

Fort Worth Independent School District
147 Morningside Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Empowering ALL students to attain high levels of academic proficiency and to become lifelong learners who value and show respect for themselves and each other.

Vision

Efficacy, Equity, Excellence, and Empowered Students!

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 7
 - Perceptions 8
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 12
- District Goals 14
 - 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. Increase ELA/Reading performance for students receiving special education services on STAAR ELA/Reading rated at approaches grade level or above from 30% to 34% or greater by August 2024. 15
 - 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. Increase Math performance for students receiving special education services on STAAR Math rated at approaches grade level or above from 29% to 32% or greater by August 2024. 26
 - District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024. 39
 - District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment. 45
- Campus Funding Summary 53

Comprehensive Needs Assessment

Revised/Approved: June 17, 2022

Demographics

Demographics Summary

Morningside Elementary School is an urban elementary school in the Morningside area of Fort Worth, Texas. MES educates approximately 420 students in grades Pre-K 3 through 5th.

We provide regular programming, one and two-way dual language, ESL, gifted and talented, early childhood, special education and inclusion special education classes.

Morningside Elementary has an enrollment breakdown as such:

- Hispanic: 56%
- African American: 38%
- Asian: 0%
- Other: 1%
- EL: 40%
- SpEd: 10%
- GT: 8%
- Economically disadvantaged: 95%

Our staff is diverse in terms of years of experience and race/ethnicity. Below is a breakdown of our teaching and professional staff in terms of demographics:

- Hispanic: 39%
- African American: 19%
- Asian: 3%
- White: 35%

Student Attendance:

2019-20 (Pre-COVID): 93.87%

2020-21 (Post-COVID): 93.21%

2021-22 (Post-COVID): 90.52%

Demographics Strengths

- We provide multiple resources to support the economic needs of students and families including: free breakfast and lunch for all students, chromebooks for all students, and school supplies, school uniforms, winter coats, etc. to those in need.
- We have two PreK 3 classes offered for students who qualify through a grant with Fort Worth Children's Partnership.
- We implement SEL supports to assist in meeting the needs of our scholars including: a full-time certified counselor, a CIS case manager, and All Stars teacher.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance for the 2021-22 school year is 2.69% lower than the previous school year. Our grades with the lowest percentage of student attendance are: Pre-K 3 with 85.61% and Pre-K 4 with 88.44%. **Root Cause:** Our attendance committee staff needs more specificity including: clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.

Student Learning

Student Learning Summary

Pre K Circle Data

88.4% of English tested students are On-track with Phonological Awareness skills.

96.9% of Spanish tested students are On-track with Phonological Awareness skills.

65.1% of English tested students are On-track with math skills.

93.8% of Spanish tested students are On-track with math skills.

Student Learning Strengths

Circle Phonological Awareness

Morningside students outperformed the district on Circle Phonological Awareness on both English and Spanish assessments.

Circle Math

Morningside Spanish test taking students outperformed the district on Circle Math skills by 13%.

Reading MAP Growth

MES 4th grade average english Reading RIT score in the fall was 183.34 and it grew to 192.54 in the Winter for a growth of 9.2 points.

MES 3rd grade average english Reading RIT score in the fall was 174.20 and it grew to 183.55 in the Winter for a growth of 9.4 points.

MES 2nd grade average english Reading RIT score in the fall was 159.56 and it grew to 165.12 in the Winter for a growth of 5.6 points.

MES KG average english Reading RIT score in the fall was 132 and it grew to 138 in the Winter for a growth of 6 points.

Math MAP Growth

MES 4th grade average Math RIT score in the fall was 159.56 and it grew to 165.12 in the Winter for a growth of 5.6 points.

MES 3rd grade average Math RIT score in the fall was 173.39 and it grew to 182.45 in the Winter for a growth of 9.06 points.

MES 2nd grade average Math RIT score in the fall was 167.14 and it grew to 175.85 in the Winter for a growth of 8.71 points.

MES 1st grade average Math RIT score in the fall was 148.09 and it grew to 156.47 in the Winter for a growth of 8.38 points.

MES KG average Math RIT score in the fall was 132.74 and it grew to 138.92 in the Winter for a growth of 6.18 points.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): African American K-5 students underperformed their "Hispanic" peers in growth points by 6.5 points on the MOY MAP Math Assessment.

Root Cause: A need for teacher knowledge regarding culturally responsive instructional strategies and Tier 1 best practices.

Problem Statement 2 (Prioritized): African American K-5 students underperformed their "all students" peers in growth points by 3.8 points on the MOY MAP Reading Assessment. **Root Cause:** Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.

Problem Statement 3 (Prioritized): Special Education K-5 students underperformed their "all students" peers in growth points by 5.9 points on the MOY MAP Reading Assessment. **Root Cause:** Teacher practices around SPED instructional best practices and responding to data.

School Processes & Programs

School Processes & Programs Summary

To create a campus culture which is focused on academic success for all students, our lesson plans follow the FWISD scope and sequence, curriculum, and resources as well as the FWISD lesson plan framework . Daily lesson plan expectations include: the state TEKS, the learning objective(s), aligned activities and formative assessment(s) to ensure students mastered the TEKS aligned learning objective. Teachers are expected to include scaffolds in their lessons to differentiate for student needs to ensure all students can access the level of rigor expected from the state standard (tier 1 instruction).

School Processes & Programs Strengths

To create and model a data-rich campus culture focused on student growth and achievement, teachers also use the daily formative assessments to monitor student learning and adjust instruction based-on student needs each day by focusing on the misconception from the previous day's learning and providing students with an opportunity to correct the misconception and master the skill.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Dual Language KG-5th scholars who tested in Spanish underperformed their district peers in growth points by 27.1 points and campus English testing peers by 31.6 points on the MOY MAP Math Assessment. **Root Cause:** A need for teacher knowledge and fidelity with implementing the Dual Language model, biliteracy best practices, and implementing research-based resources.

Problem Statement 2 (Prioritized): Dual Language KG-5th scholars who tested in Spanish underperformed their district peers in growth points by 14.6 points and campus English testing peers by 8.7 points on the MOY MAP Reading Assessment. **Root Cause:** A need for teacher knowledge and fidelity with implementing the Dual Language model, biliteracy best practices, and implementing research-based resources.

Problem Statement 3 (Prioritized): Out of all STAAR tested students, only 30.2 % scored at the meets level or above on the reading test, and only 21.8% scored at the meets level or above on the math test compared to the district at 30.2% and 21.8% respectively. **Root Cause:** Teacher practices around tier 1 instruction (planning and delivery) are needing refinement

Perceptions

Perceptions Summary

Our grades 3-5 students take the Panorama Climate Survey at the beginning, middle, and end of year. Below are some of the results from that MOY survey:

Supportive Relationships: 91% of students responded favorably

This ranks MES in the 80-99th percentile nationally.

Sense of belonging: 64% of students responded favorably

This ranks MES in the 60th-79th percentile nationally.

Teacher-Student Relationships: 63% of students responded favorably

This ranks MES in the 40th-59th percentile nationally.

Social Awareness: 61% of students responded favorably

This ranks MES in the 20th-39th percentile nationally.

Engagement: 61% of students responded favorably

This ranks MES in the 60th-79th percentile nationally.

Emotional Regulation: 45% of students responded favorably

This ranks MES in the 40th-59th percentile nationally.

Perceptions Strengths

Our teaching staff also takes the Panorama Climate Survey at the beginning, middle, and end of the year. Below are some of the results from that MOY

survey:

Inviting Work Environment: 80% of staff responded favorably

Down 2% since Spring 2021

Educating All Students: 77% of staff responded favorably

Down 4% since Spring 2021

Feedback and Coaching: 61% of staff responded favorably

Up 7% since Spring 2021

Staff-Leader Relationships: 69% of staff responded favorably

Up 16% since Spring 2021

Cultural Awareness and Action: 67% of staff responded favorably

Up 4% since Spring 2021
Faculty Growth Mindset: 54% of staff responded favorably
Down 10% since Spring 2021

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 45% of scholars responded favorably to emotional regulation on the Panorama survey. **Root Cause:** Staff needs more specific training in interpreting and responding to Panorama data throughout the school year and need for professional learning on campus SEL practices and ongoing support.

Problem Statement 2 (Prioritized): 61% of staff responded favorably to feedback and coaching. **Root Cause:** Staff needs more specific training on the different coaching and feedback processes.

Priority Problem Statements

Problem Statement 1: Attendance for the 2021-22 school year is 2.69% lower than the previous school year. Our grades with the lowest percentage of student attendance are: Pre-K 3 with 85.61% and Pre-K 4 with 88.44%.

Root Cause 1: Our attendance committee staff needs more specificity including: clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.

Problem Statement 1 Areas: Demographics

Problem Statement 4: African American K-5 students underperformed their "Hispanic" peers in growth points by 6.5 points on the MOY MAP Math Assessment.

Root Cause 4: A need for teacher knowledge regarding culturally responsive instructional strategies and Tier 1 best practices.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Dual Language KG-5th scholars who tested in Spanish underperformed their district peers in growth points by 27.1 points and campus English testing peers by 31.6 points on the MOY MAP Math Assessment.

Root Cause 5: A need for teacher knowledge and fidelity with implementing the Dual Language model, biliteracy best practices, and implementing research-based resources.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 9: 45% of scholars responded favorably to emotional regulation on the Panorama survey.

Root Cause 9: Staff needs more specific training in interpreting and responding to Panorama data throughout the school year and need for professional learning on campus SEL practices and ongoing support.

Problem Statement 9 Areas: Perceptions

Problem Statement 3: African American K-5 students underperformed their "all students" peers in growth points by 3.8 points on the MOY MAP Reading Assessment.

Root Cause 3: Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.

Problem Statement 3 Areas: Student Learning

Problem Statement 6: Dual Language KG-5th scholars who tested in Spanish underperformed their district peers in growth points by 14.6 points and campus English testing peers by 8.7 points on the MOY MAP Reading Assessment.

Root Cause 6: A need for teacher knowledge and fidelity with implementing the Dual Language model, biliteracy best practices, and implementing research-based resources.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 8: 61% of staff responded favorably to feedback and coaching.

Root Cause 8: Staff needs more specific training on the different coaching and feedback processes.

Problem Statement 8 Areas: Perceptions

Problem Statement 2: Special Education K-5 students underperformed their "all students" peers in growth points by 5.9 points on the MOY MAP Reading Assessment.

Root Cause 2: Teacher practices around SPED instructional best practices and responding to data.

Problem Statement 2 Areas: Student Learning

Problem Statement 7: Out of all STAAR tested students, only 30.2 % scored at the meets level or above on the reading test, and only 21.8% scored at the meets level or above on the math test compared to the district at 30.2% and 21.8% respectively.

Root Cause 7: Teacher practices around tier 1 instruction (planning and delivery) are needing refinement

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-P ESS 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
- Study of best practices

District Goals

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024. Increase ELA/Reading performance for students receiving special education services on STAAR ELA/Reading rated at approaches grade level or above from 30% to 34% or greater by August 2024.

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 88.4% to 98% by May 2023.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 96.9% to 98% by May 2023.

*Increase the percentage of African American students who score On Track on Circle Phonological Awareness in English from 80% to 90% by May 2023.

Evaluation Data Sources: CLI Engage- Circle Progress Monitoring System

Strategy 1: Continue to develop the capacity of regular program and dual language PK3 and PK4 teachers by ensuring they are effectively utilizing the "Creative Curriculum."

Strategy's Expected Result/Impact: Performance Objective met

Staff Responsible for Monitoring: Vanessa Cuarenta, Principal
Nealie Kinchion, Assistant Principal
Ana Marquez, Data Analyst
Ashley James, Instructional Coach
Mi'Onnah White, Instructional Coach





TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>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). Monitor. Follow up</p> <p>Intended Audience: Teachers, CIC, and Campus Administrators Date(s) / Timeframe: June 2022 to May 2023 Provider / Presenter / Person Responsible: Vendors Collaborating Departments: Early Childhood, Literacy and Math Dept., Delivery Method: Face to Face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Develop and track a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Amplify, Creative Curriculum, and/or Reading Academies content and share observation cycle with staff by mid September 2022</p> <p>Intended Audience: Teachers, Instructional Leadership Team Date(s) / Timeframe: August-September 2022 Provider / Presenter / Person Responsible: Leadership Team Collaborating Departments: Literacy Dept. Delivery Method: Face to Face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Ensure focus of at least 70% of reading PLCs focus on lesson internalization, planning, and practice for Amplify or Creative Curriculum teachers. 30% for analyzing student work.</p> <p>Intended Audience: ILT Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Instructional Leadership Team Collaborating Departments: Literacy Department Office, Instructional Initiatives, and School Supports Delivery Method: Face to Face</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.

Strategy's Expected Result/Impact: Performance Objectives Met

Staff Responsible for Monitoring: See action steps





TEA Priorities:

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

- **ESF Levers:**

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			
<p>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). Monitor. Follow up</p> <p>Intended Audience: Teachers, CIC, and Campus Administrators Date(s) / Timeframe: June 2022 to May 2023 Provider / Presenter / Person Responsible: Vendors Collaborating Departments: Early Childhood, Literacy and Math Dept., Delivery Method: Face to Face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Develop and track a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Amplify, Creative Curriculum, and/or Reading Academies content and share observation cycle with staff by mid September 2022</p> <p>Intended Audience: Teachers and ILT Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: Early Childhood, Literacy and Math Dept., Delivery Method: Face to Face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Ensure focus of at least 70% of reading PLCs focus on lesson internalization, planning, and practice for Amplify or Creative Curriculum teachers. 30% for analyzing student work.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: Academics Division Delivery Method: Face to Face</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: African American K-5 students underperformed their "all students" peers in growth points by 3.8 points on the MOY MAP Reading Assessment. **Root Cause:** Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.

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. Increase ELA/Reading performance for students receiving special education services on STAAR ELA/Reading rated at approaches grade level or above from 30% to 34% or greater by August 2024.

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 31.6% to 45% by May 2023.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 19.7% to 35% by May 2023.

*Increase the percentage of Economically Disadvantaged students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 20% to 45% by May 2023.

Evaluation Data Sources: MAP Fluency

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Performance Objectives met

Staff Responsible for Monitoring: See action Steps

TEA Priorities:

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





- **ESF Levers:**

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

Problem Statements: Student Learning 3 - School Processes & Programs 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 literacy (Amplify, Reading Academies, Creative Curriculum). Monitor. Follow up Intended Audience: Teachers, CIC, Campus Administrators Date(s) / Timeframe: June 2022 to May 2023 Provider / Presenter / Person Responsible: Vendor Collaborating Departments: Literacy Department and Office of Instructional Initiatives and School Supports Delivery Method: Face-to-face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Develop and track a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Amplify, Creative Curriculum, and/or Reading Academies content and share observation cycle with staff by mid September 2022 Intended Audience: Teachers Date(s) / Timeframe: September 2022 Provider / Presenter / Person Responsible: ILT Collaborating Departments: Office of Instructional Initiatives and School Supports Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 2: Instructional Leadership Team and Student Support Teams will 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. PLCs will also be utilized to create MTSS and acceleration plans for students making limited progress.

Strategy's Expected Result/Impact: Performance Objective met

Staff Responsible for Monitoring: See action steps

TEA Priorities:

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





- ESF Levers:

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 literacy (Amplify, Reading Academies, Creative Curriculum). Monitor. Follow up Intended Audience: Teachers Date(s) / Timeframe: June 2022 to May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: Literacy Dept. and Vendor Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Develop and track a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Amplify, Creative Curriculum, and/or Reading Academies content and share observation cycle with staff by mid September 2022 Intended Audience: Teachers, ILT Date(s) / Timeframe: September 2022 Provider / Presenter / Person Responsible: ILT Collaborating Departments: Office of Instructional Initiatives and School Supports Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: African American K-5 students underperformed their "all students" peers in growth points by 3.8 points on the MOY MAP Reading Assessment. Root Cause: Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.
Problem Statement 3: Special Education K-5 students underperformed their "all students" peers in growth points by 5.9 points on the MOY MAP Reading Assessment. Root Cause: Teacher practices around SPED instructional best practices and responding to data.
School Processes & Programs
Problem Statement 2: Dual Language KG-5th scholars who tested in Spanish underperformed their district peers in growth points by 14.6 points and campus English testing peers by 8.7 points on the MOY MAP Reading Assessment. Root Cause: A need for teacher knowledge and fidelity with implementing the Dual Language model, biliteracy best practices, and implementing research-based resources.

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. Increase ELA/Reading performance for students receiving special education services on STAAR ELA/Reading rated at approaches grade level or above from 30% to 34% or greater 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 37.3% to 45% by May 2023.

*Increase the percentage of Kindergarten through Grade 5 ELL students who meet or exceed projected growth on MAP Growth Reading in Spanish from 28.6% to 45% by May 2023.

*Increase the percentage of Economically Disadvantaged students who Meet or Exceed projected growth on MAP Growth Reading in Spanish from 28.4% to 43% by May 2023.

Evaluation Data Sources: MAP Growth

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Performance Objectives met

Staff Responsible for Monitoring: See action Steps





TEA Priorities:

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

- **ESF Levers:**

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

Action Step 1 Details	Reviews			
<p>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).</p> <p>Intended Audience: Teachers, CIC, Campus Administrators</p> <p>Date(s) / Timeframe: November 30, 2022 to February 28, 2023</p> <p>Provider / Presenter / Person Responsible: Literacy Department; Vendor</p> <p>Collaborating Departments: Literacy Department and Office of Instructional Initiatives and School Supports</p> <p>Delivery Method: Face-to-face</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Track and monitor enrollment, attendance, and progress of Reading Academies and Amplify to ensure 100% of teachers/staff are on track for completion.</p> <p>Intended Audience: Teachers, CIC, Principal, AP</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal and Assistant Principal</p> <p>Collaborating Departments: Office of Instructional Initiatives and School Supports</p> <p>Delivery Method: Online Blended Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Create a comprehensive professional learning plan for all ELAR teachers serving emergent bilingual students. Professional development will include: Second language acquisition, methods and stages of, development, Culturally and linguistically sustaining practices, Content-based language instruction/sheltered instruction, English Language Proficiency Standards (ELPS).</p> <p>Intended Audience: ELAR teachers</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Collaborating Departments: FWISD Multilingual Education</p> <p>Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Instructional Leadership Team and Student Support Teams will 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. PLCs will also be utilized to create MTSS and acceleration plans for students making limited progress.

Strategy's Expected Result/Impact: Performance Objective met

Staff Responsible for Monitoring: Vanessa Cuarenta, Principal
 Nealie Kinchion, Assistant Principal
 Ana Marquez, Data Analyst
 Ashley James, Instructional Coach
 Mi'Onnah White, Instructional Coach





TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: By August 26, 2022, develop a system/cycle of observation and feedback with specific look-fors for 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.</p> <p>Intended Audience: Teachers, Instructional Leadership Team</p> <p>Date(s) / Timeframe: August-September 2022</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Collaborating Departments: Literacy Dept.</p> <p>Delivery Method: Face to Face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of 100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2023.</p> <p>Intended Audience: Teachers, ILT</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Collaborating Departments: Literacy Department Office, Instructional Initiatives, and School Supports</p> <p>Delivery Method: Face to Face</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Assess campus needs for the use of resources and processes for MTSS, dyslexia, 504 referrals, referrals for FIEs in order to expand professional learning and coaching opportunities for all teachers.

Strategy's Expected Result/Impact: Performance Objectives Met

Staff Responsible for Monitoring: See action steps

TEA Priorities:





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

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
<p>Action Step 1: All campus teachers are trained on processes for MTSS, dyslexia, 504 referrals, referrals for FIEs by the end of the first six weeks of school.</p> <p>Intended Audience: All teachers Date(s) / Timeframe: September 2nd Provider / Presenter / Person Responsible: SPED team, Counselor, and Admin Collaborating Departments: SPED Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide on-going professional learning which includes but not limited to: workshops, peer observations, data meetings, and PLCs to implement district curriculum and resources (Don Johnston Accessibility Tools and Goalbook Toolkit, SDI), and best practices to design instruction based on diverse student needs.</p> <p>Intended Audience: SPED Teachers: Ms. Saunders, Ms. Castaneda, Mr. Vasquez, Ms. Armstrong Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Principal, Assistant Principal & SPED Dept.. Collaborating Departments: SPED Dept. Delivery Method: In-Person/Asynchronous</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 4: Ensure implementation of SPED best practices and district approved curriculum and resources while using Data Drive practices to plan and deliver Specially Designed Instruction (SDI).





Strategy's Expected Result/Impact: Performance Objectives Met

Staff Responsible for Monitoring: See action steps

ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Data meetings will be held at BOY, MOY, and EOY benchmark assessments to analyze results as well as other sources of data to inform present levels of performance, growth goals, SDI plans, and areas of support.</p> <p>Intended Audience: SPED Teachers: Ms. Saunders, Ms. Castaneda, Mr. Vasquez, Ms. Armstrong</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Principal and Assistant Principal</p> <p>Collaborating Departments: SPED Dept.</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Minute by minute SPED instructional schedules and supports will be scheduled and followed with fidelity on a daily basis while maintaining Inclusion logs to document engagement and services.</p> <p>Intended Audience: SPED Teachers: Ms. Saunders, Ms. Castaneda, Mr. Vasquez, Ms. Armstrong</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Principal and Assistant Principal</p> <p>Collaborating Departments: SPED Dept.</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: African American K-5 students underperformed their "all students" peers in growth points by 3.8 points on the MOY MAP Reading Assessment. Root Cause: Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.</p>
<p>Problem Statement 3: Special Education K-5 students underperformed their "all students" peers in growth points by 5.9 points on the MOY MAP Reading Assessment. Root Cause: Teacher practices around SPED instructional best practices and responding to data.</p>

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.

Increase Math performance for students receiving special education services on STAAR Math rated at approaches grade level or above from 29% to 32% or greater by August 2024.

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math English from 65.1% to 80% by May 2023.

Increase the percentage of PK students who score On Track on Circle Math Spanish from 93.8% to 95% by May 2023.

Increase the percentage of ELL students who score On Track on Circle Math English from 46.2% to 70% by May 2023.

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: Performance Objective met

Staff Responsible for Monitoring: See action steps

TEA Priorities:





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

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for math (Eureka and Creative Curriculum). Monitor. Follow up.</p> <p>Intended Audience: Teachers, CIC, and Campus Administrators</p> <p>Date(s) / Timeframe: November 30, 2022</p> <p>Provider / Presenter / Person Responsible: Vendor</p> <p>Collaborating Departments: Math, and Early Childhood</p> <p>Delivery Method: Face to Face</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Develop and track a system/cycle of observation and feedback of math instruction aligned to Eureka or, Creative Curriculum and FWISD Math Framework and share observation cycle with staff. Intended Audience: Teachers Date(s) / Timeframe: August-September 2022 Provider / Presenter / Person Responsible: Leadership Team Collaborating Departments: Math Dept. and Early Childhood Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Ensure focus of at least 70% of math PLCs focus on lesson internalization, planning, and practice for Eureka or Creative Curriculum teachers. 30% for analyzing student work. Intended Audience: Teachers Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Instructional Leadership Team Collaborating Departments: Math Department, Office of Instructional Initiatives, and School Supports Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: 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: Performance Objectives Met

Staff Responsible for Monitoring: See action steps





TEA Priorities:

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

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for math (Eureka and Creative Curriculum). Monitor. Follow up.</p> <p>Intended Audience: Teachers, Coaches, and Admin Date(s) / Timeframe: August 31, 2022 Provider / Presenter / Person Responsible: ILT Collaborating Departments: Math and Vendor Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Develop and track a system/cycle of observation and feedback of math instruction aligned to Eureka or, Creative Curriculum and FWISD Math Framework and share observation cycle with staff.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: Math Department Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Ensure focus of at least 70% of math PLCs focus on lesson internalization, planning, and practice for Eureka or Creative Curriculum teachers. 30% for analyzing student work.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: Math Department Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: African American K-5 students underperformed their "Hispanic" peers in growth points by 6.5 points on the MOY MAP Math Assessment. Root Cause: A need for teacher knowledge regarding culturally responsive instructional strategies and Tier 1 best practices.</p>

School Processes & Programs

Problem Statement 1: Dual Language KG-5th scholars who tested in Spanish underperformed their district peers in growth points by 27.1 points and campus English testing peers by 31.6 points on the MOY MAP Math Assessment. **Root Cause:** A need for teacher knowledge and fidelity with implementing the Dual Language model, biliteracy best practices, and implementing research-based resources.

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.

Increase Math performance for students receiving special education services on STAAR Math rated at approaches grade level or above from 29% to 32% or greater by August 2024.

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math English from 33.3% to 60% by May 2023.

Increase the percentage of Kinder students who score On Track on TX-KEA Math Spanish from 82.4% to 90% by May 2023.

Increase the percentage of Hispanic students who score On Track on TX-KEA Math English from 30.8% to 60% by May 2023.

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: Performance Objectives met

Staff Responsible for Monitoring: See action Steps





TEA Priorities:

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

- ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for math (Eureka and Creative Curriculum). Monitor. Follow up.</p> <p>Intended Audience: Teachers, CIC, Campus Administrators</p> <p>Date(s) / Timeframe: June 2022 to May 2023</p> <p>Provider / Presenter / Person Responsible: Math Department, Vendor</p> <p>Collaborating Departments: Creative Curriculum, Math Dept., Vendors</p> <p>Delivery Method: In Person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Develop and track a system/cycle of observation and feedback of math instruction aligned to Eureka or, Creative Curriculum and FWISD Math Framework and share observation cycle with staff. Intended Audience: Teachers Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal and Assistant Principal Collaborating Departments: Math Dept. and Office of Instructional Initiatives and School Supports Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Ensure focus of at least 70% of math PLCs focus on lesson internalization, planning, and practice for Eureka or Creative Curriculum teachers. 30% for analyzing student work. Intended Audience: Teachers Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal and Assistant Principal Collaborating Departments: Math Dept. and Office of Instructional Initiatives and School Supports Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: 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: Performance Objective met

Staff Responsible for Monitoring: See action steps





TEA Priorities:

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

- ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for math (Eureka and Creative Curriculum). Monitor. Follow up.</p> <p>Intended Audience: Teachers, Instructional Leadership Team</p> <p>Date(s) / Timeframe: June 2022 to May 2023</p> <p>Provider / Presenter / Person Responsible: Teachers, Instructional Leadership Team</p> <p>Collaborating Departments: Math Dept.</p> <p>Delivery Method: In Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Develop and track a system/cycle of observation and feedback of math instruction aligned to Eureka or, Creative Curriculum and FWISD Math Framework and share observation cycle with staff.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Collaborating Departments: Math Department Office, Instructional Initiatives, and School Supports</p> <p>Delivery Method: In Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Ensure focus of at least 70% of math PLCs focus on lesson internalization, planning, and practice for Eureka or Creative Curriculum teachers. 30% for analyzing student work.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Collaborating Departments: Math Department Office, Instructional Initiatives, and School Supports</p> <p>Delivery Method: In Person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: African American K-5 students underperformed their "Hispanic" peers in growth points by 6.5 points on the MOY MAP Math Assessment. Root Cause: A need for teacher knowledge regarding culturally responsive instructional strategies and Tier 1 best practices.</p>

School Processes & Programs

Problem Statement 3: Out of all STAAR tested students, only 30.2 % scored at the meets level or above on the reading test, and only 21.8% scored at the meets level or above on the math test compared to the district at 30.2% and 21.8% respectively. **Root Cause:** Teacher practices around tier 1 instruction (planning and delivery) are needing refinement

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.

Increase Math performance for students receiving special education services on STAAR Math rated at approaches grade level or above from 29% to 32% or greater by August 2024.

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth English from 42.7% to 50% by May 2023.

Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Spanish from 11.1% to 30% by May 2023.

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: Performance Objectives met

Staff Responsible for Monitoring: See action Steps

TEA Priorities:





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

- ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 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 math (Eureka and Creative Curriculum). Monitor. Follow up. Intended Audience: Teachers, CIC, Campus Administrators Date(s) / Timeframe: June 2022 to May 2023 Provider / Presenter / Person Responsible: Math Department, Vendor Collaborating Departments: Creative Curriculum, Math Dept., Vendors Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Develop and track a system/cycle of observation and feedback of math instruction aligned to Eureka or, Creative Curriculum and FWISD Math Framework and share observation cycle with staff. Intended Audience: Teachers Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: Math Dept. and Office of Instructional Initiatives and School Supports Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Ensure focus of at least 70% of math PLCs focus on lesson internalization, planning, and practice for Eureka or Creative Curriculum teachers. 30% for analyzing student work. Intended Audience: Teachers Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: Math Dept. and Office of Instructional Initiatives and School Supports Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: 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: Performance Objective met

Staff Responsible for Monitoring: See action steps





TEA Priorities:

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

- ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for math (Eureka and Creative Curriculum). Monitor. Follow up.</p> <p>Intended Audience: Teachers, Instructional Leadership Team</p> <p>Date(s) / Timeframe: June 2022 to May 2023</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Collaborating Departments: Math Dept.</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Develop and track a system/cycle of observation and feedback of math instruction aligned to Eureka or, Creative Curriculum and FWISD Math Framework and share observation cycle with staff.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Collaborating Departments: Math Department Office, Instructional Initiatives, and School Supports</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Ensure focus of at least 70% of math PLCs focus on lesson internalization, planning, and practice for Eureka or Creative Curriculum teachers. 30% for analyzing student work.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: ILT</p> <p>Collaborating Departments: Math Department Office, Instructional Initiatives, and School Supports</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Assess campus needs for the use of resources and processes for MTSS, dyslexia, 504 referrals, referrals for FIEs in order to expand professional learning and coaching opportunities for all teachers.

Strategy's Expected Result/Impact: Performance Objectives Met

Staff Responsible for Monitoring: See action steps





TEA Priorities:

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

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Action Step 1 Details	Reviews			
<p>Action Step 1: All campus teachers are trained on processes for MTSS, dyslexia, 504 referrals, referrals for FIEs by the end of the first six weeks of school.</p> <p>Intended Audience: All teachers</p> <p>Date(s) / Timeframe: September 2nd</p> <p>Provider / Presenter / Person Responsible: SPED team, Counselor, and Admin</p> <p>Collaborating Departments: SPED</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide on-going professional learning which includes but not limited to: workshops, peer observations, data meetings, and PLCs to implement district curriculum and resources (Don Johnston Accessibility Tools and Goalbook Toolkit, SDI), and best practices to design instruction based on diverse student needs.</p> <p>Intended Audience: SPED Teachers Ms. Saunders, Ms. Castaneda, Mr. Vasquez, Ms. Armstrong</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal & SPED Dept.</p> <p>Collaborating Departments: SPED Dept.</p> <p>Delivery Method: In-Person/Asynchronous</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 4: Ensure implementation of SPED best practices and district approved curriculum and resources while using Data Drive practices to plan and deliver Specially Designed Instruction (SDI).

Strategy's Expected Result/Impact: Performance Objectives Met

Staff Responsible for Monitoring: See action steps

TEA Priorities:





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

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Minute by minute SPED instructional schedules and supports will be scheduled and followed with fidelity on a daily basis while maintaining Inclusion logs to document engagement and services.</p> <p>Intended Audience: SPED Teachers: Ms. Saunders, Ms. Castaneda, Mr. Vasquez, Ms. Armstrong</p> <p>Date(s) / Timeframe: August 15, 2022</p> <p>Provider / Presenter / Person Responsible: Principal and Assistant Principal</p> <p>Collaborating Departments: n/a</p> <p>Delivery Method: in-person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Data meetings will be held at BOY, MOY, and EOY benchmark assessments to analyze results as well as other sources of data to inform present levels of performance, growth goals, and areas of support.</p> <p>Intended Audience: SPED Teachers: Ms. Saunders, Ms. Castaneda, Mr. Vasquez, Ms. Armstrong</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Principal and Assistant Principal</p> <p>Collaborating Departments: SPED Dept.</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: African American K-5 students underperformed their "Hispanic" peers in growth points by 6.5 points on the MOY MAP Math Assessment. Root Cause: A need for teacher knowledge regarding culturally responsive instructional strategies and Tier 1 best practices.</p>
<p>Problem Statement 3: Special Education K-5 students underperformed their "all students" peers in growth points by 5.9 points on the MOY MAP Reading Assessment. Root Cause: Teacher practices around SPED instructional best practices and responding to data.</p>
School Processes & Programs
<p>Problem Statement 1: Dual Language KG-5th scholars who tested in Spanish underperformed their district peers in growth points by 27.1 points and campus English testing peers by 31.6 points on the MOY MAP Math Assessment. Root Cause: A need for teacher knowledge and fidelity with implementing the Dual Language model, biliteracy best practices, and implementing research-based resources.</p>
<p>Problem Statement 3: Out of all STAAR tested students, only 30.2 % scored at the meets level or above on the reading test, and only 21.8% scored at the meets level or above on the math test compared to the district at 30.2% and 21.8% respectively. Root Cause: Teacher practices around tier 1 instruction (planning and delivery) are needing refinement</p>

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 22.1% to 45% by May 2023.

Increase the percentage of African American students scoring at MEETS or above on STAAR Reading from 20.7% to 45% by May 2023.

Evaluation Data Sources: STAAR

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: Performance Objective met

Staff Responsible for Monitoring: See action steps





TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure staff attends trainings and internalizes Eureka and Amplify Curriculums as well as the FWISD Literacy, Biliteracy, and new Math frameworks throughout the school year.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: All Content Departments Delivery Method: In Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Instructional Leadership Team will ensure the campus lesson plan format and lesson planning process is aligned to the FWISD curriculums and frameworks.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: N/A Delivery Method: In Person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: Alignment feedback will be given to teachers and recorded in STRIVE regarding the delivery of the tier 1 instruction.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: n/a Delivery Method: In Person</p> <p>Funding Sources: GT - BEA (199 PIC 25) - 199-11-6399-001-147-25-313-000000 - \$1,164</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Strategy's Expected Result/Impact: Performance Objective met

Staff Responsible for Monitoring: See action steps





TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure staff attends trainings and internalizes Eureka and Amplify Curriculums as well as the FWISD Literacy, Biliteracy, and new Math frameworks throughout the school year.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: Various Content Depts. Delivery Method: In Person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Instructional Leadership Team will ensure the campus lesson plan format and lesson planning process is aligned to the FWISD curriculums and frameworks.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: N/A Delivery Method: In Person</p> <p>Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-147-30-510-000000-23F10 - \$80,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Alignment feedback will be given to teachers and recorded in STRIVE regarding the delivery of the tier 1 instruction.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: n/a Delivery Method: In Person</p> <p>Funding Sources: Remediation and Acceleration Resources - SCE (199 PIC 24) - 199-11-6399-001-147-24-313-000000- - \$6,120</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 20.1% to 35% by May 2023.

Increase the percentage of 3-5 grade Economically Disadvantaged students scoring at MEETS or above on STAAR Math from 20% to 35% by May 2023.

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: Performance Objective met

Staff Responsible for Monitoring: See action steps





TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Lesson plans will receive weekly feedback from a member of the ILT: emphasis will be placed on ensuring alignment to the tier 1 math curriculum expectations, state standards, FWISD framework, and culturally responsive instructional strategies.</p> <p>Intended Audience: Teachers and CIC Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: Math Dept. Delivery Method: Face to Face</p> <p>Funding Sources: Supplies - Title I (211) - 211-11-6399-04E-147-30-510-000000-23F10 - \$10,000, Extra Duty PD - Title I (211) - 211-11-6116-0PD-147-30-510-000000-23F10 - \$2,296</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Master schedule will reflect a protected weekly day and time for teachers to engage in PLCs</p> <p>Intended Audience: Teachers and ILT Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: N/A Delivery Method: Face to Face</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: PLCs will be used to provide tier 1 lesson planning internalization, student work and data analysis, and lesson acceleration strategies as needed. Intended Audience: Teachers and CIC Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: Math Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Classroom walkthroughs and feedback will focus on lesson alignment to the FWISD scope and sequence, state standards, and Eureka/Creative curriculum implementation. Intended Audience: Teachers and CIC Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: Math Dept. Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Strategy's Expected Result/Impact: Performance Objective met

Staff Responsible for Monitoring: See action steps

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

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

Action Step 1 Details	Reviews			
Action Step 1: Lesson plans will include FWISD provided Performance Tasks to measure student progress towards mastery of the learning objective. Intended Audience: Teachers and CIC Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: Math Dept. Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Master schedule will reflect a protected weekly day and time for teachers to engage in PLCs/Data meetings. Intended Audience: Teachers and ILT Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: N/A Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Data meetings will include the analysis of student work, exit tickets and/or summative assessments where teachers will respond to the data based on student needs which may include remediation/acceleration. Intended Audience: Teachers and CIC Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: Math Dept. Delivery Method: Face to Face Funding Sources: Teacher Assistant - Title I (211) - 211-11-6129-04E-147-30-510-000000-23F10 - \$25,734	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Student data performance will be used to monitor and adjust teacher supports and observation cycles. Intended Audience: Teachers and CIC Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: N/A Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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 30.77% to 15% by May 2023.

Evaluation Data Sources: Focus

Strategy 1: Foster collaborative partnerships by establishing key committees (MTSS, SST, ILT, Campus Data Analysts, PLC's, PTO, Pyramid, SBDM) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes 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: Meet performance objective

Staff Responsible for Monitoring: See Action Steps

TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: By August 31, identify, select, and notify Campus Attendance Committee of meeting schedule for the 22-23 school year.</p> <p>Intended Audience: Campus Attendance Committee</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Campus Attendance Committee members</p> <p>Collaborating Departments: Campus and Student Supports</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: By September 9, convene initial CAC committee and engage in the following daily supports: home visits, warm calls, attendance restoration, attendance petitions, and daily electronic notifications Blackboard.</p> <p>Intended Audience: Campus Attendance Committee</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: FES and Campus Attendance Committee members</p> <p>Collaborating Departments: Campus and Student Supports</p> <p>Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: By September 20, develop a routine data monitoring schedule to assess efficacy of the CACs daily supports and interventions.</p> <p>Intended Audience: Campus Attendance Committee</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal and AP</p> <p>Collaborating Departments: Campus and Student Supports</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Attendance for the 2021-22 school year is 2.69% lower than the previous school year. Our grades with the lowest percentage of student attendance are: Pre-K 3 with 85.61% and Pre-K 4 with 88.44%. Root Cause: Our attendance committee staff needs more specificity including: clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.</p>

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

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 131 to 75 by May 2023.

Decrease the number of discipline referrals by school personnel for African American students from 58% to 25% by May 2023.

Decrease the number of out-of-school suspensions for African American students from 16 to 5 by May 2023.

Evaluation Data Sources: Focus

Strategy 1: Foster collaborative partnerships by establishing key committees (MTSS, SST, ILT, Campus Data Analysts, PLC's, PTO, Pyramid, SBDM) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes 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: Meet performance objective

Staff Responsible for Monitoring: See action steps

TEA Priorities:





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: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: By August 31st, identify members of the SST team, form SST, and outline routine meeting schedule (dates and time). Intended Audience: SST members Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: SST Collaborating Departments: Multiple Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: By September 9, convene initial SST meeting and develop Student Support Plans (SSP) for students including alternative behavioral interventions and supports to office referrals. Intended Audience: SST Date(s) / Timeframe: August 2022- May 2023 Provider / Presenter / Person Responsible: SST Collaborating Departments: Multiple Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: By September 30, convene second SST to evaluate intervention data and outcomes to begin Engaging in the continuous improvement process (SST protocol #^) Intended Audience: SST Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: SST Collaborating Departments: Mutiple Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: 45% of scholars responded favorably to emotional regulation on the Panorama survey. Root Cause: Staff needs more specific training in interpreting and responding to Panorama data throughout the school year and need for professional learning on campus SEL practices and ongoing support.

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

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students from 16 to 5 by May 2023.

Evaluation Data Sources: Focus

Strategy 1: Foster collaborative partnerships by establishing key committees (MTSS, SST, ILT, Campus Data Analysts, PLC's, PTO, Pyramid, SBDM) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes 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: Meet performance objective

Staff Responsible for Monitoring: See action steps

TEA Priorities:





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

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: By August 31, ensure that the ILT is familiar with and able to pull/analyze the ADQ cycle report data and focus on discipline.</p> <p>Intended Audience: SST</p> <p>Date(s) / Timeframe: August 2022- May 2023 (twice per month)</p> <p>Provider / Presenter / Person Responsible: SST</p> <p>Collaborating Departments: Multiple</p> <p>Delivery Method: in-person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: By September 30, review initial ADQ cycle report data and Focus discipline data with ILT</p> <p>Intended Audience: SST</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: AP</p> <p>Collaborating Departments: Mutiple</p> <p>Delivery Method: in-person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: By October 7, share relevant data with student support team (SST) to review students with high numbers of suspensions, assign caseload to case worker and counselor, perform root cause analysis, and provide follow-up support.</p> <p>Intended Audience: SST Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: SST Collaborating Departments: Multiple Delivery Method: in-person</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: 45% of scholars responded favorably to emotional regulation on the Panorama survey. Root Cause: Staff needs more specific training in interpreting and responding to Panorama data throughout the school year and need for professional learning on campus SEL practices and ongoing support.</p>

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

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 2 to 3 by May 2023.

Strategy 1: Foster collaborative partnerships by establishing key committees (MTSS, SST, ILT, Campus Data Analysts, PLC's, PTO, Pyramid, SBDM) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes 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: Meet performance objective

Staff Responsible for Monitoring: See action steps





TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p>Action Step 1: By August 31, convene SBDM to identify at least 3 family engagement events to support and promote this school year.</p> <p>Intended Audience: Students and Families Date(s) / Timeframe: Aug. 2022-May 2023 Provider / Presenter / Person Responsible: Principal, FES and Campus Staff Collaborating Departments: multiple Delivery Method: in-person</p> <p>Funding Sources: Family Science Night - Parent Engagement - 211-61-6299-04L-147-30-510-000000-23F10 - \$750, Family Events Items - Parent Engagement - 211-61-6499-04L-147-30-510-000000-23F10 - \$1,149</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Develop a communication and promotion plan for targeted activities and events for the school year.</p> <p>Intended Audience: Families and students Date(s) / Timeframe: Aug. 2022-May 2023 Provider / Presenter / Person Responsible: Principal, FES and Campus Staff Collaborating Departments: Multiple Delivery Method: in-person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Monitor event attendance data. Intended Audience: Families and students Date(s) / Timeframe: Aug. 2022-May 2023 Provider / Presenter / Person Responsible: Principal, FES and Campus Staff Collaborating Departments: multiple Delivery Method: in-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: After each event, father stakeholder and family feedback for assessment and future event planning Intended Audience: Families and students Date(s) / Timeframe: Aug. 2022-May 2023 Provider / Presenter / Person Responsible: Principal, FES and Campus Staff Collaborating Departments: Multiple Delivery Method: in-person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	2	Data Analyst	Data Analyst	211-13-6119-04E-147-30-510-000000-23F10	\$80,000.00
3	2	1	1	Supplies	Supplies and materials for instructional use	211-11-6399-04E-147-30-510-000000-23F10	\$10,000.00
3	2	1	1	Extra Duty PD	Extra duty pay for PD after hours	211-11-6116-0PD-147-30-510-000000-23F10	\$2,296.00
3	2	2	3	Teacher Assistant	Teacher Assistant	211-11-6129-04E-147-30-510-000000-23F10	\$25,734.00
Sub-Total							\$118,030.00
Budgeted Fund Source Amount							\$118,030.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	3	Remediation and Acceleration Resources	Supplies and materials for instructional use	199-11-6399-001-147-24-313-000000-	\$6,120.00
Sub-Total							\$6,120.00
Budgeted Fund Source Amount							\$6,120.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Family Events Items	Snacks for Parents to promote participation	211-61-6499-04L-147-30-510-000000-23F10	\$1,149.00
4	4	1	1	Family Science Night	Family Science Night	211-61-6299-04L-147-30-510-000000-23F10	\$750.00
Sub-Total							\$1,899.00
Budgeted Fund Source Amount							\$1,899.00
+/- Difference							\$0.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	3	GT	Supplies and materials for instructional use	199-11-6399-001-147-25-313-000000	\$1,164.00
Sub-Total							\$1,164.00
Budgeted Fund Source Amount							\$1,164.00
+/- Difference							\$0.00
Grand Total Budgeted							\$127,213.00
Grand Total Spent							\$127,213.00
+/- Difference							\$0.00