Fort Worth Independent School District

151 Natha Howell Elementary School

2022-2023 Campus Improvement Plan
Mission Statement

NATHA HOWELL ELEMENTARY 2021-2022 CAMPUS MISSION

Our mission is to prepare all students for a constantly changing future by providing the highest quality education in partnership with their parents, staff, and community for college and career readiness.

Vision

Vision - The staff of Natha Howell Elementary is dedicated to addressing the needs of ALL students by creating a school environment wherein every child may experience success in social and academic growth, as well as develop an enthusiasm for learning. Children learn to model respect, ownership, attitude, and responsibility through the actions of peers and the school community leading by example.

Value Statement

School Motto:

Ready to Lead and Learn at All Times

Original Oak Knoll Motto School Team Motto:

R.O.A.R~Respect, Ownership, Attitude, and Responsibility represents our campus community culture.

A Leader in "Me" campus.
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Campus #151
October 18, 2022 9:03 AM
Comprehensive Needs Assessment

Revised/Approved: May 27, 2022

Demographics

Demographics Summary

Natha Howell Elementary is a diversified campus with students from many walks of life. On a yearly basis, enrollment ranges from 355 to 367 students.

This campus' objective is to strategically prepare all students for a rapidly changing future by offering the greatest quality education in collaboration with their parents, faculty, and community for college and career preparedness.

Natha Howell Elementary's team is committed to meeting the needs of ALL children by establishing a learning environment in which each child may achieve social and academic success while also developing a love of learning. Through the acts of peers and the school community, children learn to model respect, ownership, attitude, and responsibility. We host student ambassadors and work with them to develop leadership skills and confidence for future years. With the right supervision and role model, we think that all kids can lead.

Natha Howell takes pride in being a more founded and established campus with a rich history. The first school was founded in 1948, and from the beginning, it was directed by a group of committed educators and administrators. The campus faithfully continues this history by hiring only the best competent teachers to instruct students.

Classrooms are structured in a variety of ways, depending on the ability level and demands of the students. The Texas Education Agency has established state rules and time allotments for core courses for all programs including dual-language programs (TEA). The Fundamental Four Literacy Teaching and Learning Framework is the emphasis of our school. 100 percent of our employees have finished the HB3 Reading Academies in 2022.

An After School Site-Based Program is offered at Natha Howell Elementary to assist students with academics and provide additional tutoring and enrichment opportunities. Literacy and Math acceleration, music and fine art programs, gardening, and cognitive development activities are all part of the After-School Program.

School-wide Read Across America month, week of the young child, attendance contests, parent academic workshops, Family Activities, Art Gallery Nights, and Culturally Diverse Musical performances are just a few of the annual events.

Demographics Strengths

Natha Howell Elementary has a diverse student population that adds to the school's overall performance. The demographics of bilingualism are beneficial to both native language speakers and those acquiring a second language at our school. Students can enroll in a dual-language program on campus. For English and bilingual programs, all K-3 teachers are HB3 credentialed, and the dual language curriculum offered follows HB3 guidelines and practices.
Highlights of the campus in 2021-2022 include:

ALL Students subpopulations had above % accomplishment scores for district and state scores/STAAR in Reading and Math.

Increase in approach level for 5th-grade students with high development in reading and math for 5th-grade students

For ED/EL students, MAP forecasted progress for K-5th grade demonstrated considerable gains from MOY to EOY.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Subgroups of LEP/ED students continue to struggle with language acquisition and vocabulary growth, which is necessary for improved reading performance. Root Cause: To effectively implement ELPS and content-based/biliteracy strategies during tier 1 instruction, a clear planning strategy is still required.
Priority Problem Statements

**Problem Statement 6**: Subgroups of LEP/ED students continue to struggle with language acquisition and vocabulary growth, which is necessary for improved reading performance.

**Root Cause 6**: To effectively implement ELPS and content-based/biliteracy strategies during tier 1 instruction, a clear planning strategy is still required.

**Problem Statement 6 Areas**: Demographics - Student Learning

**Problem Statement 2**: When comparing MAP/Math performance in K-5 students to tier 1 instruction and/or assessed local assessment performance, an academic performance gap exists.

**Root Cause 2**: During the mathematical application and or planning sessions, targeted professional development to facilitate bridging the instructional gaps is not consistently practiced with accuracy and emphasis.

**Problem Statement 2 Areas**: Student Learning

**Problem Statement 3**: Staffing and tutors are in short supply in after-school programs designed to improve academics and social well-being.

**Root Cause 3**: There is a shortage of properly certified teachers, as well as teacher burnout and turnover across the state.

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

**Problem Statement 4**: According to campus surveys and collegial discourse, 42% of teachers and instructional staff believe the learning gap is caused by low parental participation for at-risk students.

**Root Cause 4**: Due to a need for financial wellbeing in a Title 1 community with socioeconomic statistics, the fraction of volunteers remains constant and limits expansion. This can result in the reduction of parental involvement.

**Problem Statement 4 Areas**: Perceptions

**Problem Statement 1**: According to literacy MOY MAP statistics, 43% of HIS/ED K-2 student sub/groups do not meet or exceed grade level academic proficiency.

**Root Cause 1**: During Intervention blocks, small group research-based teachings are infrequently performed.

**Problem Statement 1 Areas**: Student Learning

**Problem Statement 5**: In the 2021-2022 academic year, compared to the MOY of 81 percent in the 2020-2021 academic year, Wave 2 Circle figures reveal that only 60-48 percent of all PK learners met or surpassed the phonological awareness objective.

**Root Cause 5**: More specific training and systematic methodologies, as well as phonological professional development, are required in the use of phonological awareness skills.

**Problem Statement 5 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
- Accountability Distinction Designations
- Community Based Accountability System (CBAS)

**Student Data: Assessments**
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- 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**

151 Natha Howell Elementary School
Generated by Plan4Learning.com
• 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

• Completion rates and/or graduation rates data
• Attendance data
• Mobility rate, including longitudinal data
• Discipline records
• Violence and/or violence prevention records
• Student surveys and/or other feedback
• Class size averages by grade and subject
• School safety data

Employee Data

• Professional learning communities (PLC) data
• Staff surveys and/or other feedback
• Teacher/Student Ratio
• State certified and high quality staff data
• Campus leadership data
• Campus department and/or faculty meeting discussions and data
• Professional development needs assessment data
• Evaluation(s) of professional development implementation and impact
• Equity 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
• Communications data
• Capacity and resources data
• Study of best practices
• Action research results
District Goals

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

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 59% to 80% by May 2023.
*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 48% to 78% by May 2023.
*Increase the percentage of ELL/ED students on our campus (gender, race, program, other) from 50% to 75% by May 2023.

High Priority
HB3 District Goal
Evaluation Data Sources: Circle Wave 1-3 data reports

Strategy 1: Improve the quality of Tier 1 phonological lesson application by integrating daily at the moment coaching with teachers through the PK Creative Curriculum planning guide to provide and monitor consistent explicit and systemic instructional alignment.

Strategy's Expected Result/Impact: Co-teaching opportunities, Coaching feedback, increase in best practice applications, and student engagement.

Staff Responsible for Monitoring: Administration, Data Analyst, Teachers, and Lead Content Literacy Teacher

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
  Lever 4: High-Quality Curriculum
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 2, 3
### Action Step 1 Details

**Action Step 1:** Ensure that all PK teachers and TA's have obtained Creative Curriculum training and are engaging in ongoing weekly literacy professional learning by September 30th (initial training) and May 2023 (all other extended training).

**Intended Audience:** Teachers, Campus Administrators, and CIC  
**Date(s) / Timeframe:** September 30-November 30- and Spring Semesters  
**Provider / Presenter / Person Responsible:** Early Childhood Dept and Bilingual Dept.  
**Collaborating Departments:** Literacy Department, Office of Instructional Initiatives, School Supports, Bilingual Dept.  
**Delivery Method:** Face to face  

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### Action Step 2 Details

**Action Step 2:** Analyze and monitor creative curriculum lesson application and planning to ensure that all teachers/teacher assistants utilize the curriculum components via walkthroughs and coaching conversations.

**Intended Audience:** Teachers, CIC, Principal, AP  
**Date(s) / Timeframe:** August 2022-May 2023  
**Provider / Presenter / Person Responsible:** Early Childhood  
**Collaborating Departments:** Early Childhood, Office of instructional initiatives and school supports.  
**Delivery Method:** face to face and or virtual  

### Action Step 3 Details

**Action Step 3:** Plan strategic learning walks and or instructional rounds centered on monitoring and evaluating curriculum implementation and best practices with feedback sessions--discussed either through strive, PLCs, and/or faculty meetings--or one on one coaching sessions.

**Intended Audience:** Teachers and students  
**Date(s) / Timeframe:** September-December, January-March and again March-May/June  
**Provider / Presenter / Person Responsible:** Teachers, CIC, Administrators  
**Collaborating Departments:** Instructional support departments, lead teachers,  
**Delivery Method:** Face to face/virtual and or whole group/ individual  

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### Strategy 2:

Following the FWISD gradual release paradigm, ensure that weekly PLCs are routinely scheduled to actively design and implement engaging and challenging lessons using district-approved materials and analytics with PreK teachers.

**Strategy's Expected Result/Impact:** Alignment with standards and rigor of lessons is consistently challenging.

High-quality instruction is continuous

**Staff Responsible for Monitoring:** Instructional Coach, Data Analyst, Content Teachers, and Administration/Region 11 ESC
**Problem Statements:** Student Learning 3

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<tr>
<th>Action Step 1 Details</th>
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<td><strong>Action Step 1:</strong> By September 20, certify that all teachers have been trained on the gradual release model, including where to locate it in the curriculum and how it's used during instruction, as stated by the AMPLIFY and EUREKA programs during PLC with instructional teams and Region 11 ESC.</td>
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<td><strong>Intended Audience:</strong> All Content, Self-contained, and SEAS/Inclusion staff</td>
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<td><strong>Date(s) / Timeframe:</strong> BOY to June 2023</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Principal and Assistant Principal/Region 11 ESC/</td>
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<td><strong>Collaborating Departments:</strong> Mathematics/ Literacy Departments Learning</td>
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<td><strong>Delivery Method:</strong> Face to face/ faculty/ PLC’s</td>
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<td><strong>Strategy 3:</strong> Implement opportunities for learning walks/lesson rehearsal and lesson planning during PLC learning communities, using the gradual release model that teachers will utilize during tier 1 instruction/explicit teaching.</td>
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<td><strong>Strategy’s Expected Result/Impact:</strong> Increase in high-quality explicit instructional practice delivery during tier 1 instruction.</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Instructional Coach, Principal/Assistant Principal- lead teachers</td>
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<td><strong>TEA Priorities:</strong></td>
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<td>Build a foundation of reading and math</td>
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<td><strong>- ESF Levers:</strong></td>
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<td>Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</td>
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<td><strong>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</strong></td>
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<td><strong>Problem Statements:</strong> Student Learning 1, 2</td>
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**Action Step 1 Details**

**Action Step 1:** Teachers will make use of curricular resources. To promote proficiency, teachers will use the curricular resources of lesson study/PLC and lesson internalization practices to prepare for classroom instruction and grow/reflect on peer accomplishments.

- **Intended Audience:** AMPLIFY and EUREKA content teachers
- **Date(s) / Timeframe:** On-going
- **Provider / Presenter / Person Responsible:** Instructional Coach, lead content teachers, Assistant Principal and Principal
- **Collaborating Departments:** Learning and Innovation. Mathematics, Literacy. bilingual dept-
- **Delivery Method:** Face to face/ PLC

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**Action Step 2 Details**

**Action Step 2:** By August 31, develop and publicize PLC schedules for the first semester, including campus administrators to attend each PLC along with an established campus research theme.

- **Intended Audience:** PK-5th grade teachers and SPED
- **Date(s) / Timeframe:** September- May 2023
- **Provider / Presenter / Person Responsible:** Principal, Assistant Principal and Contracted Services
- **Collaborating Departments:** FWISD/ Region 11 ESC/lesson Study
- **Delivery Method:** Group trainings

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**School Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** When comparing MAP/Math performance in K-5 students to tier 1 instruction and/or assessed local assessment performance, an academic performance gap exists. **Root Cause:** During the mathematical application and or planning sessions, targeted professional development to facilitate bridging the instructional gaps is not consistently practiced with accuracy and emphasis.

**Problem Statement 2:** According to literacy MOY MAP statistics, 43% of HIS/ED K-2 student sub/ groups do not meet or exceed grade level academic proficiency. **Root Cause:** During Intervention blocks, small group research-based teachings are infrequently performed.

**Problem Statement 3:** In the 2021-2022 academic year, compared to the MOY of 81 percent in the 2020-2021 academic year, Wave 2 Circle figures reveal that only 60-48 percent of all PK learners met or surpassed the phonological awareness objective. **Root Cause:** More specific training and systematic methodologies, as well as phonological professional development, are required in the use of phonological awareness skills.
**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 72% to 78% in foundational skills and 28% to 35% in oral reading rate 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 74% to 80% in foundational skills and 26% to 40% in oral reading rate by May 2023.
- Increase the percentage of ELL/ED students from 72% to 78% by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** MAP Fluency-Term Comparison Reports, Benchmark Matrix, and AMPLIFY Testing Progress, and MAP lesson progress.

**Strategy 1:** Improve the quality of Tier 1 lesson application by integrating daily at the moment coaching with teachers through the AMPLIFY Curriculum/MAP Resources when planning to provide and monitor consistent explicit and systemic instructional alignment.

**Strategy's Expected Result/Impact:** Alignment with standards and rigor of lessons is consistently challenging. High-quality instruction is continuous.

**Staff Responsible for Monitoring:** Administration, instructional coach, content teachers, and teams.

**Title I:**

2.4, 2.6

- **TEA Priorities:**
  Build a foundation of reading and math
- **ESF Levers:**
  Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 2
### Action Step 1 Details
**Action Step 1:** By August 31, develop and publicize PLC schedules for the first semester, including campus administrators to attend each PLC.

- **Intended Audience:** All teachers/staff
- **Date(s) / Timeframe:** 1st Semester - August 31 and on-going
- **Provider / Presenter / Person Responsible:** Principal/Assistant Principal
- **Collaborating Departments:** Learning and Innovation - Mathematics/Literacy
- **Delivery Method:** Face to face/faculty meetings
- **PLC’s face to face**

### Action Step 2 Details
**Action Step 2:** Allocate subs for vertical 1/2 day planning per six weeks for core content teachers

- **Intended Audience:** Core Content Teachers K-3
- **Date(s) / Timeframe:** September - May
- **Provider / Presenter / Person Responsible:** Principal and Assistant Principal - Contracted Services with aligned curriculum specialists
- **Collaborating Departments:** Core Content - Math, Reading, and or Science
- **Delivery Method:** Face to face

**Funding Sources:**
- Title I (211) - 211-13-6299-04E-151-30-510-000000-23F10 - $2,091

### Action Step 3 Details
**Action Step 3:** Purchase classroom instructional materials to assist student academic achievement and close academic gaps delivered during tier 1 instruction for all sub groups

- **Intended Audience:** All students/ SPED/ED/HIS/LEP
- **Date(s) / Timeframe:** August - May
- **Provider / Presenter / Person Responsible:** Principal and lead content teachers/SBDM
- **Collaborating Departments:** SBDM

**Funding Sources:**
- SCE (199 PIC 24) - 199-11-6329-001-151-24-313-000000- - $1,000, - Title I (211) - 211-12-6329-04E-151-30-510-000000-23F10 - $3,000, - Title I (211) - 211-11-6399-04E-151-30-510-000000-23F10 - $2,500
**Action Step 4 Details**

**Action Step 4:** Monitor tier 1 instruction during walkthroughs utilizing AMPLIFY and Creative Curriculum look fors checklist and rubrics to provide application feedback.

- **Intended Audience:** ED/ students
- **Date(s) / Timeframe:** September - December and continue January - May
- **Provider / Presenter / Person Responsible:** Administrations, Instructional Coach, Lead teachers
- **Collaborating Departments:** Literacy Department
- **Delivery Method:** Coaching sessions, PLC, in the moment feedback

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**Strategy 2:** Enhance opportunities for teachers to use MAP assessment data and instructional tools to improve Tier 1 instruction and create systematic time to prepare for actions and acceleration on a routine basis in MAP Growth and MAP Fluency based on projector goals and individualized needs.

- **Strategy's Expected Result/Impact:** Projectory goals are met and or exceeded per student.
- **Staff Responsible for Monitoring:** Administrators, lead content teachers, and data analyst - general teachers

- **Title I:** 2.4, 2.5, 2.6
- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:** Lever 5: Effective Instruction

**Action Step 1 Details**

**Action Step 1:** By August 31, 2022, develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Amplify, Creative Curriculum, and Reading Academies content and share the observation cycle with staff by mid-September 2022.

- **Intended Audience:** All AMPLIFY content teacher/SPED teachers/SEAS
- **Date(s) / Timeframe:** August - Mid September
- **Provider / Presenter / Person Responsible:** Principal and Assistant Principal
- **Collaborating Departments:** Instructional Learning/ Literacy
- **Delivery Method:** Face to face/ Learning Hub and PLC

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### Action Step 2 Details

**Action Step 2:** Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with the FWISD curriculum.

**Intended Audience:** All AMPLIFY/Creative Curriculum Teachers/ Teacher Assistants/ Instructional Support Staff

**Date(s) / Timeframe:** August- Mid September

**Provider / Presenter / Person Responsible:** Principal/ Assistant Principal and Instructional Coach

**Collaborating Departments:** Literacy Dept/Bilingual Coordinators/

**Delivery Method:** Face to face/ PLC and Campus Learning Hub

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### Action Step 3 Details

**Action Step 3:** Purchase materials for sub-group highlighted populations to increase academic performance in the classroom for teachers/students

**Intended Audience:** Teachers/ students/

**Date(s) / Timeframe:** August- May 2023

**Provider / Presenter / Person Responsible:** SBDM/ Principal

**Collaborating Departments:** SBDM

**Funding Sources:** - SCE (199 PIC 24) - 199-11-6399-001-151-24-313-000000- - $1,855

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### Action Step 4 Details

**Action Step 4:** By September 2022, organize meetings for the student support system, branching minds committees, and MTSS to conduct data reviews and data digs.

**Intended Audience:** All students

**Date(s) / Timeframe:** September- May

**Provider / Presenter / Person Responsible:** Assistant Principal and Principal and Data leader

**Collaborating Departments:** Region 11, Instructional Support System Dept.

**Delivery Method:** face to face

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School Performance Objective 2 Problem Statements:

**Student Learning**

**Problem Statement 2:** According to literacy MOY MAP statistics, 43% of HIS/ED K-2 student sub/ groups do not meet or exceed grade level academic proficiency. **Root Cause:** During Intervention blocks, small group research-based teachings are infrequently performed.
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 20% to 40% by May 2023.
*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 15% to 25% by May 2023.
*Increase the percentage of ELL/ED from 36% to 45% by May 2023.

  High Priority
  HB3 District Goal
  Evaluation Data Sources: Projected Proficiency Summary Report

Strategy 1: Enhance opportunities for teachers to use MAP Growth assessment data and instructional tools to improve Tier 1 instruction and create systematic time to prepare for actions and acceleration on a routine basis.

  Strategy's Expected Result/Impact: Increased rigor and high-quality training during explicit instruction and release.
  Staff Responsible for Monitoring: Principal/Assistant Principal

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 1 - Student Learning 2, 4

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<td><strong>Action Step 1:</strong> Incorporate the FWISD PLC protocols to review MAP progress data-student projectors and areas of need or development to enhance tier 1 instruction and skill implementations.</td>
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<td><strong>Intended Audience:</strong> All AMPLIFY/Creative Curriculum content teachers</td>
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<td><strong>Date(s) / Timeframe:</strong> September- Ongoing</td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Principal/Assistant Principal- Region 11 ESC</td>
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<tr>
<td><strong>Collaborating Departments:</strong> Region 11 ESC/ Literacy Department</td>
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<tr>
<td><strong>Delivery Method:</strong> Face to Face/PLC</td>
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</tbody>
</table>
### Action Step 2 Details

**Action Step 2:** Employ a data analyst to evaluate data reports and data instructional techniques for math and literacy across all grade levels in order to keep instructional focus and next steps planning in relation to student progress.

- **Intended Audience:** All K-5 teachers, SPED teachers, instructional support staff and administration
- **Date(s) / Timeframe:** August-June
- **Provider / Presenter / Person Responsible:** Data Analyst
- **Collaborating Departments:** Accountability and Data Quality
- **Delivery Method:** Face to face, individual and group training.
- **Funding Sources:** Data Analyst - Title I (211) - 211-13-6119-04E-151-30-510-000000-23F10 - $86,579

### Reviews

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### Action Step 3 Details

**Action Step 3:** Purchase instructional resources to support academic achievement for K-3 teachers and 3-5 classrooms

- **Intended Audience:** PK-5 teachers
- **Date(s) / Timeframe:** July- May 2023
- **Provider / Presenter / Person Responsible:** Principal
- **Delivery Method:** Resources for classroom
- **Funding Sources:** - BEA (199 PIC 25) - 199-11-6399-001-151-25-313-000000 - $1,332

### Reviews

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### Action Step 4 Details

**Action Step 4:** Provide funds for teachers to extend the learning day for identified students to reinforce tier 1 instructional lessons twice a week for 1 hour.

- **Intended Audience:** 2nd- 5th grade students/teachers
- **Date(s) / Timeframe:** September-February
- **Provider / Presenter / Person Responsible:** Instructional teams, content teachers, and after school program
- **Collaborating Departments:** SBDM and campus advisory committees
- **Delivery Method:** 1-hour in-person teaching
- **Funding Sources:** - Title I (211) - 211-11-6117-04E-151-30-510-000000-23F10 - $3,100

### Reviews

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### School Performance Objective 3 Problem Statements:

#### Demographics

**Problem Statement 1:** Subgroups of LEP/ED students continue to struggle with language acquisition and vocabulary growth, which is necessary for improved reading performance.  
**Root Cause:** To effectively implement ELPS and content-based/biliteracy strategies during tier 1 instruction, a clear planning strategy is still required.
<table>
<thead>
<tr>
<th>Student Learning</th>
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</thead>
<tbody>
<tr>
<td><strong>Problem Statement 2</strong>: According to literacy MOY MAP statistics, 43% of HIS/ED K-2 student sub/groups do not meet or exceed grade level academic proficiency. <strong>Root Cause</strong>: During Intervention blocks, small group research-based teachings are infrequently performed.</td>
</tr>
<tr>
<td><strong>Problem Statement 4</strong>: Subgroups of LEP/ED students continue to struggle with language acquisition and vocabulary growth, which is necessary for improved reading performance. <strong>Root Cause</strong>: To effectively implement ELPS and content-based/biliteracy strategies during tier 1 instruction, a clear planning strategy is still required.</td>
</tr>
</tbody>
</table>
**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 62% to 75% 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 55% to 75% by May 2023.

- **High Priority**
- **HB3 District Goal**
- **Evaluation Data Sources:** Circle Wave 1-3 Comparison data

**Strategy 1:** Improve the quality of Tier 1 instruction by developing the capacity of PK teachers to implement the Creative Curriculum to develop foundational math skills and problem-solving.

- **Strategy's Expected Result/Impact:** Emphasis on mathematical skills implementation during planning and delivery for PK students will increase with Eureka curriculum
- **Staff Responsible for Monitoring:** Principal
- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
- **Problem Statements:** Student Learning 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Action Step 1:</strong> Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for Creative Curriculum) by November 30, 2022 (first semester) and February 28, 2023 (second semester).</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> PK Teachers, Teacher Assistants and Principal</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> August-November and February - ongoing</td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Principal and Lead Content PK teacher</td>
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<tr>
<td><strong>Collaborating Departments:</strong> Early Childhood Department</td>
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<tr>
<td><strong>Delivery Method:</strong> Face to face- PLC and Planning sessions/grade level meetings</td>
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</table>
### Action Step 2 Details

**Action Step 2:** Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of 90-100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2023.

**Intended Audience:** All Teachers and SPED teachers  
**Date(s) / Timeframe:** Mid-September- EOY May  
**Provider / Presenter / Person Responsible:** Principal, Assistant Principal  
**Collaborating Departments:** Literacy  
**Delivery Method:** PLC/ Planning Sessions

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### Action Step 3 Details

**Action Step 3:** 1/2 day planning sessions with core content teachers per six weeks.

**Intended Audience:** Core content teachers and instructional support staff/ SPED teachers  
**Date(s) / Timeframe:** September- May  
**Provider / Presenter / Person Responsible:** Principal and Assistant Principal, Early childhood content coach  
**Collaborating Departments:** FWISD Instructional Departments  
**Delivery Method:** Face to face/ small group  
**Funding Sources:**  - Title I (211) - 211-11-6112-0PD-151-30-510-000000-23F10 - $750

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### School Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 1:** When comparing MAP/Math performance in K-5 students to tier 1 instruction and/or assessed local assessment performance, an academic performance gap exists. **Root Cause:** During the mathematical application and or planning sessions, targeted professional development to facilitate bridging the instructional gaps is not consistently practiced with accuracy and emphasis.
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 62% to 75% by May 2023. Increase the percentage of ED/LEP students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 75% by May 2023.

High Priority
HB3 District Goal
Evaluation Data Sources: TX- KEA Math Data Reports for Wave 1-3, student products and assessments

Strategy 1: Improve Tier 1 instruction by scheduling Eureka math planning sessions during PLCs and planning sessions with K-2 classes to improve computation and problem-solving application strategies.

Strategy's Expected Result/Impact: Enhancement of high-quality instructional alignment and tier 1 delivery in the classroom throughout the core math block

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I:
2.4, 2.6
- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 1 - Student Learning 4

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Action Step 1</strong>: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs with district-approved resources and data with Kinder-2nd grade teachers using the gradual release model and assessments aligned with the FWISD curriculum.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Intended Audience</strong>: Kinder-2nd grade teachers and instructional support teams</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe</strong>: August-May</td>
<td>0% No Progress</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible</strong>: Principal and Assistant Principal</td>
<td>0% No Progress</td>
</tr>
<tr>
<td><strong>Collaborating Departments</strong>: Mathematics Departments, GT, and Innovation</td>
<td>0% No Progress</td>
</tr>
<tr>
<td><strong>Delivery Method</strong>: Face to Face/ Online PD</td>
<td>0% No Progress</td>
</tr>
</tbody>
</table>
### Demographics

**Problem Statement 1:** Subgroups of LEP/ED students continue to struggle with language acquisition and vocabulary growth, which is necessary for improved reading performance.  
**Root Cause:** To effectively implement ELPS and content-based/biliteracy strategies during tier 1 instruction, a clear planning strategy is still required.

### Student Learning

**Problem Statement 4:** Subgroups of LEP/ED students continue to struggle with language acquisition and vocabulary growth, which is necessary for improved reading performance.  
**Root Cause:** To effectively implement ELPS and content-based/biliteracy strategies during tier 1 instruction, a clear planning strategy is still required.
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 36% to 50% by May 2023.
Increase the percentage of ED/LEP students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 50% by May 2023.

High Priority

Evaluation Data Sources: MAP Math Growth Reports, ADQ Percent Met RIT Score Norm by Student Group Reports

Strategy 1: Improve Tier 1 instruction through coaching and feedback during classroom walkthroughs and visits to observe planning/preparation application.

Strategy's Expected Result/Impact: Improvements in the development of rigor and application in the classroom to improve student performance

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- ESF Levers:
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Action Step 1</strong>: Develop a system/cycle of observation and feedback walkthrough plan of math instruction related to the Eureka curriculum by August 26, 2022.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Intended Audience</strong>: Math Content Teachers, instructional support staff</td>
<td>Nov</td>
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<tr>
<td><strong>Date(s) / Timeframe</strong>: August- EOY</td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible</strong>: Principal, Assistant Principal, Data Analyst</td>
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<tr>
<td><strong>Collaborating Departments</strong>: Mathematics Department</td>
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<tr>
<td><strong>Delivery Method</strong>: Face to Face</td>
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</tbody>
</table>
### Action Step 2 Details

**Action Step 2:** Contract Services with Eurkea consultants to assist teachers with ongoing PD and curriculum application/planning.

**Intended Audience:** Math Content Teachers  
**Date(s) / Timeframe:** September - December  
**Provider / Presenter / Person Responsible:** Eurkea Consultants/ Math  
**Collaborating Departments:** Mathematics Department/ FWISD  
**Delivery Method:** face to face

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<td>Formative</td>
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<td>Nov</td>
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</table>

### Action Step 3 Details

**Action Step 3:** Purchase materials for students to enhance math instruction in the classroom along with student goal tracking and conferencing successes.

**Intended Audience:** Teachers and Students  
**Date(s) / Timeframe:** August - May  
**Provider / Presenter / Person Responsible:** Principal/ Assistant Principal  
**Collaborating Departments:** Mathematics  
**Delivery Method:** Face to Face

**Funding Sources:** - SCE (199 PIC 24) - 199-11-6399-001-151-24-313-000000 - $2,500

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</table>

### School Performance Objective 3 Problem Statements:

**Student Learning**

**Problem Statement 1:** When comparing MAP/Math performance in K-5 students to tier 1 instruction and/or assessed local assessment performance, an academic performance gap exists. **Root Cause:** During the mathematical application and or planning sessions, targeted professional development to facilitate bridging the instructional gaps is not consistently practiced with accuracy and emphasis.
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 27% to 35% by May 2023. Increase the percentage of ED/LEP students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 36% by May 2023.

   High Priority
   HB3 District Goal
   Evaluation Data Sources: STAAR Performance Reports 3-8 sub groups/ALL students

Strategy 1: Improve tier 1 instruction through planning and PLC sessions with 3-5 teachers to increase efficacy and rigor in lessons so that all subgroups are challenged.

   Strategy's Expected Result/Impact: Increased standard proficiency with on grade level and or above criteria.

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

Title I:
2.6
- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 2

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Action Step 1</strong>: 3-5 teachers receive time to plan in PLC to discuss content based strategies with EURKEA.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Intended Audience</strong>: 3-5 Eureka content teachers</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe</strong>: September- May</td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible</strong>: Principal, Instructional Coach, Data Analyst, Assistant Principal, lead teachers and Region 11 ESC</td>
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<tr>
<td><strong>Collaborating Departments</strong>: Region 11 ESC</td>
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<tr>
<td>Math Department</td>
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<tr>
<td><strong>Delivery Method</strong>: Face to face</td>
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</table>
**Action Step 2 Details**

<table>
<thead>
<tr>
<th>Action Step 2: Walkthroughs in classrooms using EUREKA and tier 1 instructional look for's check lists for compliance, rigor, and student engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Audience:</strong> All teachers/students</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> September-May</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Principal, Assistant Principal</td>
</tr>
<tr>
<td><strong>Collaborating Departments:</strong> Math Department, Eureka</td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> face to face</td>
</tr>
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</table>

**School Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 2:** According to literacy MOY MAP statistics, 43% of HIS/ED K-2 student sub/groups do not meet or exceed grade level academic proficiency. **Root Cause:** During Intervention blocks, small group research-based teachings are infrequently performed.

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<th>Reviews</th>
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<tr>
<td>Nov</td>
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<tr>
<td>No Progress</td>
<td>100% Accomplished</td>
<td>Continue/Modify</td>
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151 Natha Howell Elementary School
Generated by Plan4Learning.com

Campus #151
October 18, 2022 9:03 AM
**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 22% to 40% by May 2023.

Increase the percentage of Economically Disadvantaged students on our campus (gender, race, program, other) from 21% to 40% by May 2023.

  **High Priority**

  **Evaluation Data Sources:** STAAR 3-8 Student Performance Reports

**Strategy 1:** Maximize the percentage of time that all students are engaged in the core content of math in daily instructional schedules from PK, and K-5th

  **Strategy's Expected Result/Impact:** increased exposure to math content, problem-solving, and Eureka curriculum that will impact achievement.

  **Staff Responsible for Monitoring:** Principal, Assistant Principal, and instructional coach.

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

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

**Action Step 1 Details**

<table>
<thead>
<tr>
<th>Action Step 1: Make instructional schedules that optimize math teaching blocks while minimizing disruptions in the core block.</th>
</tr>
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<tbody>
<tr>
<td><strong>Intended Audience:</strong> All PK-5th grade teachers, instructional support staff, SPED</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> August-September</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Principal, Data Analyst, Assistant Principal</td>
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<tr>
<td><strong>Delivery Method:</strong> Instructional Learning Hub- Google Docs</td>
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**Reviews**

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School Performance Objective 2 Problem Statements:

**Problem Statement 1:** When comparing MAP/Math performance in K-5 students to tier 1 instruction and/or assessed local assessment performance, an academic performance gap exists. **Root Cause:** During the mathematical application and or planning sessions, targeted professional development to facilitate bridging the instructional gaps is not consistently practiced with accuracy and emphasis.
**School Processes & Programs**

**Problem Statement 1:** Staffing and tutors are in short supply in after-school programs designed to improve academics and social well-being. **Root Cause:** There is a shortage of properly certified teachers, as well as teacher burnout and turnover across the state.
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 22% to 10% by May 2023.

High Priority

Evaluation Data Sources: FOCUS Reports/ Attendance Recovery Reports

Strategy 1: Increase family contacts on a daily basis to support campus attendance and decrease SART outcomes.

Strategy's Expected Result/Impact: As a result of preventative actions, student attendance will rise and stabilize, with fewer students missing school.

Staff Responsible for Monitoring: Family Engagement Specialist, Data Clerk/ Principal/ Teachers and Assistant Principal

Title I:
2.4, 2.6

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

- ESF Levers:

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

Problem Statements: Student Learning 2 - Perceptions 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
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<tbody>
<tr>
<td><strong>Action Step 1</strong>: Family Engagement Specialist - daily parent contact protocols to go through absences of students or support systems are blocked and measured every day. The FES will contact parents daily as measured by the qualtrics dashboard</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><em>Intended Audience</em>: Parents</td>
<td><strong>Nov</strong></td>
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<tr>
<td><em>Date(s) / Timeframe</em>: September- May</td>
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<tr>
<td><em>Provider / Presenter / Person Responsible</em>: Family Engagement Specialist and Attendance Clerk, Secretary</td>
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<tr>
<td><strong>Collaborating Departments</strong>: Attendance</td>
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<tr>
<td><strong>Delivery Method</strong>: Phone calls/black board and face to face conferences</td>
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No Progress 100% Accomplished Continue/Modify Discontinue

School Performance Objective 1 Problem Statements:
### Student Learning

**Problem Statement 2**: According to literacy MOY MAP statistics, 43% of HIS/ED K-2 student sub/ groups do not meet or exceed grade level academic proficiency. **Root Cause**: During Intervention blocks, small group research-based teachings are infrequently performed.

### Perceptions

**Problem Statement 1**: According to campus surveys and collegial discourse, 42% of teachers and instructional staff believe the learning gap is caused by low parental participation for at-risk students. **Root Cause**: Due to a need for financial wellbeing in a Title 1 community with socioeconomic statistics, the fraction of volunteers remains constant and limits expansion. This can result in the reduction of parental involvement.
**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 35% to 15% 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 35% to 15% by May 2023.

- **High Priority**
- **Evaluation Data Sources:** Disciplinary Reports per six weeks

**Strategy 1:** Teachers and staff will continually receive SEL training aimed to build relationships with students and positive outcomes.

- **Strategy's Expected Result/Impact:** Teacher and student relationships gained along with classroom relational agreements
- **Staff Responsible for Monitoring:** SEAS teams, SEL lead, LSSP and Administrators

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<th>Title I:</th>
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<td>2.6</td>
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</table>
- **TEA Priorities:**
  - Improve low-performing schools
- **ESF Levers:**
  - Lever 5: Effective Instruction
- **Targeted Support Strategy - Results Driven Accountability**

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### Action Step 1 Details

<table>
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<tr>
<th>Action Step 1: Calendar dates and collaborate with the Student Support Services for training and teacher/staff PD on campus by October 15th</th>
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<tbody>
<tr>
<td><strong>Intended Audience:</strong> All staff and teachers- Faculty</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> October- May 2023</td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> SEL / Student Support Services and Equity Teams</td>
</tr>
<tr>
<td><strong>Collaborating Departments:</strong> Equity Teams</td>
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<tr>
<td><strong>Delivery Method:</strong> In-person or zoom trainings- self paced</td>
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- **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 3: Decrease the number of out-of-school suspensions for ED/LEP students or the student group that is most marginalized on our campus (gender, race, program, other) from 22 to 12 by May 2023.

- High Priority
- Evaluation Data Sources: Disciplinary Reports/FOCUS

Strategy 1: Work with campus support staff to avoid suspensions and create behavioral strategies that will help students stay on campus.

- Strategy's Expected Result/Impact: Decrease in out of school suspensions and an increase in social-emotional skills amongst students.
- Staff Responsible for Monitoring: SEAS/Discipline Committee/Principal and Assistant Principal-Teachers-LSSP, Counselor, Tier 2 MHMR Specialist

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:
  - Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: Conduct MTSS meetings to include core social/emotional teams to provide SEL strategy and action plans</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> All students and or identified students /SEL needs</td>
<td>Nov</td>
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<td><strong>Date(s) / Timeframe:</strong> September- May</td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Assistant Principal and LSSP</td>
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<tr>
<td><strong>Collaborating Departments:</strong> Student Support Services</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> Committees</td>
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</tr>
</tbody>
</table>

- 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 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 35% to 75% by May 2023.

- High Priority
- Evaluation Data Sources: Parent Surveys, Workshop products

Strategy 1: Increase parent workshops and parent engagement on a monthly basis for all students.

Strategy's Expected Result/Impact: Increased parent engagement and student motivation with academics and social-emotional outcomes

Staff Responsible for Monitoring: Family Engagement Specialist- and PTO

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

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

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

Problem Statements: Perceptions 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Schedule parent workshops and Programs that welcome all parents/families to participate with volunteering opportunities- on-campus learning events and advisory meetings.</td>
<td><strong>Formative</strong></td>
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<tr>
<td><strong>Intended Audience:</strong> Parents and Community</td>
<td>Nov</td>
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<td>Teachers/ Staff</td>
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<td><strong>Collaborating Departments:</strong> Parent Engagement</td>
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<td><strong>Delivery Method:</strong> Face to Face</td>
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<tr>
<td><strong>Funding Sources:</strong> - Parent Engagement - 211-61-6399-04L-151-30-510-000000-23F10 - $1,620</td>
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</table>

School Performance Objective 4 Problem Statements:
**Problem Statement 1**: According to campus surveys and collegial discourse, 42% of teachers and instructional staff believe the learning gap is caused by low parental participation for at-risk students. **Root Cause**: Due to a need for financial wellbeing in a Title 1 community with socioeconomic statistics, the fraction of volunteers remains constant and limits expansion. This can result in the reduction of parental involvement.
## Campus Funding Summary

### Title I (211)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
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**Sub-Total** $98,020.00

Budgeted Fund Source Amount $98,020.00

+/- Difference $0.00

### SCE (199 PIC 24)

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**Sub-Total** $5,355.00

Budgeted Fund Source Amount $5,355.00

+/- Difference $0.00
## Parent Engagement

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