teaching experience. Having a veteran staff helps to build a bond with our community. They also have built their toolbox of teaching strategies and knowledge and can share this with new teachers. We have teachers that have Bilingual, ESL, GT and SpEd certifications. Several of our teachers have advanced Degrees in Education. Several of our Kindergarten - 3rd grade teachers are participating in the TEA Reading Academies to further expand their knowledge in the science of teaching literacy.

Demographics Strengths

Dual language one-way classes (biliteracy model).

Low mobility rate (11%).

Multigenerational families in a households.

Close knit community.

PLTW and Blue Zone school.

After school clubs: Soccer, softball, ballet, running, and football.

More than half of the teachers have more than three years of experience.

Most of our students and staff members are bilingual.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 5.5% of students are identified as Gifted and Talented, while the district goal is 10%. **Root Cause:** - Campus referral system has not been clearly communicated with parents and teachers. - Campus GT coordinator was new to the process. - Benefits of the programs have not been explicitly communicated to all stakeholders.

Problem Statement 2 (Prioritized): 4.5% of students have been identified with dyslexia. The district goal is 10% and the state average is 15%. **Root Cause:** - The MTSS process was not implemented with fidelity. - Lack of a campus system to ensure all students were monitored by the MTSS committee. - Teachers did not have enough time to complete the checklist and document students in Branching Minds. - Dyslexia testing was moved under the special education system.

Problem Statement 3 (Prioritized): ADA Student attendance decreased from 94.6% in the 2020-2021 school year to 91.31% in the 2021-2022 school year. **Root Cause:** - Parents did not feel comfortable sending their students to school while COVID 19 community spread numbers were high. - The campus did not have a solid campus attendance incentive system for students and families. - Attendance truancy rules were not enforced consistently.

Student Learning

Student Learning Summary

2022 STAAR Scores

Content Area	Approaches GL	Meets GL	Masters GL
Math Grade 5	71%	31%	13%
Reading Grade 5 English	60%	37%	22%
Reading Grade 5 Spanish	86%	32%	14%
Science Grade 5	38%	15%	6%
Math Grade 4	55%	32%	11%
Reading Grade 4 English	76%	46%	19%
Reading Grade 4 Spanish	45%	27%	18%
Math Grade 3	71%	38%	15%
Reading Grade 3 English	61%	43%	16%
Reading Grade 3 Spanish	80%	0%	0%

Math MAP Growth Report BOY-EOY

Percentage of students who met or exceeded their projected growth.

Grade	# of Students	% Met Projected Growth
KG	71	54
01	62	72
02	52	60
03	71	56
04	64	60
05	75	49
All	395	58

Reading English MAP Growth Report BOY-EOY

Percentage of students who met or exceeded their projected growth.

Grade	# of Students	% Met Projected Growth
KG	29	63
01	27	22
02	49	51
03	70	53
04	65	57
05	73	55
All	313	52

Reading Spanish MAP Growth Report BOY-EOY

Percentage of students who met or exceeded their projected growth.

Grade	# of Students	% Met Projected Growth
KG	36	28
01	29	48
02	23	43
03	30	77
All	118	48

2021-2022 School Year

District Benchmark 2	Approaches GL	Meets GL	Masters GL
Math Grade 5	78.48%	48.10%	27.85%
Reading Grade 5	49.30%	22.54%	16.90%

Science Grade 5	25.33%	6.67%	1.33%
Math Grade 4	32.35%	5.88%	2.94%
Reading Grade 4	45.61%	21.05%	5.26%
Math Grade 3	32.89%	3.95%	0%
Reading Grade 3	46.48%	16.90%	2.82%

Math MAP Growth Report BOY-MOY

Percentage of students who met or exceeded their projected growth.

Grade	# of Students	% Met Projected Growth
KG	71	24
01	62	52
02	52	52
03	71	46
04	64	48
05	75	52
All	395	45

Reading English MAP Growth Report BOY-MOY

Percentage of students who met or exceeded their projected growth.

Grade	# of Students	% Met Projected Growth
KG	29	34
01	27	30
02	49	37
03	70	54
04	65	55

05	73	34
All	313	43

Reading Spanish MAP Growth Report BOY-MOY

Percentage of students who met or exceeded their projected growth.

Grade	# of Students	% Met Projected Growth
KG	36	28
01	29	48
02	23	22
03	30	50
All	118	37

PreK Circle Wave 2 English	**% of students on Track**
Rapid Letter Naming	93
Rapid Vocabulary	83
Phonological Awareness	97
Words in a Sentence	41

PreK Circle Wave 2 Spanish	**% of students on Track**
Rapid Letter Naming	100
Rapid Vocabulary	68
Phonological Awareness	84
Words in a Sentence	84

Student Learning Strengths

- On 2022 Math STAAR, 71% of fifth grade students approached grade level, 31% met grade level,and 13% mastered grade level.
- On 2022 Reading STAAR Spanish, 86% of fifth grade students approached grade level, 32% met grade level,and 14% mastered grade level
- On 2022 Reading STAAR English, 76% of fourth grade students approached grade level, 46% met grade level,and 19% mastered grade level.
- On 2022 Math STAAR, 71% of third grade students approached grade level, 38% met grade level,and 15% mastered grade level.
- 53% of third grade students met or exceeded their projected 2021-2022 MAP Reading English growth goal from BOY to EOY, and 77% of third grade dual language students meet or excedeed their projeted MAP Reading Spanish growth from BOY to EOY.
- 57% of fourth grade students met or exceeded their projected 2021-2022 MAP Reading English growth goal from BOY to EOY.
- At least 54% of K-4 students met or exceeded their projected 2021-2022 MAP Math growth goal from BOY to EOY.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): - 52 % of students on campus met their MAP Reading English 2021-2022 projected growth from BOY to EOY. - 48 % of students on campus met their MAP Reading Spanish 2021-2022 projected growth from BOY to EOY. **Root Cause:** - Curriculum does not provide a consistent and systematic phonics program. - Vertical alignment on teaching strategies (e.g. summarizing, making inferences citing relevant text evidence, etc.). - Lack of grade level academic vocabulary.

Problem Statement 2 (Prioritized): 58% of students on campus met their MAP Math 2021-2022 projected growth from BOY to EOY. **Root Cause:** - FWISD curriculum (scope and sequence) is not correlated to Origo. - Origo resources do not meet the level of complexity required by the grade level standards. - Level of complexity of the lessons is below grade level expectations. - Lack of vertical alignment. - Lack of campus wide problem solving system.

Problem Statement 3: 0% of third grade students scored at the MEETS level on 2022 STAAR Reading Spanish. **Root Cause:** - Resources in Spanish are limited (e.g. Core 5 in Spanish). - Lack of an explicit curriculum that helps teachers design lessons using the new dual language model.

Problem Statement 4: 6% of fifth grade students performed at the masters level on 2022 STAAR Science. **Root Cause:** Lack of academic vocabulary. Science has not been taught consistently in Prek-4. Not enough time to teach science and cover all the standards in depth. Not enough time to integrate PLTW witht the curriculum.

Problem Statement 5: 11% of fourth grade students and 13% of fifth grade students performed at the masters level on 2022 STAAR Math. **Root Cause:** FWISD curriculum (scope and sequence) is not correlated to Origo. Origo resources do not meet the level of complexity required by the grade level standards. Level of complexity of the lessons is below grade level expectations. Lack of vertical alignment. Lack of campus wide problem solving system.

Problem Statement 6: 41% of PreK students in the regular program are on track on alliteration and reading words in a sentence according to CIRCLE Wave 2, 2021-2022. **Root Cause:** PreK curriculum is not systematic and rigorous. Teachers need more training on the science of teaching reading.

Problem Statement 7: 50% of PreK students in the regular program are on track decoding and naming letters according to TX-KEA Wave 2, 2021-2022. **Root Cause:** PreK curriculum is not systematic and rigorous. Teachers need more training on the science of teaching reading.

Problem Statement 8: 38% of PreK students in the regular program are on track blending letters according to TX-KEA Wave 2, 2021-2022. **Root Cause:** PreK curriculum is not systematic and rigorous. Teachers need more training on the science of teaching reading.

Problem Statement 9: 32% of PreK Dual Language students are on track on rote counting in Spanish according to CIRCLE Wave 2. **Root Cause:** Reading resources and software in Spanish are limited. PreK curriculum is not systematic and rigorous. Teachers need more training on the science of teaching reading.

Problem Statement 10: 37% of fifth grade students performed at the meets level on 2022 STAAR Reading English. **Root Cause:** FWISD literacy curriculum is difficult to follow

and reading resources are not readily available. Teachers do not have a STAAR practice rigorous resource with passages and questions. Level of complexity of the lessons is below grade level expectations. Teachers need more training on how to unpack the TEKS and how to teach/model high leverage skills (e.g. making inferences, summarizing, etc.).

Problem Statement 11: 18% of students are projected to meet or master grade level according to MAP Reading English MOY 2021-2022. **Root Cause:** FWISD literacy curriculum is difficult to follow and reading resources are not readily available. Teachers do not have a STAAR practice rigorous resource with passages and questions. Level of complexity of the lessons is below grade level expectations. Teachers need more training on how to unpack the TEKS and how to teach/model high leverage skills (e.g. making inferences, summarizing, etc.).

Problem Statement 12: 17% of fifth grade and 5% of fourth grade students performed at the masters level on Benchmark 2 Reading 2022. **Root Cause:** FWISD literacy curriculum is difficult to follow and reading resources are not readily available. Teachers do not have a STAAR practice rigorous resource with passages and questions. Level of complexity of the lessons is below grade level expectations. Teacher need more training on how to unpack the TEKS. Teachers need more training on how to teach/model high leverage skills.

Problem Statement 13: 0% of third grade students, 3% of fourth grade students, and 27% of fifth grade students performed at the masters level on Benchmark 2 Math 2022. **Root Cause:** FWISD curriculum (scope and sequence) is not correlated to Origo. Origo resources do not meet the level of complexity required by the grade level standards. Level of complexity of the lessons is below grade level expectations. Lack of vertical alignment. Lack of campus wide problem solving system. Teachers do not have a STAAR practice rigorous resource to use during the school year.

School Processes & Programs

School Processes & Programs Summary

Student Attendance and Engagement

There is no significant difference between student groups on campus attendance. Our attendance rate as of 4/22/2022 is 91.31%. The attendance rate for the 2020-2021 school year was 96.5%, but a large number of students were virtual learners and the attendance accountability guidelines were different than the ones we are using this year. Our discipline patterns have improved. The number of referrals has decreased along with suspensions and repeat referrals. There is no disproportion of referrals across subgroups. Our campus has conducted three restorative practices training sessions for teachers during the school year, including training on how to use a sensory path. The campus installed a new sensory path in the new wing during the first semester and students have been using it consistently. In order to increase student engagement, the campus conducted a two day training on Kagan Cooperative Learning Strategies.

Staff engagement

The staff turnover rate has been about 10% on average for the last 5 years. Staff members are leaving because of promotions or personal life change (retirement, marriage, and moving to a new city). Staff attendance is strong. Most absences occurred due to Covid quarantines. Teachers feel this school is challenging but rewarding. We feel safe and have a sense of belonging. Our teachers love to teach and see the results of their work with students. Teachers have been given professional development through the campus and the district, where they choose their training sessions according to their professional needs. Most teachers work well with their teams and support each other.

Parent/community engagement

We had multiple family engagement events this school year. It includes: Meet the Teacher, Sweet Bread and Coffee with the Principal, Muffins with Mom, Data Nights (1 per semester), Traditions Around the World in December, Literacy Night, Valentine's Dance, Walking School Bus, and Specials Night among others organized by our PTA. We also had community service events that include: Covid Vaccination Clinics, Mammogram and Women Well Being Events, food drives twice a month, and the campus food pantry. Our campus is proud to implement the PLTW STEM program. We have partnerships with the Blue Zone Project of Fort Worth and Freedom. More than half of our parents are native Spanish speakers. We make sure that we have staff that can support them in their home language, which makes them feel respected and welcomed. All campus communication is sent in both languages. We communicate through several forms such as paper, Blackboard, and social media.

Students

According to the Panorama Student survey, our students in grades 3-5 feel that they have supportive relationships with staff, favor their teachers, are engaged in the classroom, have a sense of belonging, and feel that they know how to show empathy. Students felt like they needed more support with emotional regulation, specifically with regulating emotions, and pulling out of a bad mood. Some examples of relationships with students: a student was having trouble outside of the school and came up to the school to feel safe. Another student left a thank you note on our door. A student had difficulty at their last school and has made significant progress with their behaviors.

School Processes & Programs Strengths

Based on the Panorama Survey, student engagement and relationships are high. Students want to be at school.

Relationships with parents and the community improved this school year despite of Covid 19 concerns.

Our PTA is small but works hard to support our campus.

More than 90% of our teachers are fully certified and hold bilingual or ESL certifications.

Most of our teachers are veteran teachers.

We have several after school clubs and sports, such as: running club, ballet, soccer, and softball.

Implementation of the PTLW STEM program.

Our library was the heart of our literacy program and our circulation number reached a historic record above 80,000 books read this school year. We also won the 2022 NCAA Readers Become Leaders Program.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): New teachers did not have an assigned campus mentor during the 2021-2022 school year. **Root Cause:** - The campus do not have a mentoring program for new teachers. - Plans were not made to implement a mentoring system.

Problem Statement 2 (Prioritized): SST was not able to monitor all struggling or at risk students across grade levels during the 2021-2022 school year. **Root Cause:** - Campus system relies on teachers to refer students and request SST meetings. - Teachers need more training on how to complete the SST process.

Perceptions

Perceptions Summary

Professional Practices:

Our campus develops instructional leaders by providing professional development, giving teachers opportunities to lead professional development during faculty meetings, creating systems for teachers to collaborate across grade levels (learning walks and PLC meetings), and assigning leadership roles such as bilingual leader, math leader, MAP leader, and ELA leader. These teacher leaders receive information from their district departments and become the experts on campus in their designated areas. Teachers help to collaborate in developing our campus CNA plan. Campus Instructional Coach and District Content Coaches are asked to model and provide professional development to teachers. Our teachers received training on Kagan Cooperative Strategies and 7 Steps to a Language Rich Interactive Classroom this school year to increase student engagement and language acquisition.

Programs and opportunities for students:

Technology integration (each student has a Chromebook in the classroom).

Project Lead The Way (STEM) and hands-on science investigation in the science lab prepared by a Science teacher assistant.

Kagan Cooperative Learning Strategies.

New Dual Language Biliteracy Model.

Procedures:

All teachers use FWISD's instructional framework and scope and sequence. These documents are used to plan and adjust lessons based on students' needs.

Technology is integrated into the classroom by using sites such as Google Meets, Google Classroom, Core 5 Lexia, MyPath, myONand Seesaw.

Daily schedules are posted outside the classroom. Schedules are developed by the campus administration based on FWISD's instructional driver.

Equity is demonstrated through inclusive environments, accommodating learning styles and programs such as GT, dyslexia, RISE, and Special Education.

We use restorative practices that are designed to create an inclusive learning environment for all students.

Perceptions Strengths

1. Teachers are knowledgeable and lean on each other as instructional sources/mentors.
2. Many teachers volunteer to be after school coaches which adds value to the instructional program.
3. Campus after school programs strengthen the learning environment and experience for students.
4. Instructional Coach and District Coaches are used to provide support based on individual teachers' needs.

5. As a campus, we meet and collaborate to identify and plan for campus needs.
6. Technology integration (every student in grades PK-5 has a Chromebook).
7. The use of Restorative Practices helps students feel welcomed and valued

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 44% of the teachers can change their teaching style to meet the needs of their students according to Panorama Teacher Survey 2021 (faculty growth mindset). **Root Cause:** - Faculty fixed mindset. - Teachers lack confidence to persevere through adversity.

Problem Statement 2 (Prioritized): 46% of students feel that they can regulate their emotions according to Panorama SEL Survey Fall 2021. **Root Cause:** - Students are lacking coping skills due to the pandemic. - Lack of a campus system to teach students how to regulate their emotions.

Problem Statement 3: 67% of students feel that they are valued members of the school community. **Root Cause:** Students are adjusting to school after being at home for almost two years.

Problem Statement 4: 60% of the teachers responded that high quality instruction will improve student performance according to Panorama Teacher Survey Fall 2021 (faculty growth mindset). **Root Cause:** - Teachers perceive that students are not growing as fast as they should when high leverage strategies are implemented. - Implementation of high leverage strategies is inconsistent across campus and over time. - Lack of campus system to monitor implementation of high leverage strategies after professional development.

Problem Statement 5: Parents have the perception that students in the dual language program are not learning enough English. Parents write English only when they complete the Home Language Survey because they perceive that Dual Language is not beneficial for their kids. Only 53.4% of students are coded LEP. **Root Cause:** - The community has not been informed about the benefits and goals of the new dual language model. - There are old paradigms and misconceptions in the community about bilingual education. - Teachers have not received enough training on the new dual language model and strategies to promote it.

Priority Problem Statements

Problem Statement 3: 5.5% of students are identified as Gifted and Talented, while the district goal is 10%.

Root Cause 3: - Campus referral system has not been clearly communicated with parents and teachers. - Campus GT coordinator was new to the process. - Benefits of the programs have not been explicitly communicated to all stakeholders.

Problem Statement 3 Areas: Demographics

Problem Statement 1: - 52 % of students on campus met their MAP Reading English 2021-2022 projected growth from BOY to EOY. - 48 % of students on campus met their MAP Reading Spanish 2021-2022 projected growth from BOY to EOY.

Root Cause 1: - Curriculum does not provide a consistent and systematic phonics program. - Vertical alignment on teaching strategies (e.g. summarizing, making inferences citing relevant text evidence, etc.). - Lack of grade level academic vocabulary.

Problem Statement 1 Areas: Student Learning

Problem Statement 5: New teachers did not have an assigned campus mentor during the 2021-2022 school year.

Root Cause 5: - The campus do not have a mentoring program for new teachers. - Plans were not made to implement a mentoring system.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 8: 44% of the teachers can change their teaching style to meet the needs of their students according to Panorama Teacher Survey 2021 (faculty growth mindset).

Root Cause 8: - Faculty fixed mindset. - Teachers lack confidence to persevere through adversity.

Problem Statement 8 Areas: Perceptions

Problem Statement 4: 4.5% of students have been identified with dyslexia. The district goal is 10% and the state average is 15%.

Root Cause 4: - The MTSS process was not implemented with fidelity. - Lack of a campus system to ensure all students were monitored by the MTSS committee. - Teachers did not have enough time to complete the checklist and document students in Branching Minds. - Dyslexia testing was moved under the special education system.

Problem Statement 4 Areas: Demographics

Problem Statement 2: 58% of students on campus met their MAP Math 2021-2022 projected growth from BOY to EOY.

Root Cause 2: - FWISD curriculum (scope and sequence) is not correlated to Origo. - Origo resources do not meet the level of complexity required by the grade level standards. - Level of complexity of the lessons is below grade level expectations. - Lack of vertical alignment. - Lack of campus wide problem solving system.

Problem Statement 2 Areas: Student Learning

Problem Statement 6: SST was not able to monitor all struggling or at risk students across grade levels during the 2021-2022 school year.

Root Cause 6: - Campus system relies on teachers to refer students and request SST meetings. - Teachers need more training on how to complete the SST process.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: 46% of students feel that they can regulate their emotions according to Panorama SEL Survey Fall 2021.

Root Cause 7: - Students are lacking coping skills due to the pandemic. - Lack of a campus system to teach students how to regulate their emotions.

Problem Statement 7 Areas: Perceptions

Problem Statement 9: ADA Student attendance decreased from 94.6% in the 2020-2021 school year to 91.31% in the 2021-2022 school year.

Root Cause 9: - Parents did not feel comfortable sending their students to school while COVID 19 community spread numbers were high. - The campus did not have a solid campus attendance incentive system for students and families. - Attendance truancy rules were not enforced consistently.

Problem Statement 9 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

District Goals

Revised/Approved: September 16, 2022

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

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 96% to 100% by May 2023.
*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 100% to 100% by May 2023.
*Increase the percentage of Hispanic students On Track on Circle Phonological Awareness in English from 96% to 100% by May 2023.

HB3 District Goal

Evaluation Data Sources: CIRCLE Progress Monitoring Pre-K

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the new PreK Curriculum and 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: 100% of PreK students will be on track on Phonological Awareness by the end of the 2022-2023 school year.

Staff Responsible for Monitoring: Campus instructional leadership team (CILT), principal, and assistant principal.

Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
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: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: PreK will adopt a new curriculum. Campus master schedule will be adjusted to create time for weekly PLC meetings. PreK teachers will have the opportunity to internalize the new adopted curriculum and collaborate with their colleagues to improve student achievement. PreK teachers will discuss details of the upcoming Texas Creative Curriculum lessons, themes, activities, student artifacts of learning and strategies during PLCs. Teachers will reflect on a strategy they learned that they will try the following week. **Intended Audience:** PreK teachers. **Date(s) / Timeframe:** August 15, 2022-May 31, 2023. **Provider / Presenter / Person Responsible:** PreK team, CILT, and campus administrators. **Collaborating Departments:** Literacy, math, science, and bilingual departments. **Delivery Method:** In person.	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: All PreK teachers and teacher assistants will attend Creative Curriculum summer professional development sessions to prepare for the implementation of the new curriculum. **Intended Audience:** PreK teachers and teacher assistants. **Date(s) / Timeframe:** June-August 2022. **Provider / Presenter / Person Responsible:** FWISD Curriculum & Instruction and vendor. **Collaborating Departments:** FWISD Curriculum & Instruction. **Delivery Method:** In person.	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Provide professional development on campus during PLCs to PreK teacher on how to use CLI grouping tool and classroom activities to accelerate student learning. **Intended Audience:** PreK Teachers. **Date(s) / Timeframe:** 10/20/2022 **Provider / Presenter / Person Responsible:** Ricardo Alvarez, Principal **Collaborating Departments:** Early Childhood Department. **Delivery Method:** In person.	Formative			Summative
	Nov	Jan	Mar	June

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

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

Strategy's Expected Result/Impact: 100% of PreK students will be on track on Phonological Awareness by the end of the 2022-2023 school year.

Staff Responsible for Monitoring: Campus instructional leadership team.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
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: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: PLC plan and schedule will be created before the beginning of the school year reflecting the dates that will be used for each of the PLC activities based on the FWISD's Instructional framework and best practices for PLCs. PLC activities will include but are not limited to professional development, analyzing student data, analyzing student artifacts, and instructional learning walks. 　**Intended Audience:** PreK-5 teachers. 　**Date(s) / Timeframe:** August 15, 2022- May 31, 2023. 　**Provider / Presenter / Person Responsible:** CILT and campus administrators. 　**Collaborating Departments:** Literacy and Bilingual Departments as needed. 　**Delivery Method:** In person.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
0% No Progress　　100% Accomplished　　➡ Continue/Modify　　✕ Discontinue				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: - 52 % of students on campus met their MAP Reading English 2021-2022 projected growth from BOY to EOY. - 48 % of students on campus met their MAP Reading Spanish 2021-2022 projected growth from BOY to EOY. **Root Cause**: - Curriculum does not provide a consistent and systematic phonics program. - Vertical alignment on teaching strategies (e.g. summarizing, making inferences citing relevant text evidence, etc.). - Lack of grade level academic vocabulary.

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 MAP Fluency Phonological Awareness in English from 21% to 28% by May 2023.
*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on MAP Fluency Phonics/Word recognition in English from 17% to 24% by May 2023.
*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on MAP Fluency Phonological Awareness in Spanish from 33% to 40% by May 2023.
*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on MAP Fluency Phonics/Word recognition in Spanish from 33% to 40% by May 2023.

HB3 District Goal

Evaluation Data Sources: MAP Reading Fluency Term Summary Reports

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

Strategy's Expected Result/Impact: The percentage of K-3 students meeting of exceeding grade level expectations on phonological awareness, phonics, and word recognition will increase by at least 7% from BOY to EOY on 2022-2023 MAP Reading Fluency.

Staff Responsible for Monitoring: Campus instructional leadership team, principal, and AP.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
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: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Amplify, Reading Academies, Creative Curriculum) by November 30, 2022 (first semester) and February 28, 2023 (second semester).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Intended Audience: Teachers, CILT, and campus administrators.
     Date(s) / Timeframe: August 2022 - April 2023.
     Provider / Presenter / Person Responsible: Literacy Department, Texas Reading Academies, and vendors.
     Collaborating Departments: Literacy Department and Texas Reading Academies District Coordinators.
     Delivery Method: In person and virtual.				

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

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: - 52 % of students on campus met their MAP Reading English 2021-2022 projected growth from BOY to EOY. - 48 % of students on campus met their MAP Reading Spanish 2021-2022 projected growth from BOY to EOY. **Root Cause**: - Curriculum does not provide a consistent and systematic phonics program. - Vertical alignment on teaching strategies (e.g. summarizing, making inferences citing relevant text evidence, etc.). - Lack of grade level academic vocabulary.

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 52% to 58% 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 48% to 54% by May 2023.
*Increase the percentage of Special Education students on our campus who meet or exceed projected growth on MAP Growth Reading in English from 37% to 44% by May 2023.
*Increase the percentage of Special Education students on our campus who meet or exceed projected growth on MAP Growth Reading in Spanish from 13% to 20% by May 2023.

HB3 District Goal

Evaluation Data Sources: 2022-2023 MAP Growth Reading English & Spanish.

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

Strategy's Expected Result/Impact: The percentage of K-5 students meeting of exceeding their projected MAP reading growth goal will increase by at least 7% from BOY to EOY on the 2022-2023 MAP Reading Growth Assessment.

Staff Responsible for Monitoring: Campus instructional leadership team.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
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 2 - Student Learning 1 - School Processes & Programs 1, 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: By August 26, 2022, develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Amplify, Creative Curriculum, and Reading Academies content and share observation cycle with staff by mid September 1, 2022.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers and CILT. **Date(s) / Timeframe:** August-September 2022. **Provider / Presenter / Person Responsible:** Principal and AP. **Collaborating Departments:** Literacy Department. **Delivery Method:** In person.				

Action Step 2 Details	Reviews			
Action Step 2: Conduct campus learning walks to gather data on new curriculum implementation and use of high leverage instructional strategies using campus rubric at least once every six weeks.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers and CILT. **Date(s) / Timeframe:** August 2022 - April 2023. **Provider / Presenter / Person Responsible:** CILT, principal, assistant principal, and instructional coach. **Collaborating Departments:** Literacy and Bilingual Departments. **Delivery Method:** In person.				

Action Step 3 Details	Reviews			
Action Step 3: Title I Reading Teacher (interventionist) will provide small group instructional support to students in the classroom. This teacher will identify students based on 2022-2023 BOY MAP Growth and Lexia data to create targeted groups. A small group class schedule will be created by August 29th and will be updated bi-weekly based on progress and teacher feedback.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: K-5 at risk students in quintiles 3 and 4. **Date(s) / Timeframe:** August 2022-April 2023. **Provider / Presenter / Person Responsible:** Principal, assistant principal, and CILT. **Collaborating Departments:** Literacy Department and Bilingual Department. **Delivery Method:** In person. **Funding Sources:** Teacher Salary - Title I (211) - 211-11-6119-04E-146-30-510-000000-23F10 - $63,365, ATF-Teacher Assistant Salary - Title I (211) - 211-11-6129-04E-146-30-510-000000-23F10 - $20,880				

Action Step 4 Details	Reviews			
Action Step 4: Tutoring services aligned with HB4545 will be provided by Hey Tutor for 24 weeks starting on October 3, 2022. The tutor will meet with fourth grade students that did not pass a 2022 STAAR assessment in third grade. Each student will receive 30 hours of intervention per content area.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Intended Audience: Forth grade students that did not pass a 2022 STAAR test.
    Date(s) / Timeframe: 10-03-2022 - 04/24/2023.
    Provider / Presenter / Person Responsible: Hey Tutor (Ryan Prokell) and campus Title I teacher (Mary Lord).
    Collaborating Departments: High Impact Tutoring
    Delivery Method: In person.				

Action Step 5 Details	Reviews			
Action Step 5: Provide ongoing campus professional development during faculty meetings, PLCs, vertical planning meeting, and learning walks. Professional development will include but is not limited to the following sessions:	**Formative**			**Summative**
Restorative practices. Relational agreement. 8/8/2022 AM.	**Nov**	**Jan**	**Mar**	**June**

PLC Framework and Consensus Protocol. 8/9/2022 AM.
Amplify/Eureka Lesson Internalization. 8/9/2022 PM.
T-TESS Refresher and Content Connection. 8/11/2022 AM.
Content and Language Objectives 8/11/2022 PM.
Focus Training 9/19/2022.
TELPAS data review and LPAC Training 9/19/2022.
Branching Minds Training and Campus SST meeting 9/22-9-23/2022.
MAP Training and Student Teacher Goal Setting Conferences 9/30/2022.
Science Training and breakout sessions 10/3/2022.
HELP Program Training and Breakout sessions 10/17/2022.
Apple Training 10/31/2022.
Teachers learning from teachers breakout sessions (11/14/2022).
Teachers learning from teachers breakout sessions (11/28/2022).
Teachers learning from teachers breakout sessions (1/9/2023).
Teachers learning from teachers breakout sessions (1/23/2023).
Teachers learning from teachers breakout sessions (2/6/2023).
Canvas Training 3/20/2023.
    Intended Audience: All teachers and support staff.
    Date(s) / Timeframe: August 2022-May 2023.
    Provider / Presenter / Person Responsible: Principal, Assistant Principal, CILT, teachers, district coaches.
    Collaborating Departments: GT, Science, Restorative Practices.
    Delivery Method: In person.				

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

Strategy 2: Establish and nurture an effective literacy program that ignites a passion for reading in all PreK-5 students.

Strategy's Expected Result/Impact: - Increase 2022-2023 library circulation by 20,000 books compared with 2021-2022 school year.
- The percentage of K-5 students meeting of exceeding their projected MAP reading growth goal will increase by at least 7% from BOY to EOY on the 2022-2023 MAP Reading Growth Assessment.

Staff Responsible for Monitoring: Librarian, CILT, and Principal.

Title I:
2.4, 2.6, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning

Action Step 1 Details	Reviews			
Action Step 1: Monitor Lexia Core 5 implementation (usage, lessons completed, and student growth) weekly to ensure it is being used with fidelity. Two students from every class will be celebrated in the Principal's Lexia Pizza club every three weeks based on the number of lessons completed and achievement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: All K-5 students. **Date(s) / Timeframe:** September 2022-May 2023. **Provider / Presenter / Person Responsible:** Principal, CILT, Title I teacher. **Delivery Method:** In person, online.				

Action Step 2 Details	Reviews			
Action Step 2: All PreK-5 students will visit the library every week. During the class visits to the library, students will check out books, explore new titles and resources with the librarian, and look at reading data (MyOn, class circulation, reading contexts, etc.). The campus will celebrate at least reading achievement when circulation milestones are met.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: All Prek-5 students. **Date(s) / Timeframe:** August 2022-May 2023. **Provider / Presenter / Person Responsible:** Librarian and Principal. **Delivery Method:** In person.				

Action Step 3 Details	Reviews			
Action Step 3: The school librarian will attend the 2023 Texas Library Association Conference in Austin to stay current with trends and best practices.	**Formative**			**Summative**
Intended Audience: School librarian.	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: April 19-22, 2023.				
Provider / Presenter / Person Responsible: Texas Library Association				
Delivery Method: In person.				
Funding Sources: Conference registration fee and travel expenses - Title I (211) - 211-12-6411-04E-146-30-510-000000-23F10 - $1,500				

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

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 4.5% of students have been identified with dyslexia. The district goal is 10% and the state average is 15%. **Root Cause**: - The MTSS process was not implemented with fidelity. - Lack of a campus system to ensure all students were monitored by the MTSS committee. - Teachers did not have enough time to complete the checklist and document students in Branching Minds. - Dyslexia testing was moved under the special education system.

Student Learning
Problem Statement 1: - 52 % of students on campus met their MAP Reading English 2021-2022 projected growth from BOY to EOY. - 48 % of students on campus met their MAP Reading Spanish 2021-2022 projected growth from BOY to EOY. **Root Cause**: - Curriculum does not provide a consistent and systematic phonics program. - Vertical alignment on teaching strategies (e.g. summarizing, making inferences citing relevant text evidence, etc.). - Lack of grade level academic vocabulary.

School Processes & Programs
Problem Statement 1: New teachers did not have an assigned campus mentor during the 2021-2022 school year. **Root Cause**: - The campus do not have a mentoring program for new teachers. - Plans were not made to implement a mentoring system.
Problem Statement 2: SST was not able to monitor all struggling or at risk students across grade levels during the 2021-2022 school year. **Root Cause**: - Campus system relies on teachers to refer students and request SST meetings. - Teachers need more training on how to complete the SST process.

Perceptions
Problem Statement 1: 44% of the teachers can change their teaching style to meet the needs of their students according to Panorama Teacher Survey 2021 (faculty growth mindset). **Root Cause**: - Faculty fixed mindset. - Teachers lack confidence to persevere through adversity.

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 100% to 100% by May 2023.

HB3 District Goal

Evaluation Data Sources: 2022-2023 Circle Math.

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.

Strategy's Expected Result/Impact: 100% of PreK students will score on track on Circle Math Way 3 by May 2023.

Staff Responsible for Monitoring: Campus instructional leadership team.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
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: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for math curriculum (Eureka) by November 30, 2022 (first semester) and February 28, 2023 (second semester).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Math teachers, campus coach, title I teacher, and campus administrators. **Date(s) / Timeframe:** June 2022 - May 2023. **Provider / Presenter / Person Responsible:** Vendor and district coaches. **Collaborating Departments:** Math Department. **Delivery Method:** In person.				

Action Step 2 Details	Reviews			
Action Step 2: Revisit a least one Kagan Cooperative Learning Structure per month during faculty meetings and monitor classroom implementation during walkthroughs and learning walks. These strategies are designed to boost student engagement and academic performance. **Intended Audience:** All students. **Date(s) / Timeframe:** October 2022-April 2023. **Provider / Presenter / Person Responsible:** Principal and CILT. **Collaborating Departments:** N/A **Delivery Method:** In person.	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Conduct campus professional development on 7 Steps to a Language Rich Interactive Classroom to ensure all teachers are familiar with effective strategies to increase student engagement and language acquisition. Monitor implementation through classroom observations, learning walks, PLC discussions, and teacher conferences. **Intended Audience:** All teachers **Date(s) / Timeframe:** 11/8/2022 **Provider / Presenter / Person Responsible:** Ricardo Alvarez, Principal **Delivery Method:** In person.	Formative			Summative
	Nov	Jan	Mar	June

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

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 58% of students on campus met their MAP Math 2021-2022 projected growth from BOY to EOY. **Root Cause**: - FWISD curriculum (scope and sequence) is not correlated to Origo. - Origo resources do not meet the level of complexity required by the grade level standards. - Level of complexity of the lessons is below grade level expectations. - Lack of vertical alignment. - Lack of campus wide problem solving system.

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 English from 52% to 59% by May 2023.
Increase the percentage of Kinder students who score On Track on TX-KEA Math Spanish from 74% to 81% by May 2023.
Increase the percentage of Economically Disadvantaged students who score On Track on TX-KEA Math Spanish from 73% to 80% by May 2023.

HB3 District Goal

Evaluation Data Sources: 2022-2023 TX-KEA Math English & Spanish.

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

Strategy's Expected Result/Impact: Performance of PreK students who score On Track on 2022-2023 TX-KEA Math English & Spanish will increase by at least 7% from BOY to EOY.

Staff Responsible for Monitoring: Campus instructional leadership team.

Title I:
2.4, 2.6
 - **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: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure math teachers actively develop engaging and rigorous lessons based upon student needs using the district approved math curriculum and resources during weekly PLCs following the campus PLC schedule. Math teachers will take turns discussing the Eureka concept development focus for each lesson of the upcoming week, manipulatives needed, student artifacts, and expected student misconceptions or challenges.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: PreK-5 Math Teachers. **Date(s) / Timeframe:** August 2022 - May 2023. **Provider / Presenter / Person Responsible:** CILT and campus administrators. **Collaborating Departments:** Math department. **Delivery Method:** In person.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 58% of students on campus met their MAP Math 2021-2022 projected growth from BOY to EOY. **Root Cause**: - FWISD curriculum (scope and sequence) is not correlated to Origo. - Origo resources do not meet the level of complexity required by the grade level standards. - Level of complexity of the lessons is below grade level expectations. - Lack of vertical alignment. - Lack of campus wide problem solving system.

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 Math Growth English from 58% to 64% by May 2023.
Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Math Growth Spanish from 18% to 30% by May 2023.
Increase the percentage of Special Education students who Meet or Exceed projected growth on MAP Math Growth English from 40% to 47% by May 2023.

HB3 District Goal

Evaluation Data Sources: 2022-2023 MAP Math Growth Assessment.

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.

Strategy's Expected Result/Impact: The percentage of K-5 students meeting of exceeding their projected MAP math growth goal will increase by at least 7% from BOY to EOY on the 2022-2023 MAP Math Growth Assessment.

Staff Responsible for Monitoring: Campus instructional leadership team.

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Track weekly walkthroughts and feedback in Eduphoria Strive with a goal of all teachers achieving Proficient in T-TESS Dimensions 2 and 3 by May 2023.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, and CILT. **Date(s) / Timeframe:** August 2022-May 2023. **Provider / Presenter / Person Responsible:** Principal and AP. **Collaborating Departments:** Math Department and campus and district instructional coaches. **Delivery Method:** In person.				

Action Step 2 Details	Reviews			
Action Step 2: Engaged PreK-5 students in campus wide math fluency competitions once every six weeks. The class with the highest percentage in every grade level will have a celebration. Campus fluency tracker will be displayed in the main hallway. Each student will have an individual fluency tracker in their classroom data folders.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: All students in Prek-5. **Date(s) / Timeframe:** The first fluency competition will be held the last week of October 2022. Fluency competitions will happen the last week of every six weeks. **Provider / Presenter / Person Responsible:** Jose Carranza, CIC. **Delivery Method:** In person.				

Action Step 3 Details	Reviews			
Action Step 3: Classroom teachers and Title I teacher will provide math intervention during campus WIN time using i-Ready resources. The campus will purchase i-Ready Teacher Toolbox to give teachers digital access to differentiated instructional resources to accelerate student learning during intervention time.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: All K-5 students. **Date(s) / Timeframe:** November 2022-May 2023. **Provider / Presenter / Person Responsible:** Principal and CILT. **Delivery Method:** In person.				

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

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 5.5% of students are identified as Gifted and Talented, while the district goal is 10%. **Root Cause**: - Campus referral system has not been clearly communicated with parents and teachers. - Campus GT coordinator was new to the process. - Benefits of the programs have not been explicitly communicated to all stakeholders.

Student Learning
Problem Statement 2: 58% of students on campus met their MAP Math 2021-2022 projected growth from BOY to EOY. **Root Cause**: - FWISD curriculum (scope and sequence) is not correlated to Origo. - Origo resources do not meet the level of complexity required by the grade level standards. - Level of complexity of the lessons is below grade level expectations. - Lack of vertical alignment. - Lack of campus wide problem solving system.

School Processes & Programs
Problem Statement 1: New teachers did not have an assigned campus mentor during the 2021-2022 school year. **Root Cause**: - The campus do not have a mentoring program for new teachers. - Plans were not made to implement a mentoring system.
Problem Statement 2: SST was not able to monitor all struggling or at risk students across grade levels during the 2021-2022 school year. **Root Cause**: - Campus system relies on teachers to refer students and request SST meetings. - Teachers need more training on how to complete the SST process.

Perceptions
Problem Statement 1: 44% of the teachers can change their teaching style to meet the needs of their students according to Panorama Teacher Survey 2021 (faculty growth mindset). **Root Cause**: - Faculty fixed mindset. - Teachers lack confidence to persevere through adversity.

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 41% to 47% by May 2023.
Increase the percentage of Emergent Bilingual students scoring at MEETS or above on STAAR Reading from 46% to 50% by May 2023.
Increase the percentage of Special Education students scoring at MEETS or above on STAAR Reading from 34% to 40% by May 2023.
Increase the percentage of African American students scoring at MEETS or above on STAAR Reading from 20% to 28% by May 2023.

HB3 District Goal

Evaluation Data Sources: 203 STAAR Reading scores.

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, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: The percentage of 3-5 students scoring at MEETS or above on STAAR Reading will increase by at least 6% from STAAR Reading 2022 to 2023.

Staff Responsible for Monitoring: Campus instructional leadership team.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Action Step 1 Details	Reviews			
Action Step 1: By August 15, develop and publicize PLC schedule for the first semester, including campus administrator tp attend each PLC. PLC schedule will include campus leaning walks every six weeks and vertical planning meetings twice per semester.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers and CILT. **Date(s) / Timeframe:** August 15, 2022. **Provider / Presenter / Person Responsible:** Principal and AP. **Collaborating Departments:** N/A **Delivery Method:** In person.				
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue				

Strategy 2: Align and leverage programs, resources, and systems of support for existing academic advising.

Strategy's Expected Result/Impact: - The percentage of 3-5 students scoring at MEETS or above on STAAR Reading will increase by at least 6% from STAAR Reading 2022 to 2023.
- Increase the percentage of grade 5 students performing at MEETS level on STAAR Science 2023 from 15 to 22%.

Staff Responsible for Monitoring: Campus 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, 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: Student Learning 1 - School Processes & Programs 1, 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: By August 31, 2022, create STEM Lab schedule to provide math and science hands-on enrichment opportunities for K-5 students through investigations and projects that will include but are not limited to coding (robots), designing objects using a 3D printer, and PLTW experiences.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, Science TA, CILT.				
Date(s) / Timeframe: August 2022 - May 2023.				
Provider / Presenter / Person Responsible: Science TA, CILT, Math/Science Teachers.				
Collaborating Departments: Science and Math Departments.				
Delivery Method: In person.				
Funding Sources: Science Teacher Assistant - Title I (211) - 211-11-6129-021-146-30-510-000000-23F10 - $30,279, Instructional robots. - Title I (211) - 211-11-6396-04E-146-30-510-000000-23F10 - $5,000				

Action Step 2 Details	Reviews			
Action Step 2: Design and build an exemplar Thinking Lab were students can enrich their learning experience though authentic challenging projects (PBL).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: All students.				
Date(s) / Timeframe: November 2022-May 2023.				
Provider / Presenter / Person Responsible: Ricardo Alvarez and Michael Flusche.				
Collaborating Departments: GT Department.				
Delivery Method: In person.				

Action Step 3 Details	Reviews			
Action Step 3: Students will have field trip opportunities to build and enrich their STEM background knowledge, including but not limited to visits to the Perot Museum in Dallas and the Forth Worth History and Science Museum among other.	Formative			Summative
Intended Audience: 3-5 students. **Date(s) / Timeframe:** October 2022-March 2023. **Provider / Presenter / Person Responsible:** Principal and CILT. **Delivery Method:** In person. **Funding Sources:** STEM Field Trips - Title I (211) - 211-11-6412-04E-146-30-510-000000-23F10 - $4,000	Nov	Jan	Mar	June

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

Strategy 3: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: The percentage of 3-5 students scoring at MEETS or above on STAAR Reading will increase by at least 6% from STAAR Reading 2022 to 2023.

Staff Responsible for Monitoring: Campus instructional leadership team.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, 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 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Create campus, class, and student data trackers by August 31, 2022. Data from multiple sources will be monitored, including but not limited to MAP Growth (BOY, MOY, and EOY), District Benchmarks, Circle, and Lexia among other.	Formative			Summative
Intended Audience: Teachers, CILT, Title I teacher, instructional coach. **Date(s) / Timeframe:** August 2022-May 2023. **Provider / Presenter / Person Responsible:** Principal, AP, Title I teacher. **Collaborating Departments:** N/A. **Delivery Method:** In person.	Nov	Jan	Mar	June

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

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 5.5% of students are identified as Gifted and Talented, while the district goal is 10%. **Root Cause**: - Campus referral system has not been clearly communicated with parents and teachers. - Campus GT coordinator was new to the process. - Benefits of the programs have not been explicitly communicated to all stakeholders.
Problem Statement 2: 4.5% of students have been identified with dyslexia. The district goal is 10% and the state average is 15%. **Root Cause**: - The MTSS process was not implemented with fidelity. - Lack of a campus system to ensure all students were monitored by the MTSS committee. - Teachers did not have enough time to complete the checklist and document students in Branching Minds. - Dyslexia testing was moved under the special education system.
Student Learning
Problem Statement 1: - 52 % of students on campus met their MAP Reading English 2021-2022 projected growth from BOY to EOY. - 48 % of students on campus met their MAP Reading Spanish 2021-2022 projected growth from BOY to EOY. **Root Cause**: - Curriculum does not provide a consistent and systematic phonics program. - Vertical alignment on teaching strategies (e.g. summarizing, making inferences citing relevant text evidence, etc.). - Lack of grade level academic vocabulary.
School Processes & Programs
Problem Statement 1: New teachers did not have an assigned campus mentor during the 2021-2022 school year. **Root Cause**: - The campus do not have a mentoring program for new teachers. - Plans were not made to implement a mentoring system.
Problem Statement 2: SST was not able to monitor all struggling or at risk students across grade levels during the 2021-2022 school year. **Root Cause**: - Campus system relies on teachers to refer students and request SST meetings. - Teachers need more training on how to complete the SST process.
Perceptions
Problem Statement 1: 44% of the teachers can change their teaching style to meet the needs of their students according to Panorama Teacher Survey 2021 (faculty growth mindset). **Root Cause**: - Faculty fixed mindset. - Teachers lack confidence to persevere through adversity.

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 36% to 42% by May 2023.
Increase the percentage of Special Education students scoring at MEETS or above on STAAR Math from 28% to 34% by May 2023.
Increase the percentage of African American students scoring at MEETS or above on STAAR Math from 20% to 28% by May 2023.
Increase the percentage of Emergent Bilingual students scoring at MEETS or above on STAAR Math from 41% to 47% by May 2023.

HB3 District Goal

Evaluation Data Sources: 2023 STAAR Math Assessment.

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, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: The percentage of 3-5 students scoring at MEETS or above on STAAR Math will increase by at least 6% from STAAR Reading 2022 to 2023.

Staff Responsible for Monitoring: Campus instructional leadership team.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, 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: Student Learning 2 - School Processes & Programs 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Provide training to teachers on lesson framing and writing purposeful content and language objectives by August 31, 2022.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, CILT, instructional coach, and Title I teacher. **Date(s) / Timeframe:** August 31, 2022. **Provider / Presenter / Person Responsible:** Principal. **Collaborating Departments:** N/A. **Delivery Method:** In person.				

Action Step 2 Details	Reviews			
Action Step 2: Teachers will have access to online STAAR like rigorous resources via i-Ready Teacher Toolbox for math, reading, and science in order to give students opportunities to prepare for state assessments following campus WIN schedule. Students and teachers will keep track of the progress towards mastery of high leverage TEKS using data trackers. Teachers will provide additional instructional hours to selected students after-school and on Saturday during the second semester.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers and students. **Date(s) / Timeframe:** January 2023-May 2023. **Provider / Presenter / Person Responsible:** Principal **Collaborating Departments:** N/A **Delivery Method:** In person/online **Funding Sources:** ATF-Supplies and materials for instructional use. - Title I (211) - 211-11-6399-04E-146-30-510-000000-23F10 - $9,000, Extra duty for tutoring (teachers) - Title I (211) - 211-11-6116-04E-146-30-510-000000-23F10 - $3,577				

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

Strategy 2: Align and leverage programs, resources, and systems of support for existing academic advising.

Strategy's Expected Result/Impact: The percentage of 3-5 students scoring at MEETS or above on STAAR Math will increase by at least 6% from STAAR 2022 to 2023.

Staff Responsible for Monitoring: Campus instructional leadership team.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, 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 2 - Student Learning 2 - School Processes & Programs 1, 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Ensure teachers follow FWISD's Dual Language guidelines, including the implementation of the bridge and content area language allocation. Meet with DL teachers at least twice per semester and implement campus bridge schedule.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Dual language teachers. **Date(s) / Timeframe:** August 2022-May 2023. **Provider / Presenter / Person Responsible:** Principal **Collaborating Departments:** Bilingual/ESL. **Delivery Method:** In person. **Funding Sources:** Supplies and materials to support Emergent Bilinguals. - BEA (199 PIC 25) - 199-11-6399-001-146-25-313-000000 - $1,530				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Strategy 3: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: The percentage of 3-5 students scoring at MEETS or above on STAAR Math will increase by at least 6% from STAAR Reading 2022 to 2023.

Staff Responsible for Monitoring: Campus instructional leadership team.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, 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: Student Learning 2 - School Processes & Programs 1, 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Ensure that the focus of at least 30% of reading and math PLCs is on analyzing student work for Amplify, Creative Curriculum, and Eureka. Campus PLC schedule will reflect PLC focus allocation.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teacher, CILT, Title I teacher, instructional coach. **Date(s) / Timeframe:** August 2022-May 2023. **Provider / Presenter / Person Responsible:** Principal and AP. **Collaborating Departments:** N/A. **Delivery Method:** In person.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 4.5% of students have been identified with dyslexia. The district goal is 10% and the state average is 15%. **Root Cause**: - The MTSS process was not implemented with fidelity. - Lack of a campus system to ensure all students were monitored by the MTSS committee. - Teachers did not have enough time to complete the checklist and document students in Branching Minds. - Dyslexia testing was moved under the special education system.

Student Learning
Problem Statement 2: 58% of students on campus met their MAP Math 2021-2022 projected growth from BOY to EOY. **Root Cause**: - FWISD curriculum (scope and sequence) is not correlated to Origo. - Origo resources do not meet the level of complexity required by the grade level standards. - Level of complexity of the lessons is below grade level expectations. - Lack of vertical alignment. - Lack of campus wide problem solving system.

School Processes & Programs
Problem Statement 1: New teachers did not have an assigned campus mentor during the 2021-2022 school year. **Root Cause**: - The campus do not have a mentoring program for new teachers. - Plans were not made to implement a mentoring system.
Problem Statement 2: SST was not able to monitor all struggling or at risk students across grade levels during the 2021-2022 school year. **Root Cause**: - Campus system relies on teachers to refer students and request SST meetings. - Teachers need more training on how to complete the SST process.

Perceptions
Problem Statement 1: 44% of the teachers can change their teaching style to meet the needs of their students according to Panorama Teacher Survey 2021 (faculty growth mindset). **Root Cause**: - Faculty fixed mindset. - Teachers lack confidence to persevere through adversity.

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 22% to 10% by May 2023.

HB3 District Goal

Evaluation Data Sources: 2022-2023 Focus ADA Excessive Attendance Report.

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (SST) to improve daily attendance rates, increase parent/school engagement , decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: The percentage of students who have excessive absences on campus will be decreased from 21% to 15% by May 2023.

Staff Responsible for Monitoring: Campus attendance committee.

Title I:
2.4, 2.5, 2.6, 4.1, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 3

Action Step 1 Details	Reviews			
Action Step 1: Create campus SST meeting schedule by August 31, 2022. At least one campus wide meeting will be held every six weeks for each class. **Intended Audience:** Teachers, counselor, diagnostician, and dyslexia teacher. **Date(s) / Timeframe:** August 2022-May 2023. **Provider / Presenter / Person Responsible:** Principal, AP, and counselor. **Collaborating Departments:** N/A **Delivery Method:** In person.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			
Action Step 2: Conduct weekly home visits on Fridays and Mondays.	Formative			Summative
Intended Audience: Parents of students chronically absent. **Date(s) / Timeframe:** August 2022-May 2023. **Provider / Presenter / Person Responsible:** Principal and FES. **Collaborating Departments:** Parent Engagement. **Delivery Method:** In person.	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Implement class attendance tracking system staring on August 15, 2022. The class with the highest monthly attendance per grade level will be celebrated the last Friday of the each month.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers and students. **Date(s) / Timeframe:** August 2022-May 2023. **Provider / Presenter / Person Responsible:** Attendance clerk and FES. **Collaborating Departments:** Parent Engagement. **Delivery Method:** In person.				

Action Step 4 Details	Reviews			
Action Step 4: Create campus wide house system to increase student sense of belonging, student leadership opportunities, and community engagement. Four houses will established and students/teachers will be randomly assigned to each house by the end of October. The theme of each house will promote good citizenship, character, and moral values. Students will be able to participate in field trip opportunities to experience how the house values are implemented in business operations (e.g. Chick-Fil-A).	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers, students, and staff members. **Date(s) / Timeframe:** August 2022-May 2023. **Provider / Presenter / Person Responsible:** Principal, AP, Title I teacher. **Collaborating Departments:** N/A **Delivery Method:** In person. **Funding Sources:** Incentives for students that are aligned with their house's theme. - Title I (211) - 211-11-6499-04E-146-30-510-000000-23F10 - $1,000, Field trip. - SCE (199 PIC 24) - 199-11-6412-001-146-24-313-000000- - $1,000				

Action Step 5 Details	Reviews			
Action Step 5: Teachers will provide additional instructional time to students through tutoring sessions after school and on Saturday. Teachers will participate in campus learning walks to build capacity and improve Eureka and Amplify curriculum implementation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers and students. **Date(s) / Timeframe:** September 2022-May 2023. **Provider / Presenter / Person Responsible:** Teachers. **Collaborating Departments:** Math, Literacy, and Science Departments. **Delivery Method:** In person. **Funding Sources:** Tutoring - SCE (199 PIC 24) - 199-11-6116-001-146-24-313-000000- - $3,000, Supplies and materials for instructional use. - SCE (199 PIC 24) - 199-11-6399-001-146-24-313-000000- - $2,647				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: ADA Student attendance decreased from 94.6% in the 2020-2021 school year to 91.31% in the 2021-2022 school year. **Root Cause**: - Parents did not feel comfortable sending their students to school while COVID 19 community spread numbers were high. - The campus did not have a solid campus attendance incentive system for students and families. - Attendance truancy rules were not enforced consistently.

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

School Performance Objective 2: Decrease the percentage of in and out of school suspensions for Special Education students from 1.6% to 1% by May 2023.

HB3 District Goal

Evaluation Data Sources: 2021-2022 CIP Companion Guide and Focus Discipline Action Report.

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (SST) to improve daily attendance rates, increase parent/school engagement , decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: The percentage of in and out of school suspensions for Special Education students will decrease from 1.6% to 1% by May 2023.

Staff Responsible for Monitoring: Campus administration, counselor, and instructional leadership team.

Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
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: School Processes & Programs 2 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Create SEL push-in schedule by August 15, 2022, and hire teacher assistant to provide classroom support. Schedule will be updated periodically according to student needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, Title I TA. **Date(s) / Timeframe:** August 15, 2022. **Provider / Presenter / Person Responsible:** Principal, AP, and Counselor. **Collaborating Departments:** N/A. **Delivery Method:** In person. **Funding Sources:** Teacher Assistant - Title I (211) - 211-11-6129-04E-146-30-510-000000-23F10 - $23,059				

Action Step 2 Details	Reviews			
Action Step 2: Train teachers on new SST process by August 31, 2022.	Formative			Summative
Intended Audience: Teachers and CILT.	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: August 31, 2022.				
Provider / Presenter / Person Responsible: Principal, AP, counselor, and diagnostician.				
Collaborating Departments: Student support.				
Delivery Method: In person.				

Action Step 3 Details	Reviews			
Action Step 3: Conduct guidance lessons on the four zones of regulation with at least 90% of PreK-5 students by May 2022.	Formative			Summative
Intended Audience: Pre-K students.	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: September 2022-May 2023.				
Provider / Presenter / Person Responsible: School counselor.				
Delivery Method: In person				

Action Step 4 Details	Reviews			
Action Step 4: Implement campus wide PBIS system that includes student store, campus currency for students (mustang bucks), assemblies once every six weeks, student leadership roles (classroom and campus), and house system.	Formative			Summative
Intended Audience: All PreK- 5 students.	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: September 2022-May 2023.				
Provider / Presenter / Person Responsible: School counselor, Principal, and Assistant Principal.				
Delivery Method: In person.				

Action Step 5 Details	Reviews			
Action Step 5: Established student council and campus safety patrol by September 2022 to give students leadership opportunities beyond their classrooms and increase their sense of belonging.	Formative			Summative
Intended Audience: 3-5 students.	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: September 2022-May 2023.				
Provider / Presenter / Person Responsible: School counselor, PE Teacher, Principal, and Assistant Principal.				
Delivery Method: In person.				

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

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: SST was not able to monitor all struggling or at risk students across grade levels during the 2021-2022 school year. **Root Cause**: - Campus system relies on teachers to refer students and request SST meetings. - Teachers need more training on how to complete the SST process.
Perceptions
Problem Statement 2: 46% of students feel that they can regulate their emotions according to Panorama SEL Survey Fall 2021. **Root Cause**: - Students are lacking coping skills due to the pandemic. - Lack of a campus system to teach students how to regulate their emotions.

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

School Performance Objective 3: 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 10 to 15 by May 2023.

HB3 District Goal

Evaluation Data Sources: Qualtrics engagement data and campus quality service surveys.

Strategy 1: Foster collaborative partnerships (High-Impact Tutoring, 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: Increase student attendance by 4% by May 2023.

Staff Responsible for Monitoring: Campus instructional leadership team and campus administrative team.

Title I:
2.4, 2.5, 2.6, 4.1, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 3

Action Step 1 Details	Reviews			
Action Step 1: Schedule parent engagement calendar for 2022-2023 school year by June 10, 2022.	**Formative**			**Summative**
Intended Audience: Teachers, parents, students, community members.	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: August 2022-May 2023. **Provider / Presenter / Person Responsible:** Principal, AP, counselor, FES. **Collaborating Departments:** Parent Engagement. **Delivery Method:** In person. **Funding Sources:** Extra duty for FES - Parent Engagement - 211-61-6116-04L-146-30-510-000000-23F10 - $600, Snacks for parents to promote participation. - Parent Engagement - 211-61-6499-04L-146-30-510-000000-23F10 - $1,578				

Action Step 2 Details	Reviews			
Action Step 2: Open school pantry every other week to provide free food for families in need.	**Formative**			**Summative**
Intended Audience: M. H. Moore families and Diamond Hill community.	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: August 2022-June 2023.				
Provider / Presenter / Person Responsible: FES, PE Coach, Principal, Campus Booster Club.				
Collaborating Departments: Blue Zones of Fort Worth and Parent Partnerships Department.				
Delivery Method: In person.				

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

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: ADA Student attendance decreased from 94.6% in the 2020-2021 school year to 91.31% in the 2021-2022 school year. **Root Cause**: - Parents did not feel comfortable sending their students to school while COVID 19 community spread numbers were high. - The campus did not have a solid campus attendance incentive system for students and families. - Attendance truancy rules were not enforced consistently.

Campus Funding Summary

				Title I (211)			
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	3	1	3	Teacher Salary	Title I Teacher	211-11-6119-04E-146-30-510-000000-23F10	$63,365.00
1	3	1	3	ATF-Teacher Assistant Salary	Teacher Assistant	211-11-6129-04E-146-30-510-000000-23F10	$20,880.00
1	3	2	3	Conference registration fee and travel expenses	Travel for Librarian (PD)	211-12-6411-04E-146-30-510-000000-23F10	$1,500.00
3	1	2	1	Science Teacher Assistant	Science Lab Assistant	211-11-6129-021-146-30-510-000000-23F10	$30,279.00
3	1	2	1	Instructional robots.	Technology for instructional use	211-11-6396-04E-146-30-510-000000-23F10	$5,000.00
3	1	2	3	STEM Field Trips	Transportation costs for students	211-11-6412-04E-146-30-510-000000-23F10	$4,000.00
3	2	1	2	Extra duty for tutoring (teachers)	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-146-30-510-000000-23F10	$3,577.00
3	2	1	2	ATF-Supplies and materials for instructional use.	Supplies and materials for instructional use	211-11-6399-04E-146-30-510-000000-23F10	$9,000.00
4	1	1	4	Incentives for students that are aligned with their house's theme.	Snacks or incentives for students	211-11-6499-04E-146-30-510-000000-23F10	$1,000.00
4	2	1	1	Teacher Assistant	Teacher Assistant	211-11-6129-04E-146-30-510-000000-23F10	$23,059.00
						Sub-Total	$161,660.00
						Budgeted Fund Source Amount	$161,660.00
						+/- Difference	$0.00

				SCE (199 PIC 24)			
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	4	Field trip.	Transportation costs for students	199-11-6412-001-146-24-313-000000-	$1,000.00
4	1	1	5	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-146-24-313-000000-	$3,000.00
4	1	1	5	Supplies and materials for instructional use.	Supplies and materials for instructional use	199-11-6399-001-146-24-313-000000-	$2,647.00

SCE (199 PIC 24)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Sub-Total	$6,647.00
						Budgeted Fund Source Amount	$6,647.00
						+/- Difference	$0.00

Parent Engagement

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	Extra duty for FES	Extra Duty for parental involvement	211-61-6116-04L-146-30-510-000000-23F10	$600.00
4	3	1	1	Snacks for parents to promote participation.	Snacks for Parents to promote participation	211-61-6499-04L-146-30-510-000000-23F10	$1,578.00
						Sub-Total	$2,178.00
						Budgeted Fund Source Amount	$2,178.00
						+/- Difference	$0.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	2	1	Supplies and materials to support Emergent Bilinguals.	Supplies and materials for instructional use	199-11-6399-001-146-25-313-000000	$1,530.00
						Sub-Total	$1,530.00
						Budgeted Fund Source Amount	$1,530.00
						+/- Difference	$0.00
						Grand Total Budgeted	$172,015.00
						Grand Total Spent	$172,015.00
						+/- Difference	$0.00

Addendums