

Fort Worth Independent School District
148 Charles E. Nash Elementary School
2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

MISSION STATEMENT

To positively impact all students academically and emotionally by sharing our passion for learning

Vision

VISION STATEMENT

Making a positive difference everyday

Value Statement

We treat others the way we want to be treated.

We approach daily challenges with an open-mind and fresh perspective

We set high expectations for our students and give them the tools to achieve them.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 4
 - School Processes & Programs 9
 - Perceptions 11
- Priority Problem Statements 13
- Comprehensive Needs Assessment Data Documentation 14
- District Goals 16
 - 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. 17
 - 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. 23
 - District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024. 29
 - District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment. 33
- Site-Based Decision Making Committee 39
- Campus Funding Summary 40
- Addendums 43

Comprehensive Needs Assessment

Revised/Approved: April 25, 2022

Demographics

Demographics Summary

Charles E. Nash Elementary has served the students of Fort Worth's Rock Island Community since 1928. Average campus enrollment is 238 pre-kindergarten through fifth grade students. The student population is approximately 20% African American; 74% Hispanic; and 3% White. Eighty-three percent of students are classified as economically disadvantaged, and 20% are English learners. Special education students make up 8% of the campus population, 9% of students are identified with dyslexia, and 10% of students are classified as gifted and talented. Nash is a small school with an average of 15 students to one teacher. Historically, the campus has maintained a relatively stable faculty of experienced teachers; however, significant attrition has occurred over the last five years. In the current year, 42% of the faculty are early career teachers, and one teaching position remains unfilled. Two teachers have not yet received ESL certification.

The student mobility rate is high this year at 38%. Prior to the pandemic, the attendance rate averaged 97%. There were two major Covid spikes which affected our students by causing them to become ill with Covid resulting in close contacts being quarantined. The current average attendance rate is 92%, which is up from an average in the mid-80's during Covid spikes. A combination of phone calls and home visits was used to improve the attendance for all students. Currently, 20% of students are classified as chronically absent. The majority students have attended attendance restoration after-school.

Over the last four years, a focus on social emotional learning, mindfulness strategies, and restorative practices has virtually eliminated any discipline issues. There were two discipline referrals this school year.

Enrollment at Nash has steadily declined as its working-class neighborhood has experienced gentrification. Many of the families who had attended the campus for three or four generations have now moved from the neighborhood. Most students no longer live within walking distance of the campus and many depend on district transportation.

Demographics Strengths

There are low discipline referrals.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall school attendance is 86.32% with PreK having the lowest attendance at 70.59%. **Root Cause:** We have not effectively created systems to engage parents about the importance of regular school attendance.

Problem Statement 2: 33% of the student population is chronically absent. Of the students identified as chronically absent, 33% are economically disadvantaged, and 28% are Hispanic. **Root Cause:** We have not effectively assisted parents with meeting their basic needs so their students regularly attend school.

Student Learning

Student Learning Summary

Due to the Covid pandemic, Nash was not rated for the 21-22 school year. Because of the 2018 – 2019 STAAR accountability rating of D, Nash is implemented a Targeted Improvement Plan.

At this time, we only have the STAAR scores for our 3rd grade students because they tested online. Student data goal was met in 3rd grade reading at 83% with a goal of 70% for approaches, 42% with a goal of 40% for meets and 28% with a goal of 20% for masters. Student data was met in math at 57% with a goal of 53% for approaches, 36% with a goal of 30% for meets. Efforts in lesson alignment and student engagement created the circumstance necessary for student success. Student data goal for math at the Masters level was not met at 13% with a goal of 20%. Though the goal of Masters was not met, we did experience growth in math from March benchmark to EOY by 13%. During Cycle 3, our campus systematically focused on differentiation, in the moment interventions, and small group instruction.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2021 Results	% of Assessments						
									Cycle 1			Cycle 2			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	66	55	Benchmark	40	51.61%	MAP Growth	55	32.3%	Benchmark
		All	All	Reading	Meets	STAAR	34	28	Benchmark	10	23.74%	MAP Growth	25	18.13%	Benchmark
		All	All	Reading	Masters	STAAR	17	15	Benchmark	5	5.46%	MAP Growth	10	11%	Benchmark
		All	All	Mathematics	Approaches	STAAR	62	43	Benchmark	35	30.30%	MAP Growth	40	32.10%	Benchmark
		All	All	Mathematics	Meets	STAAR	33	20	Benchmark	5	13.30%	MAP Growth	15	8.60%	Benchmark
		All	All	Mathematics	Masters	STAAR	13	10	Benchmark	0	7%	MAP Growth	10	6.30%	Benchmark
		All	All	Science	Approaches	STAAR	54	41	Benchmark	26	43.00%	STAAR Formatted Assessment	36		Benchmark
		All	All	Science	Meets	STAAR	15	14	Benchmark	5	27.00%	STAAR Formatted Assessment	10		Benchmark
All	All	Science	Masters	STAAR	0	6	Benchmark	0	10.00%	STAAR Formatted Assessment	5		Benchmark		

Spring Benchmark Scores

READING	Total Students	Approaches GL	Meets GL	Masters GL
3rd March BM READING	27	48.15%	25.93%	3.70%
4th March BM Reading	36	44.44%	27.78%	11.11%
5th March BM Reading	33	66.67%	27.27%	12.12%

READING		Total Students	Approaches GL	Meets GL	Masters GL
All Grades Levels Reading		96	53.08%	26.99%	8.97%
MATH		Total Students	Approaches GL	Meets GL	Masters GL
3rd March BM Math		30	26.67%	3.33%	0%
4th March BM Math		37	29.73%	16.22%	13.51%
5th March BM Math		33	48.48%	27.27%	9.09%
All Grades Levels Math		100	34.96%	15.60%	7.53%
SCIENCE		Total Students	Approaches GL	Meets GL	Masters GL
5th March BM Science		31	48.39%	12.90%	3.23%

MOY MAP Growth

Percentage of students meeting growth goal
Fall 2021 to Winter 2022

Grade	Math %	Reading %
K	31	38
1st	16	45
2nd	50	32
3rd	46	58
4th	53	58
5th	43	52

LEXIA/Core 5

Grade	Students	Start		Current		Start Above Grade Level %	Current Above Grade Level %	Movement into In/Above %	Met Usage %
		Below Grade Level %	Current Start In Grade Level %	Below Grade Level %	Current Start In Grade Level %				
All Grades		76	25	19	37	5	36		
Kinder	42	71	0	28	42	0	57	71	100
1st	42	64	14	23	52	11	33	50	98
2nd	34	67	23	23	26	8	50	44	100
3rd	31	74	35	19	19	6	45	39	97
4th	38	94	44	5	42	0	13	50	82
5th	30	90	43	10	30	0	26	47	100

Student Learning Strengths

According to Lexia:

- 100% of Kinder is reading at grade level
- 85% of 1st graders are reading at grade level

According to MAP Growth in Math:

- 50% of 2nd graders met their growth goal
- 53% of 4th graders met their growth goal

According to MAP Growth in Reading:

- 58% of 3rd graders met their growth goal
- 58% of 4th graders met their growth goal
- 52% of 5th graders met their growth goal

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the 2022 March Reading Benchmark, 27% of all students were at the Meets level and 9% were at the Master level. **Root Cause:** Teachers have not received sufficient professional learning regarding how to utilize the lesson structure, intentional monitoring and lesson internalization to ensure customization to reading instruction.

Problem Statement 2 (Prioritized): According to the 2022 March Reading Benchmark, 26% of 3rd students were at the Meets level and 4% were at the Master level. **Root Cause:** Teachers have not received sufficient professional learning regarding how to utilize the lesson structure, intentional monitoring and lesson internalization to ensure customization to reading instruction.

Problem Statement 3 (Prioritized): According to the 2022 March Math Benchmark, 16% of students were at the Meets level and 8% were at the Master level. **Root Cause:** Teachers have not received sufficient professional learning regarding how to utilize the lesson structure, intentional monitoring and differentiation to ensure that students had ample opportunities to scaffold math instruction.

Problem Statement 4: The percentage of students at or above grade level in Lexia is significantly higher than students at or above grade level on MOY MAP Growth Reading. **Root Cause:** Teachers have not received sufficient professional learning regarding how to utilize the lesson structure and intentional monitoring to ensure that students have ample opportunities to respond to rigorous questions.

Problem Statement 5: 50% of 4th grade Emergent Bilingual Students scored at the Meets level on the March Reading Benchmark compared to 14% of 3rd Emergent Bilingual Students and 20% of 5th grade Emergent Bilingual Students. **Root Cause:** Teachers have not received sufficient professional learning regarding how to utilize the ELPS to plan instruction and determine needed strategies and scaffolding.

Problem Statement 6: 5th grade students scored 6% point lower in RIT growth projection compared to 3rd and 5th grade students. **Root Cause:** Sufficient is not given to students

during "we do" to practice computation skills.

School Processes & Programs

School Processes & Programs Summary

At Nash Elementary, we are focused on leveraging teachers' current strengths while intentionally building their instructional skills, leadership capacity, and self-efficacy. Teacher placement is based upon strengths, certifications, and campus needs. Teacher leaders are identified based on their skills, motivation, and ability to impact student achievement. We look for opportunities for these teachers to lead professional learning both inside and outside the campus.

Nash Elementary is transitioning from offering only an ESL program for our English learners to offering both a two-way dual language program for native Spanish speakers and opt-in English speakers and offering an ESL program for other languages. The two-way dual language program is designed for native Spanish speakers and native English speakers in grades PreK – 3rd. The expectations for the dual language program are also transitioning from a 50/50 model to a gradual increase of English instruction (80/20 model in pre-kindergarten; 70/30 model in kindergarten; 60/40 model in first and second grades, and 50/50 model in third through fifth grades). Teachers utilize ESL strategies to scaffold instruction for English learners. *Teachers have been provided with professional learning centered on the book 7 Steps to a Language-Rich Interactive Classroom. Although professional learning and feedback regarding implementation of strategies in the classroom has been provided, teachers are not yet consistently implementing the desired practices.*

Four years ago, we began to intentionally implemented several best practices. These practices included the gradual release model for instructional delivery; campus wide lesson plan expectations focused on rigor, student engagement, and differentiation; second language acquisition strategies; a well-defined data meeting protocol; intentional monitoring to provide in-the-moment feedback to students and enable teachers to actively collect and respond to data during instruction; weekly 60-minute PLCs focused on teacher collaboration, studying student work and learning walks; campus wide SEL; and ongoing professional learning regarding lesson alignment. To assist with the implementation process, an online playbook, *The Nash Way*, was created to house all of our instructional practices, professional learning, exemplars, videos, and expectations. These practices along with the 60-minute PLC allowed for vertical (Kinder-2nd grades and 3rd – 5th grades) collaboration, built teacher capacity, and provided feedback. It also increased student learning. In regards to lesson alignment, implementing language objectives and student engagement, the majority of teachers have demonstrated growth.

This school year 6 teachers participated in the Texas Lesson Study facilitated by ESC Region 11 to empower teachers practice through research and self-reflection. Our campus piloted the Creative Curriculum in PreK and Amplify in Kinder – 5th grades. Both curriculum have assisted teachers with the implementation of Science of Reading.

This school year, the Covid-19 variant spikes affected staff attendance in the fall and winter. As a result, our ability to consistently meet as PLCs was negatively affected. It also hindered instructional feedback regarding the aforementioned instructional practices. Consequently, the implementation of previous instructional practices has been inconsistent. After school vertical PLC meetings have not been possible this school year due to the previously mentioned logistical obstacles. Additionally, teachers exhibited difficulties with intentional monitoring, differentiation and second language acquisitions.

This school year, kindergarten through third grade teachers, the campus instructional coach, and campus administrators have attended TEA's HB3 Reading Academy. The learning from the academy has strengthened teachers' knowledge of phonics and phonological awareness; consequently, teachers have implemented new practices leading to greater student mastery of foundational skills. Teachers and administrators have discovered the need for a systemic phonics curriculum to ensure foundational skills are explicitly taught at each grade level and content is spiraled as students proceed to the next grade level.

Professional learning opportunities for teachers and other staff members are based on walkthrough feedback data, student data, and other campus needs. Individualized professional learning and coaching is provided to teachers and other staff members based on their professional needs.

Every student has been issued a Chromebook to more effectively integrate technology and to facilitate personalized instruction tailored to each student's individual needs. Teachers differentiate instruction in Google classroom, including enrichment for gifted students. Utilization of the one-to-one program has allowed all student to utilize web-based programs, such as Core5 and MyPath for accelerated instruction. The technology teacher assistant ensures that students receive small group instruction based on Core5 data. She has retained and changed student passwords, supported virtual students and parents with technology issues, maintained devices, and assisted in-person students with technology.

A lesson plan feedback protocol has been developed and utilized to provide feedback to teachers focused on lesson alignment and alignment to the district's scope and sequence. Weekly classroom feedback is actionable and bite-sized. Walkthrough feedback is focused on lesson alignment, lesson structure, intentional monitoring and scaffolding/differentiation (7 Steps). Administrators calendar walkthroughs and focus on closing the feedback loop by providing actionable feedback. Monthly calibration walkthroughs are conducted to ensure

consistent feedback and alignment to T-TESS.

This school year the MTSS process at Nash Elementary has not been as systematic compared to previous school years. The past two years, a portion of at least one PLC a month was dedicated to MTSS. This allowed us to systematically examine students' various needs, move students up and down the Tiers based on weekly progress monitoring data. Due to staff quarantines, illnesses and classroom coverage, we are behind with the MTSS process. However, the special education teacher, diagnostician, dyslexia teacher and the counselor have worked closely together to identify students who possibly demonstrate dyslexia characteristics or cognitive difficulties. They collaborated and assisted teachers with the MTSS process to ensure students' needs were met.

Over the last four years, a focus on social emotional learning, mindfulness strategies, and restorative practices has assisted with the development of student self-regulation and virtually eliminated any discipline issues.

School Processes & Programs Strengths

Collaboration between the the special education teacher, diagnostician, dyslexia teacher and the counselor ensured students were identified to meet their individualized learning needs.

70% of teachers craft aligned lessons.

All teacher post learning and language objectives.

We have weekly PLCs.

Tier 2 interventions are in place.

Instructional Coach works with all teachers including those not on her caseload.

50% of teachers in 1st - 5th grade participated in Texas Lesson Study.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to the Eduphoria data, 60% of teachers are developing in Monitor and Adjust and Differentiation. **Root Cause:** Professional learning and PLCs took place during in the Spring semester not allowing teachers sufficient time to practice the skill and receive feedback.

Problem Statement 2: 16% of teachers are consistently utilizing intentional monitoring to provide in the moment interventions. **Root Cause:** Intentional monitoring needed to be introduced during the fall semester so teachers would have received greater support and feedback.

Problem Statement 3: There is not sufficient time for teacher directed Tier 3 interventions. **Root Cause:** The master schedule does not accommodate for Tier 3 interventions.

Problem Statement 4: There is of lack of vertical planning from PreK - 5th grade. **Root Cause:** The after-school PLC schedule did not schedule vertical planning due to other priorities.

Perceptions

Perceptions Summary

Charles E. Nash Elementary is a small school with a family feel. According to data from the 2021-2022 parent survey, parents feel that their children are safe at school (93%), and they feel welcomed at Nash (89%). The majority of parents prefer to receive schoolwide information via text or email and 89% describe the communication has being effective.

Nash has an active PTA that hosts student and parent events throughout the school year and provides teachers with needed supplies and appreciation events. The campus also has generous community partners that actively support teachers and provide monetary donations to the campus. At-risk students are supported by volunteer mentors from a local church. The campus has offered family nights and workshops for parents, and this school year attendance slightly increased from previous years. Parents have cited work obligations as a barrier to attendance.

Over the last four years, a focus on social emotional learning, mindfulness strategies, and restorative practices has transformed teachers' beliefs about classroom discipline and facilitated the development of student self-regulation. This has virtually eliminated discipline issues. All students participate in daily SEL activities, at-risk students receive additional support from mentors and MTSS Tier 2 behavior students receive support from a full-time MHMR Mental Health Navigator. When conflict arises, students participate in restorative circles. Results from the Student Survey indicated that 66% of Nash students responded positively when asked about the learning environment, while 60% of English Learners responded positively.

Historically, the campus has experienced very little teacher attrition. However, in recent years these teachers have begun to reached retirement age. Other veteran teachers have received promotions within the district. This has created vacancies that were mostly filled with novice or early career teachers. This population of new teachers has not been as stable

According to teacher survey data, 76% of teachers indicated that they have the capacity to educate all students, and 48% stated that our school supports students in learning about, discussing, and confronting issues of race and culture. Seventy-five percent of teachers responded that Nash Elementary is an inviting work environment. Relating to growth mindset, 43% of teachers agreed that teaching can improve over time.

Seventy percent of teachers indicated that they have trust in the administrators. Additionally, 75% stated that the administrators are respectful towards them. Only 50% of teachers indicated that they find the administrators motivating. Eighty-one percent of teachers stated that the feedback given by administrators is thorough; however, only 63% agreed that the feedback is useful.

Because almost half of the staff is new to Nash Elementary, the Nash staff crafted a new vision statement, mission statement and core values. Vision: Making a positive difference every day; Mission Statement: To positively impact all students academically and emotionally by sharing our passion for learning; Core Values: We treat others the way we want to be treated; We approach daily challenges with an open-mind and fresh perspective; We set high expectations for students for our students and give them the tools to achieve them. They are used to align our work as educators and to hold us accountable.

Perceptions Strengths

Student Survey:

98% of students believe that principals and teachers want every student to learn.

Teacher Survey:

100% of teacher believe that students receive adequate SEL support from staff.

Parent Survey:

89% of English parents and 100% Spanish parents agree that teachers have their child's best interest in mind.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 70% of parents feel comfortable sharing concerns with school staff. **Root Cause:** School faculty and staff members were not trained to proactively create and maintain parent partnerships.

Problem Statement 2 (Prioritized): According to the student survey, 61% of students stated they are not able to relax after being upset. **Root Cause:** A schoolwide system for self-management needs to be implemented so staff members are speaking the same language and utilizing consistent self-regulation skills with students.

Priority Problem Statements

Problem Statement 3: Overall school attendance is 86.32% with PreK having the lowest attendance at 70.59%.

Root Cause 3: We have not effectively created systems to engage parents about the importance of regular school attendance.

Problem Statement 3 Areas: Demographics

Problem Statement 6: According to the 2022 March Reading Benchmark, 27% of all students were at the Meets level and 9% were at the Master level.

Root Cause 6: Teachers have not received sufficient professional learning regarding how to utilize the lesson structure, intentional monitoring and lesson internalization to ensure customization to reading instruction.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: According to the Eduphoria data, 60% of teachers are developing in Monitor and Adjust and Differentiation.

Root Cause 7: Professional learning and PLCs took place during in the Spring semester not allowing teachers sufficient time to practice the skill and receive feedback.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 1: 70% of parents feel comfortable sharing concerns with school staff.

Root Cause 1: School faculty and staff members were not trained to proactively create and maintain parent partnerships.

Problem Statement 1 Areas: Perceptions

Problem Statement 5: According to the 2022 March Reading Benchmark, 26% of 3rd students were at the Meets level and 4% were at the Master level.

Root Cause 5: Teachers have not received sufficient professional learning regarding how to utilize the lesson structure, intentional monitoring and lesson internalization to ensure customization to reading instruction.

Problem Statement 5 Areas: Student Learning

Problem Statement 2: According to the student survey, 61% of students stated they are not able to relax after being upset.

Root Cause 2: A schoolwide system for self-management needs to be implemented so staff members are speaking the same language and utilizing consistent self-regulation skills with students.

Problem Statement 2 Areas: Perceptions

Problem Statement 4: According to the 2022 March Math Benchmark, 16% of students were at the Meets level and 8% were at the Master level.

Root Cause 4: Teachers have not received sufficient professional learning regarding how to utilize the lesson structure, intentional monitoring and differentiation to ensure that students had ample opportunities to scaffold math instruction.

Problem Statement 4 Areas: Student Learning

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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- 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
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

District Goals

Revised/Approved: September 15, 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 94.7% to 96% by May 2023.

*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 93.3% to 96% by May 2023.

Evaluation Data Sources: CLI Data

Strategy 1: 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: CLI reading data will indicate a 3% increase for all students and 3% for African American students.

Staff Responsible for Monitoring: Principal

Title I:

2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create a common PLC period for PreK teachers to internalize and customize Creative Curriculum for differentiation, alignment, rigor and techniques that encourage "productive struggle".</p> <p>Intended Audience: PreK Teachers</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Lead PreK Teacher and Instructional Coach</p> <p>Collaborating Departments: FWISD Early Learning</p> <p>Delivery Method: In-person</p> <p>Funding Sources: PD after hours training for teachers - Title I (211) - 211-11-6116-0PD-148-30-510-000000-23F10 - \$300, PD after hours training for PreK TA - Title I (211) - 211-11-6121-0PD-148-30-510-000000-23F10 - \$200</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: According to the 2022 March Reading Benchmark, 27% of all students were at the Meets level and 9% were at the Master level. Root Cause: Teachers have not received sufficient professional learning regarding how to utilize the lesson structure, intentional monitoring and lesson internalization to ensure customization to reading instruction.</p>

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

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 47% to 57% by May 2023.

*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 45% to 52% by May 2023.

Evaluation Data Sources: MAP Growth Summary Report

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: MAP Growth Reading data will indicate an increase of 10% for all 3rd - 5th grade students in English and 7% African American students for by May 2023.

Staff Responsible for Monitoring: Principal

Title I:

2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Create a common PLC period for Kinder - 3rd grade teachers to internalize and customize Amplify for differentiation, alignment, rigor and techniques that encourage "productive struggle".</p> <p>Intended Audience: Kinder - 3rd grade Teachers</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Admin and Lead Teachers</p> <p>Collaborating Departments: FWISD Literacy and ESC Texas Lesson Facilitator</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 2 Problem Statements:

Student Learning

Problem Statement 2: According to the 2022 March Reading Benchmark, 26% of 3rd students were at the Meets level and 4% were at the Master level. **Root Cause:** Teachers have not received sufficient professional learning regarding how to utilize the lesson structure, intentional monitoring and lesson internalization to ensure customization to reading instruction.

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 47.8% to 55% 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 33.3% to 40% by May 2023.

*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 42.6% to 50% by May 2023.

Evaluation Data Sources: MAP Growth Summary Report

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: MAP Growth Reading data will indicate an increase of 6% in English, 7% in Spanish and 8% for African American students by May 2023.

Staff Responsible for Monitoring: Admin

Title I:

2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- **Results Driven Accountability**

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Create a common PLC period for kinder - 5th grade teachers to internalize and customize Amplify for differentiation, alignment, rigor, explicit monitoring, adjustment of instruction, check for understanding and techniques that encourage "productive struggle".</p> <p>Intended Audience: Kinder - 5th Grade Teachers</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Admin, Instructional Coach, ESC 11 Texas Study Facilitator and Lead Teachers</p> <p>Collaborating Departments: FWISD Literacy Department and ESC 11 Texas Study Facilitator</p> <p>Delivery Method: In - person</p> <p>Funding Sources: Compensate teacher leaders to receive training in how to lead PLCs - Title I (211) - 211-32-6299-04E-148-30-510-000000-23F10 - \$400</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: By August 26, 2022, develop a cycle of observation and feedback to ensure alignment in the lesson plans, instructional delivery and PLC learning evidence by Eduphoria walk-throughs.</p> <p>Intended Audience: Kinder - 5th Grade Teachers</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Admin</p> <p>Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Accelerate student instruction through small group instruction, web-based instruction and extended hours.</p> <p>Intended Audience: Kinder - 5th grade Students</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Teachers and Computer Lab TA Admin</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Computer Lab Assistant - Title I (211) - 211-11-6129-04U-148-30-510-000000-23F10 - \$30,000, Purchase classroom instructional resources for academic, social and emotional - SCE (199 PIC 24) - 199-11-6116-001-148-24-313-000000 - \$1,000, Purchase materials for interventions - Title I (211) - 211-11-6121-04E-148-30-510-000000-23F10 - \$405, Purchase supplies for instruction - Title I (211) - 211-11-6399-04E-148-30-510-000000-23F10 - \$4,473</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: Provide professional learning and support to help build teacher capacity in providing content-based language instruction for emergent bilingual

students.

Staff Responsible for Monitoring: Principal

Title I:

2.4, 2.5

- **TEA Priorities:**

Build a foundation of reading and math





- **ESF Levers:**

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

- **Results Driven Accountability**

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: By August 31, create a comprehensive professional learning plan for all ELAR teachers serving emergent bilingual students.</p> <p>Intended Audience: ELAR teachers Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal Collaborating Departments: FWISD Multilingual Education Delivery Method: In-person</p> <p>Funding Sources: Teachers attend professional development - BEA (199 PIC 25) - 199-13-6499-001-148-25-313-000000 - \$318</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: According to the 2022 March Reading Benchmark, 27% of all students were at the Meets level and 9% were at the Master level. Root Cause: Teachers have not received sufficient professional learning regarding how to utilize the lesson structure, intentional monitoring and lesson internalization to ensure customization to reading instruction.</p>
<p>Problem Statement 2: According to the 2022 March Reading Benchmark, 26% of 3rd students were at the Meets level and 4% were at the Master level. Root Cause: Teachers have not received sufficient professional learning regarding how to utilize the lesson structure, intentional monitoring and lesson internalization to ensure customization to reading instruction.</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.

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 72.2% to 76% by May 2023. Increase the percentage of ED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 64.3% to 70% by May 2023.

Evaluation Data Sources: CLI Data

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: There will be a 4% increase for all students and 6% increase for African American students by May 2023.

Staff Responsible for Monitoring: Admin

Title I:

2.5





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: By August 26, 2022, develop a cycle of observation and feedback to ensure alignment in the lesson plans, instructional delivery and PLC learning evidence by Eduphoria walk-throughs.</p> <p>Intended Audience: PreK Teachers</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Admin</p> <p>Collaborating Departments: FWISD Early Learning</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:

Student Learning

Problem Statement 3: According to the 2022 March Math Benchmark, 16% of students were at the Meets level and 8% were at the Master level. **Root Cause:** Teachers have not received sufficient professional learning regarding how to utilize the lesson structure, intentional monitoring and differentiation to ensure that students had ample opportunities to scaffold math instruction.

School Processes & Programs

Problem Statement 1: According to the Eduphoria data, 60% of teachers are developing in Monitor and Adjust and Differentiation. **Root Cause:** Professional learning and PLCs took place during in the Spring semester not allowing teachers sufficient time to practice the skill and receive feedback.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 56.3% to 60% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 43.8% to 60% by May 2023.

Evaluation Data Sources: TX-KEA 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: There will be 4% increase for all students and 17% for African American students by May 2023.

Staff Responsible for Monitoring: Admin

Title I:

2.4, 2.5





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
<p>Action Step 1: By August 26, 2022, develop a cycle of observation and feedback to ensure alignment in the lesson plans, instructional delivery and PLC learning evidence by Eduphoria walk-throughs.</p> <p>Intended Audience: Kinder Teachers</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Admin</p> <p>Collaborating Departments: FWISD Math Department</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

Problem Statement 3: According to the 2022 March Math Benchmark, 16% of students were at the Meets level and 8% were at the Master level. **Root Cause:** Teachers have not received sufficient professional learning regarding how to utilize the lesson structure, intentional monitoring and differentiation to ensure that students had ample opportunities to scaffold math instruction.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 38.6% to 50% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 42.6% to 50% by May 2023.

Evaluation Data Sources: MAP Growth Math Data

Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: There will be a 12% increase for all students and 8% increase for African American students.

Staff Responsible for Monitoring: Principal

Title I:

2.5

- **TEA Priorities:**

Build a foundation of reading and math





- **ESF Levers:**

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

- **Results Driven Accountability**

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

Action Step 1 Details	Reviews			
<p>Action Step 1: By August 26, 2022, develop a cycle of observation and feedback to ensure alignment in the lesson plans, instructional delivery and PLC learning evidence by Eduphoria walk-throughs.</p> <p>Intended Audience: Kinder - 5th Grade Teachers</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Admin</p> <p>Collaborating Departments: FWISD Math Department</p> <p>Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Create a common PLC period for math teachers to internalize and customize Eukera for differentiation, alignment, rigor and techniques that encourage "productive struggle".</p> <p>Intended Audience: Kinder - 5th Grade Teachers</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Lead Teachers, Instructional Coach, ESC 11 Texas Lesson Study Facilitator and Admin</p> <p>Collaborating Departments: FWISD Math Department and ESC 11 Texas Lesson Study Facilitator</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Compensate teacher leaders to receive training in how to lead PLCs - Title I (211) - 211-11-6116-0PD-148-30-510-000000-23F10 - \$400</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Accelerate student instruction through small group instruction, web-based instruction and extended hours.</p> <p>Intended Audience: Kinder - 5th grade students</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Teachers, Computer Lab TA and Admin</p> <p>Collaborating Departments: FWISD Math Department</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Purchase supplies for intervention - SCE (199 PIC 24) - 199-11-6399-001-148-24-313-000000- - \$1,805, Purchase supplies for instruction - Title I (211) - 211-11-6399-04E-148-30-510-000000-23F10 - \$4,472</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 3: According to the 2022 March Math Benchmark, 16% of students were at the Meets level and 8% were at the Master level. Root Cause: Teachers have not received sufficient professional learning regarding how to utilize the lesson structure, intentional monitoring and differentiation to ensure that students had ample opportunities to scaffold math instruction.</p>
School Processes & Programs
<p>Problem Statement 1: According to the Eduphoria data, 60% of teachers are developing in Monitor and Adjust and Differentiation. Root Cause: Professional learning and PLCs took place during in the Spring semester not allowing teachers sufficient time to practice the skill and receive feedback.</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 47% to 55% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 40% to 50% by May 2023.

Increase ELA/Reading performance for students receiving special education services on STAAR ELA/Reading rated at approaches grade level or above from 33% to 38% or greater.

Evaluation Data Sources: STAAR Scores

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

Strategy's Expected Result/Impact: There will be an increase of students performing at the Meets level from 50% to 55%.

Staff Responsible for Monitoring: Admin

Title I:

2.4, 2.5

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

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

- **Results Driven Accountability**

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: By August 26, 2022 calendar data meetings to discussion interim student data, effective instructional strategies, and possible adjustments to instructional delivery. Intended Audience: 3rd - 5th Teachers Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Principal 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: Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance and help students attain a standard growth on the basis of the student's IEP.

Strategy's Expected Result/Impact: There will be an increase of students performing at the Meets level from 50% to 55%.

Staff Responsible for Monitoring: Teachers and Admin

Title I:

2.4, 2.5

- TEA Priorities:

Build a foundation of reading and math





- ESF Levers:

Lever 5: Effective Instruction

- Results Driven Accountability

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Promote and encourage the administration, interpretation and application of MAPS BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programming CEIP goals, targets and professional learning.</p> <p>Intended Audience: Special Education Teacher and 3rd - 5th grade Teachers</p> <p>Date(s) / Timeframe: August 2022 - August 2023</p> <p>Provider / Presenter / Person Responsible: Admin</p> <p>Collaborating Departments: FWISD Special Education Department</p> <p>Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: According to the 2022 March Reading Benchmark, 27% of all students were at the Meets level and 9% were at the Master level. Root Cause: Teachers have not received sufficient professional learning regarding how to utilize the lesson structure, intentional monitoring and lesson internalization to ensure customization to reading instruction.</p>
<p>Problem Statement 2: According to the 2022 March Reading Benchmark, 26% of 3rd students were at the Meets level and 4% were at the Master level. Root Cause: Teachers have not received sufficient professional learning regarding how to utilize the lesson structure, intentional monitoring and lesson internalization to ensure customization to reading instruction.</p>

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 28% to 37% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 6% to 14% by May 2023.

Increase Math performance for students receiving special education services on STAAR Math rated at approaches grade level or above from 0% to 10% or greater.

Evaluation Data Sources: STAAR Data

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

Strategy's Expected Result/Impact: There will be an increase in students performing at the Meets level from 13.3% to 17%.

Staff Responsible for Monitoring: Admin

Title I:

2.4, 2.5





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: By August 26, 2022 calendar data meetings to discuss interim student math data, effective instructional strategies, and possible adjustments to instructional delivery.</p> <p>Intended Audience: 3rd - 5th Grade Teachers</p> <p>Date(s) / Timeframe: August 2022 - 2023</p> <p>Provider / Presenter / Person Responsible: Admin</p> <p>Collaborating Departments: FWISD Math Department</p> <p>Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance and help students attain a standard growth on the basis of the student's IEP.

Strategy's Expected Result/Impact: There will an increase in students performing at the Meets level from 13.3% to 17%.

Staff Responsible for Monitoring: Teachers and Admin

TEA Priorities:

Build a foundation of reading and math





- ESF Levers:

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

- Results Driven Accountability

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Promote and encourage the administration, interpretation and application of MAPS BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programming CEIP goals, targets and professional learning.</p> <p>Intended Audience: 3rd - 5th grade Teachers Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Admin Collaborating Departments: FWISD Special Education Department Delivery Method: In- Person</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: According to the 2022 March Math Benchmark, 16% of students were at the Meets level and 8% were at the Master level. Root Cause: Teachers have not received sufficient professional learning regarding how to utilize the lesson structure, intentional monitoring and differentiation to ensure that students had ample opportunities to scaffold math instruction.</p>
School Processes & Programs
<p>Problem Statement 1: According to the Eduphoria data, 60% of teachers are developing in Monitor and Adjust and Differentiation. Root Cause: Professional learning and PLCs took place during in the Spring semester not allowing teachers sufficient time to practice the skill and receive feedback.</p>

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 20% to 15% by May 2023.

Evaluation Data Sources: Focus Data

Strategy 1: Align and leverage programs (PBIS, TBRI), resources, and systems of support (MTSS) to improve daily attendance, improve response to discipline (Restorative Practice, RDA Data), increase parent/school engagement (Parent Academies), and improve outcomes on community/student/staff surveys (District, campus, climate surveys, SEL, YRBS, School Profiles)

Strategy's Expected Result/Impact: Decrease the percentage of students who have excessive absences from 20% to 15% by May 2023.

Staff Responsible for Monitoring: Admin

Title I:

2.6

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

- **Results Driven Accountability**

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Review and monitor campus OSP student data for consecutive absences and provide interventions before 10 consecutive absences. Intended Audience: Data Clerk and Family Engagement Specialist Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Admin Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide students and parents with after hours interventions to ensure students are demonstrating growth academically, socially, emotionally and mentally</p> <p>Intended Audience: Students and Parents</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Assistant Principal, Counselor, Data Clerk and Family Engagement Specialist</p> <p>Collaborating Departments: FWISD Attendance Department and Family Engagement Department</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: Funds for school counselor to stay after hours to provide support - Title I (211) - 211-31-6116-04E-148-30-510-000000-23F10 - \$500, Funds for support staff to provide after hours for student/parent interventions - Title I (211) - 211-61-6121-04L-148-30-510-000000-23F10 - \$2,000, Purchase incentives for attendance and student growth - Title I (211) - 211-11-6499-04E-148-30-510-000000-23F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Overall school attendance is 86.32% with PreK having the lowest attendance at 70.59%. Root Cause: We have not effectively created systems to engage parents about the importance of regular school attendance.</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 6 to 4 by May 2023.
Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 6 to 4 by May 2023.

Evaluation Data Sources: PEIMS

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework

Strategy's Expected Result/Impact: Decreased overall numbers of referrals

Staff Responsible for Monitoring: Counselor, Admin, Teachers

Title I:

2.6





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Establish a student reward system for both academic and behavior achievements. Intended Audience: Students Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Teachers, Counselor, Admin and Support Staff Collaborating Departments: FWISD Counseling Department 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
<p>Problem Statement 2: According to the student survey, 61% of students stated they are not able to relax after being upset. Root Cause: A schoolwide system for self-management needs to be implemented so staff members are speaking the same language and utilizing consistent self-regulation skills with students.</p>

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

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 4 to 2 by May 2023.

Evaluation Data Sources: PEIMS

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework

Strategy's Expected Result/Impact: Decreased suspensions for African American students

Staff Responsible for Monitoring: Admin

Title I:

2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Students will participate in small group counseling Intended Audience: Students who are identified as needing extra support socially, emotionally, and mentally Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Counselor and MHMR Mental Navigator Collaborating Departments: FWISD Counseling Department and MHMR Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: According to the student survey, 61% of students stated they are not able to relax after being upset. Root Cause: A schoolwide system for self-management needs to be implemented so staff members are speaking the same language and utilizing consistent self-regulation skills with students.

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.

Evaluation Data Sources: Event sign in sheets and Parent Feedback

Strategy 1: Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

Strategy's Expected Result/Impact: Parent survey will indicate that 85% of parent stated that teachers contact them to discuss my child's academic achievement and 85% feel comfortable sharing my concerns with my child's teacher.

Staff Responsible for Monitoring: Admin

Title I:

4.1, 4.2

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will conduct parent conferences after each 6 weeks to inform parents about their child's academic and behavior growth.</p> <p>Intended Audience: Students' Parents/Guardians</p> <p>Date(s) / Timeframe: September 2022 - April 2023</p> <p>Provider / Presenter / Person Responsible: Teachers and Admin</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Compensate teachers for providing after hours parent conferences - Title I (211) - 211-61-6116-04L-148-30-510-000000-23F10 - \$9,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: School personnel, teachers, support staff and admin, will participate in after school family events (Family Night, Boo Bash, STEM Night and Family Picnic) to promote and encourage parent engagement and volunteers.</p> <p>Intended Audience: Students and Parents Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Admin, Teachers and Support Staff Collaborating Departments: Nash PTA Delivery Method: In-person</p> <p>Funding Sources: Compensate teachers to facilitate family events - Title I (211) - 211-61-6116-04L-148-30-510-000000-23F10 - \$1,700, Compensate support staff to facilitate family events - Title I (211) - 211-61-6121-04L-148-30-510-000000-23F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: The counselor and Admin Team will facilitate Parent Workshops.</p> <p>Intended Audience: Students' Parents Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Family Engagement Specialist Collaborating Departments: Family Engagement Department Delivery Method: In-person</p> <p>Funding Sources: Provide refreshments for parents - Parent Engagement - 211-61-6499-04L-148-30-510-000000-23F10 - \$1,075.50</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 4 Problem Statements:

Perceptions
<p>Problem Statement 1: 70% of parents feel comfortable sharing concerns with school staff. Root Cause: School faculty and staff members were not trained to proactively create and maintain parent partnerships.</p>
<p>Problem Statement 2: According to the student survey, 61% of students stated they are not able to relax after being upset. Root Cause: A schoolwide system for self-management needs to be implemented so staff members are speaking the same language and utilizing consistent self-regulation skills with students.</p>

Site-Based Decision Making Committee

Committee Role	Name	Position
DERC Representative 2	Aidyl Torres	Teacher
Classroom Teacher 2	Olga Velasco	Teacher
Classroom Teacher 3	Cassie Keller	Teacher
Classroom Teacher 4	Anahi Pantoja	Teacher
DERC Representative 1	Mornee Brown	Librarian
Parent 1	Amelia Pantoja	Parent
Business Representative 1	Lisa Grunch-Emert	Business Rep
Parent	Crystal Mendez	Parent
Parent 2	Nina Bermejo	Parent
Parent 3	Jessica Saucedo	Parent
Community Representative	Tangie Fields	Community Representative
Community Representative 2	Toemas Lazo	Community Representative
Business Representative 2	Jennifer Davies	Business Rep
Administrator	Blanca Galindo	Principal
District-level Professional	Kim Cochran	Diagnostician

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	PD after hours training for PreK TA	Extra duty pay for PD after hours (Support Personnel)	211-11-6121-0PD-148-30-510-000000-23F10	\$200.00
1	1	1	1	PD after hours training for teachers	Extra duty pay for PD after hours	211-11-6116-0PD-148-30-510-000000-23F10	\$300.00
1	3	1	1	Compensate teacher leaders to receive training in how to lead PLCs	Contracted student support services	211-32-6299-04E-148-30-510-000000-23F10	\$400.00
1	3	1	3	Purchase materials for interventions	Extra duty pay for tutoring after hours (Support Personnel)	211-11-6121-04E-148-30-510-000000-23F10	\$405.00
1	3	1	3	Computer Lab Assistant	Computer Lab Assistant	211-11-6129-04U-148-30-510-000000-23F10	\$30,000.00
1	3	1	3	Purchase supplies for instruction	Supplies and materials for instructional use	211-11-6399-04E-148-30-510-000000-23F10	\$4,473.00
2	3	1	2	Compensate teacher leaders to receive training in how to lead PLCs	Extra duty pay for PD after hours	211-11-6116-0PD-148-30-510-000000-23F10	\$400.00
2	3	1	3	Purchase supplies for instruction	Supplies and materials for instructional use	211-11-6399-04E-148-30-510-000000-23F10	\$4,472.00
4	1	1	2	Funds for school counselor to stay after hours to provide support	Extra duty for counseling services after hours	211-31-6116-04E-148-30-510-000000-23F10	\$500.00
4	1	1	2	Purchase incentives for attendance and student growth	Snacks or incentives for students	211-11-6499-04E-148-30-510-000000-23F10	\$1,000.00
4	1	1	2	Funds for support staff to provide after hours for student/parent interventions	Extra duty for family engagement activities after hours (Support Personnel)	211-61-6121-04L-148-30-510-000000-23F10	\$2,000.00
4	4	1	1	Compensate teachers for providing after hours parent conferences	Extra duty for family engagement activities after hours	211-61-6116-04L-148-30-510-000000-23F10	\$9,000.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2	Compensate support staff to facilitate family events	Extra duty for family engagement activities after hours (Support Personnel)	211-61-6121-04L-148-30-510-000000-23F10	\$500.00
4	4	1	2	Compensate teachers to facilitate family events	Extra duty for family engagement activities after hours	211-61-6116-04L-148-30-510-000000-23F10	\$1,700.00
Sub-Total							\$55,350.00
Budgeted Fund Source Amount							\$55,350.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	Purchase classroom instructional resources for academic, social and emotional	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-148-24-313-000000-	\$1,000.00
2	3	1	3	Purchase supplies for intervention	Supplies and materials for instructional use	199-11-6399-001-148-24-313-000000-	\$1,805.00
Sub-Total							\$2,805.00
Budgeted Fund Source Amount							\$2,805.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	3	Provide refreshments for parents	Snacks for Parents to promote participation	211-61-6499-04L-148-30-510-000000-23F10	\$1,075.50
Sub-Total							\$1,075.50
Budgeted Fund Source Amount							\$1,075.50
+/- Difference							\$0.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1	Teachers attend professional development	Virtual registration for Teachers and Data Analysts (PD)	199-13-6499-001-148-25-313-000000	\$318.00
Sub-Total							\$318.00
Budgeted Fund Source Amount							\$318.00
+/- Difference							\$0.00
Grand Total Budgeted							\$59,548.50
Grand Total Spent							\$59,548.50
+/- Difference							\$0.00

Addendums