

Fort Worth Independent School District
154 M.L. Phillips Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

ML Phillips Elementary mission is to provide a nurturing environment committed to achieving excellence for ALL students.

Vision

We commit to inspire and educate all students and represent a culture of lifelong learning while instilling teamwork, excellence, and respect for self, others, and community. At MLP Moments count, Learners grow, and People matter.

Value Statement

MLP Core Values:

Belonging

Encouragement

Teamwork

Respect

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Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

Demographics

Demographics Summary

M.L. Phillips is a Pre-Kindergarten through 5th grade campus. Our current enrollment is 410 total students. Our demographic breakdown is 52.2% Hispanic, 38% Black or African American, 9.5% White, 4.4% Two or more. We have 46% female and 53,2 male students. We are currently at 89.2% economically disadvantaged. Our current mobility rate is at 22.8%. We have 16.6% of our students in Special Education. We are working to build up our PTA with a focus on a strong PTA board. A Family Communication Specialist was hired to create a focus priority in creating engaging events and activities to encourage family involvement within the campus.

Demographics Strengths

We have a diverse staff and student body. Our campus is supported by 2 specialized Special education teachers, 2 dyslexia teachers, an LSSP, a diagnostician, a speech therapist, and an All Stars Interventionist.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to attendance records,. 82% of students who have 20 or more absences are in grades PK-2. **Root Cause:** Creating a campus wide system to clearly address student absences was not prioritized.

Problem Statement 2: With our Economically Disadvantaged students at 89.2%, our students have been impacted both emotionally and socially which impairs their ability to learn. **Root Cause:** Students have not been given the opportunity to engage in social emotional learning

Student Learning

Student Learning Summary

Student scores have shown limited growth and show students have not recovered from the impact of learning loss associated with Covid-19 pandemic let alone surpassed pre-pandemic levels.

Student Learning Strengths

On STAAR 2022, ML Phillips received a distinction in Science. 3rd grade Reading Spanish outperformed the district. 5th grade Reading English performed in the top 25% of district elementary schools.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on NWEA MAP Growth MOY Student Growth Summary report, 1st grade had 3% of students meeting their growth projections which is the least amount for grades K-5 for MLP 2021-2022. **Root Cause:** A process or system was not prioritized to help improve the learning gaps in foundational learning.

Problem Statement 2: 21-22 Fall to Winter MAP Growth student growth measures were significantly lower than Winter to Spring Growth. **Root Cause:** New leadership was not able to create an immediate sense of urgency, or set up systems for efficient PLCs and data analysis.

School Processes & Programs

School Processes & Programs Summary

Curriculum instruction has failed to meet the needs of our students and failed to make up for the learning loss caused by the pandemic. Our MAP growth data showed we did not meet projected growth goals. Over the course of 2021-2022 leadership developed and established new methods and systems of communication, new master schedule, and decision making processes.

School Processes & Programs Strengths

Processes and systems have increased efficiency, communication, collaboration such as PLCs, Weekly staff Smore update, and culture routines and processes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PLCs do not allow for enough time to study student work, receive professional learning, review data, and plan. **Root Cause:** The master schedule was not organized in a way to provide teachers with extended planning time specifically dedicated to PLC.

Problem Statement 2: The percentage of students with dyslexia indicator dropped for the 2020-2021 school year. It was 7% in 2020-2021 to 5 % in 2021-2022. **Root Cause:** The MTSS process was not organized or clearly communicated and clear expectations were not set.

Perceptions

Perceptions Summary

This year we gathered input and collaborated with all stakeholders and created a new vision and set of core values. Our vision and values are saturated in all the work we do. We continue to work on refining our expectations which reflect our values and vision. Our vision reads as follows: At MLP, we commit to inspire and educate all students to represent a culture of lifelong learning while instilling teamwork, excellence, and respect for self, others, and community. MLP's core values are belonging, encouragement, teamwork, and respect. At MLP Moments count, Learners grow, and People matter. We struggled with redeveloping parent and community partnerships and are in need of improved feedback systems for all stake holders.

Perceptions Strengths

After collaboratively developing a new vision and core values with stakeholders, we were able to develop routines and procedures to effectively hold high expectations. The campus demonstrates a high level of morale and contentment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Family engagement activities have dropped off in recent years. **Root Cause:** Due to restrictions, there was limited ability to conduct family engagement activities.

Problem Statement 2: Retention of highly qualified staff is lower than desired. **Root Cause:** Demands placed upon teachers have increased significantly in the past years causing teacher burnout.

Priority Problem Statements

Problem Statement 2: According to attendance records, 82% of students who have 20 or more absences are in grades PK-2.

Root Cause 2: Creating a campus wide system to clearly address student absences was not prioritized.

Problem Statement 2 Areas: Demographics

Problem Statement 1: Based on NWEA MAP Growth MOY Student Growth Summary report, 1st grade had 3% of students meeting their growth projections which is the least amount for grades K-5 for MLP 2021-2022.

Root Cause 1: A process or system was not prioritized to help improve the learning gaps in foundational learning.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: PLCs do not allow for enough time to study student work, receive professional learning, review data, and plan.

Root Cause 3: The master schedule was not organized in a way to provide teachers with extended planning time specifically dedicated to PLC.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Family engagement activities have dropped off in recent years.

Root Cause 4: Due to restrictions, there was limited ability to conduct family engagement activities.

Problem Statement 4 Areas: Perceptions

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results
- Other additional data

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 students who score On Track on Circle Phonological Awareness in English from 87.5% to 92.5% by May 2023.

*Increase the percentage of students who score On Track on Circle Phonological Awareness in Spanish from 100% to 100% by May 2023.

*Increase the percentage of Economically Disadvantaged students who score On Track on Circle Phonological Awareness in English from 84.6% to 89.6% by May 2023.

Evaluation Data Sources: Circle CLI

Strategy 1: Improve the quality and alignment of TIER I instruction for all students through the use of the Creative Curriculum and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, checking for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score "on track" in Circle Phonological Awareness

Staff Responsible for Monitoring: Leadership Team and PK teachers

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teacher/staff enroll, attend, and progress through required foundational priority professional learning for literacy November 30, 2022 and February 28, 2023.</p> <p>Intended Audience: PK teachers and PK teacher's assistants</p> <p>Date(s) / Timeframe: Aug 2022- May 2023</p> <p>Provider / Presenter / Person Responsible: Leadership team and PK teachers</p> <p>Collaborating Departments: Early Childhood, PLI, and Literacy</p> <p>Delivery Method: In person or Virtual</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Track enrollment, attendance, and progress of the Creative Curriculum Professional development trainings to ensure 100% of teachers and staff are on track for completion each month. Request an action plan from participants who are not on track.</p> <p>Intended Audience: PK teachers and PK teacher's assistants Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and PK teachers Collaborating Departments: Early Childhood and Literacy Delivery Method: In person or virtual training</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: By July 28, 2022 upgrade the system/cycle for observation and feedback of walkthroughs for literacy instruction aligned to the Creative Curriculum and share observation feedback loop procedures with staff during August professional development day with a goal of 100% of teachers rating proficient in TTESS Dimensions 2 and 3 by May 2023.</p> <p>Intended Audience: PK Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership Team Collaborating Departments: Early Childhood and Literacy Delivery Method: In person training</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: Create a PLC schedule and ensure PLCs are regularly occurring to actively develop engaging, rigorous, and TEK aligned tier I instruction based on students needs using district-approved curriculum, student data, and district framework.

Strategy's Expected Result/Impact: Increase the percentage of PK students that score "on track" in Circle phonological awareness.

Staff Responsible for Monitoring: Leadership team and PK teachers

Title I:

2.4, 2.5, 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, develop, and share with staff PLC schedules for the school year to include campus leadership team and teachers.</p> <p>Intended Audience: Leadership team and teachers and PK teachers</p> <p>Date(s) / Timeframe: Aug 2022- May 2023</p> <p>Provider / Presenter / Person Responsible: Leadership team</p> <p>Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure 80% of reading PLCs focus on unit/lesson internalization, planning, practice, and feedback for Creative curriculum.</p> <p>Intended Audience: PK teachers</p> <p>Date(s) / Timeframe: Aug 2022- May 2023</p> <p>Provider / Presenter / Person Responsible: Leadership team and PK teachers</p> <p>Collaborating Departments: Early Childhood and Literacy</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 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Based on NWEA MAP Growth MOY Student Growth Summary report, 1st grade had 3% of students meeting their growth projections which is the least amount for grades K-5 for MLP 2021-2022. Root Cause: A process or system was not prioritized to help improve the learning gaps in foundational learning.</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 47.5% to 52.5% 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 50% to 55% by May 2023.

*Increase the percentage of Economically Disadvantaged students who Meet or Exceed grade level expectations on key MAP Fluency indicators from 43.6% to 48.6% in English and 53.9% to 58.9% in Spanish by May 2023.

Strategy 1: Improve the quality and alignment of TIER I instruction for all students through the use of the Amplify Units, Reading Academies, Core 5, district approved resources, and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, checking for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increase the percentage of K-3 students that meet expectations on MAP Fluency

Staff Responsible for Monitoring: Leadership Team and Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of required teacher/staff enroll, attend, and progress through required foundational priority professional learning for literacy November 30, 2022 and February 28, 2023. Intended Audience: K-3 teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and K-3 teachers Collaborating Departments: PLI and Literacy Delivery Method: In-person or virtual training	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Track enrollment, attendance, and progress of Amplify and Reading Academies Professional development trainings to ensure 100% of teachers and staff are on track for completion each month. Request an action plan from participants who are not on track.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and teachers Collaborating Departments: Literacy Delivery Method: In person or virtual trainings</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: By July 28, 2022 upgrade the system/cycle for observation and feedback of walkthroughs for literacy instruction aligned to the Amplify Curriculum and share observation feedback loop procedures with staff during August professional development day with a goal of 100% of teachers rating proficient in TTESS Dimensions 2 and 3 by May 2023.</p> <p>Intended Audience: K-3 Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team Collaborating Departments: Literacy Delivery Method: In person or virtual trainings</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: Create a PLC schedule and ensure PLCs are regularly occurring to actively develop engaging, rigorous, and TEK aligned tier I instruction based on students needs using district-approved curriculum, student data, and district framework.

Strategy's Expected Result/Impact: Increase the percentage of K-3 students who meet expectations on MAP Fluency.

Staff Responsible for Monitoring: Leadership team and K-3 teachers

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 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Create, develop, and share with staff PLC schedules for the school year to include campus leadership team, campus teachers, and pyramid grade level teachers. Intended Audience: Leadership team and teachers and K-3 teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Ensure 80% of reading PLCs focus on unit/lesson internalization, planning, practice, and feedback for Amplify curriculum. Intended Audience: K-3 teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and K-3 teachers Collaborating Departments: Early Childhood and Literacy 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 3: Establish a data driven culture which tracks, analyzes, and responds to students' needs by engaging teachers, students, and families.

Strategy's Expected Result/Impact: Increase percentage of K-3 students who meet expectations on MAP Fluency.

Staff Responsible for Monitoring: Leadership team and teachers

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 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Develop a student goal-setting and data cycle system which allows teachers and students to set goals and respond to students' academic needs.</p> <p>Intended Audience: K-3 Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and K-3 teachers Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure data to show progress towards measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting. (CLI, MAP, Unit Assessments, Core 5, and daily formative assessments)</p> <p>Intended Audience: K-3 Teachers Date(s) / Timeframe: Aug 2022-2023 Provider / Presenter / Person Responsible: Leadership team and K-3 Teachers Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Ensure teachers have scheduled time for in-depth conversations about student data which may include formative assessments, unit assessments, Core 5 progress, MAP data projections, and STAAR data to respond for possible adjustments and effective instructional strategies to meet the needs of students needing acceleration and enrichment.</p> <p>Intended Audience: K-3 Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Data Analyst and K-3 teachers Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Campus Leadership team will review student data to track and monitor the progress of all students and provide data-based feedback to teachers.</p> <p>Intended Audience: K-3 Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person</p> <p>Funding Sources: - Title I (211) - 211-13-6119-04E-154-30-510-000000-23F10 - \$82,070</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 1: Based on NWEA MAP Growth MOY Student Growth Summary report, 1st grade had 3% of students meeting their growth projections which is the least amount for grades K-5 for MLP 2021-2022. **Root Cause:** A process or system was not prioritized to help improve the learning gaps in foundational learning.

School Processes & Programs

Problem Statement 1: PLCs do not allow for enough time to study student work, receive professional learning, review data, and plan. **Root Cause:** The master schedule was not organized in a way to provide teachers with extended planning time specifically dedicated to PLC.

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 32.2% to 37.2% 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 42.9% to 47.9% 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 23.5% to 28.5% by May 2023.

Evaluation Data Sources: NWEA MAP Growth Reading

Strategy 1: Improve the quality and alignment of TIER I instruction for all students through the use of the Amplify Units, Reading Academies, Core 5, district approved resources, and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, checking for understanding, and rigorous instruction is occurring daily

Strategy's Expected Result/Impact: Increase the percentage of students who meet expectations on MAP Growth Math.

Staff Responsible for Monitoring: Leadership team and K-5 teachers

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math





- **ESF Levers:**

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

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

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of required teacher/staff enroll, attend, and progress through required foundational priority professional learning for literacy November 30, 2022 and February 28, 2023. Intended Audience: K-5 teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and K-3 teachers Collaborating Departments: PLI and Literacy Delivery Method: In-person or virtual training	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Track enrollment, attendance, and progress of Amplify Professional development trainings to ensure 100% of teachers and staff are on track for completion each month. Request an action plan from participants who are not on track.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and teachers Collaborating Departments: Literacy Delivery Method: In person or virtual trainings</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: By July 28, 2022 upgrade the system/cycle for observation and feedback of walkthroughs for literacy instruction aligned to the Amplify Curriculum and share observation feedback loop procedures with staff during August professional development day with a goal of 100% of teachers rating proficient in TTESS Dimensions 2 and 3 by May 2023.</p> <p>Intended Audience: K-5 Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team Collaborating Departments: Literacy Delivery Method: In person or virtual trainings</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Title 1 Teacher Assistant will aid school in supporting quality tier 1 instruction by supporting PLCs, testing, MTSS/ARDs coverage, administration, and planning periods.</p> <p>Intended Audience: Classroom Teachers, Administration, Support Staff Date(s) / Timeframe: 2022-2023 School year Provider / Presenter / Person Responsible: Leadership</p> <p>Funding Sources: - Title I (211) - 211-11-6129-04E-154-30-510-000000-23F10 - \$25,734</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Utilize Renaissance AR reading to support building a foundation of reading.</p> <p>Intended Audience: Classroom Teachers Date(s) / Timeframe: 2022-2023 School Year Provider / Presenter / Person Responsible: Librarian</p> <p>Funding Sources: AR Reading - Title I (211) - 211-11-6329-04E-154-30-510-000000-23F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 6 Details	Reviews			
Action Step 6: Provide at-risk students with the opportunity to attend after school tutoring to support the closing of learning gaps. Intended Audience: Teachers Date(s) / Timeframe: 2022-2023 School Year Provider / Presenter / Person Responsible: Data Analyst and teachers Delivery Method: In person Funding Sources: Tutoring - SCE (199 PIC 24) - 199-11-6116-001-154-24-313-000000- - \$1,694.50, - SCE (199 PIC 24) - 199-11-6399-001-154-24-313-000000- - \$1,000	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: Create a PLC schedule and ensure PLCs are regularly occurring to actively develop engaging, rigorous, and TEK aligned tier I instruction based on students needs using district-approved curriculum, student data, and district framework.

Strategy's Expected Result/Impact: Increase the percentage of K-5 students who meet expectations on MAP Fluency.

Staff Responsible for Monitoring: Leadership team and K-5 teachers

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 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Create, develop, and share with staff PLC schedules for the school year to include campus leadership team, campus teachers, and pyramid grade level teachers. Intended Audience: Leadership team and teachers and K-5 teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure 80% of reading PLCs focus on unit/lesson internalization, planning, practice, and feedback for Amplify curriculum. Intended Audience: K-5 teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and K-3 teachers Collaborating Departments: Early Childhood and Literacy 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 3: Establish a data driven culture which tracks, analyzes, and responds to students' needs by engaging teachers, students, and families.

Strategy's Expected Result/Impact: Increase percentage of K-3 students who meet expectations on MAP Fluency.

Staff Responsible for Monitoring: Leadership team and teachers

Title I:





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
Action Step 1: Develop a student goal-setting and data cycle system which allows teachers and students to set goals and respond to students' academic needs. Intended Audience: K-5 Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and K-5 teachers Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Data to show progress towards measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting. (CLI, MAP, Unit Assessments, Core 5, and daily formative assessments) Intended Audience: K-5 Teachers Date(s) / Timeframe: Aug 2022-2023 Provider / Presenter / Person Responsible: Leadership team and K-5 Teachers Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Teachers have scheduled time for in-depth conversations about student data which may include formative assessments, unit assessments, Core 5 progress, MAP data projections, and STAAR data to respond for possible adjustments and effective instructional strategies to meet the needs of students needing acceleration and enrichment. Intended Audience: K-5 Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Data Analyst and K-5 teachers Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Campus Leadership team will review student data to track and monitor the progress of all students and provide data based feedback to teachers. Intended Audience: K-3 Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person Funding Sources: Title 1 funds - Title I (211) - 211-13-6119-04E-154-30-510-000000-23F10	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Based on NWEA MAP Growth MOY Student Growth Summary report, 1st grade had 3% of students meeting their growth projections which is the least amount for grades K-5 for MLP 2021-2022. Root Cause: A process or system was not prioritized to help improve the learning gaps in foundational learning.
School Processes & Programs
Problem Statement 1: PLCs do not allow for enough time to study student work, receive professional learning, review data, and plan. Root Cause: The master schedule was not organized in a way to provide teachers with extended planning time specifically dedicated to PLC.

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 93.8% to 98.8% by May 2023. Increase the percentage of Economically Disadvantaged students from 92.3% to 97.3% by May 2023.

Evaluation Data Sources: CLI Circle Data

Strategy 1: Improve the quality and alignment of TIER I instruction for all students through the use of the Creative Curriculum and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, checking for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increase the percentage of PK students that score "on track" in Circle Math

Staff Responsible for Monitoring: Leadership Team and PK Teachers

Title I:





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of required teacher/staff enroll, attend, and progress through required foundational priority professional learning for Creative Curriculum November 30, 2022 and February 28, 2023. Intended Audience: PK teachers and PK teacher's assistants Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and PK teachers Collaborating Departments: Early Childhood, PLI, and Math Delivery Method: In person or Virtual	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Track enrollment, attendance, and progress of the Creative Curriculum Professional development trainings to ensure 100% of teachers and staff are on track for completion each month. Request an action plan from participants who are not on track.</p> <p>Intended Audience: PK teachers and PK teacher's assistants Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and PK teachers Collaborating Departments: Early Childhood and Math Delivery Method: In person or virtual training</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: By July 28, 2022 upgrade the system/cycle for observation and feedback of walkthroughs for Math aligned to the Creative Curriculum and share observation feedback loop procedures with staff during August professional development day with a goal of 100% of teachers rating proficient in TTESS Dimensions 2 and 3 by May 2023.</p> <p>Intended Audience: PK Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership Team Collaborating Departments: Early Childhood and Math Delivery Method: In person training</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: Create a PLC schedule and ensure PLCs are regularly occurring to actively develop engaging, rigorous, and TEK aligned tier I instruction based on students needs using district-approved curriculum, student data, and district framework.





Strategy's Expected Result/Impact: Increase the percentage of PK students that score "on track" in Circle Math.

Staff Responsible for Monitoring: Leadership team and PK teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Create, develop, and share with staff PLC schedules for the school year to include campus leadership team and teachers. Intended Audience: Leadership team and teachers and PK teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Ensure 80% of math PLCs focus on unit/lesson internalization, planning, practice, and feedback for Creative curriculum. Intended Audience: PK teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and PK teachers Collaborating Departments: Early Childhood and Math 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 1 Problem Statements:

Student Learning
Problem Statement 1: Based on NWEA MAP Growth MOY Student Growth Summary report, 1st grade had 3% of students meeting their growth projections which is the least amount for grades K-5 for MLP 2021-2022. Root Cause: A process or system was not prioritized to help improve the learning gaps in foundational learning.
School Processes & Programs
Problem Statement 1: PLCs do not allow for enough time to study student work, receive professional learning, review data, and plan. Root Cause: The master schedule was not organized in a way to provide teachers with extended planning time specifically dedicated to PLC.

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 76.1% to 81.1% by May 2023. Increase the percentage of Economically Disadvantaged students from 75% to 80% by May 2023.

Strategy 1: Improve the quality and alignment of TIER I instruction for all students through the use of the Eureka curriculum, district approved resources, and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, checking for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increase the percentage of students that score "on track" in TX-KEA Math

Staff Responsible for Monitoring: Leadership team and K teachers

Title I:





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teacher/staff enroll, attend, and progress through required foundational priority professional learning for math.</p> <p>Intended Audience: K-3 teachers</p> <p>Date(s) / Timeframe: Aug 2022- May 2023</p> <p>Provider / Presenter / Person Responsible: Leadership team and K-3 teachers</p> <p>Collaborating Departments: PLI and Math</p> <p>Delivery Method: In-person or virtual training</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Track enrollment, attendance, and progress of Eureka Professional development trainings to ensure 100% of teachers and staff are on track for completion each month. Request an action plan from participants who are not on track.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: Aug 2022- May 2023</p> <p>Provider / Presenter / Person Responsible: Leadership team and teachers</p> <p>Collaborating Departments: Math</p> <p>Delivery Method: In person or virtual trainings</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: By July 28, 2022 upgrade the system/cycle for observation and feedback of walkthroughs for math instruction aligned to the Eureka Curriculum and share observation feedback loop procedures with staff during August professional development day with a goal of 100% of teachers rating proficient in TTESS Dimensions 2 and 3 by May 2023.</p> <p>Intended Audience: K-3 Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team Collaborating Departments: Math Delivery Method: In person or virtual trainings</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Create a PLC schedule and ensure PLCs are regularly occurring to actively develop engaging, rigorous, and TEK aligned tier I instruction based on students needs using district-approved curriculum, student data, and district framework.

Strategy's Expected Result/Impact: Increase the percentage of K students who meet expectations on MAP Growth.





Staff Responsible for Monitoring: Leadership team and K teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create, develop, and share with staff PLC schedules for the school year to include campus leadership team, campus teachers, and pyramid grade level teachers.</p> <p>Intended Audience: Leadership team and teachers and K-3 teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure 80% of math PLCs focus on unit/lesson internalization, planning, practice, and feedback for Eureka curriculum. Intended Audience: K-3 teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and K-3 teachers Collaborating Departments: Early Childhood and Math 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 3: Establish a data driven culture which tracks, analyzes, and responds to students' needs by engaging teachers, students, and families.

Strategy's Expected Result/Impact: Increase percentage of K students who meet expectations on MAP Growth.

Staff Responsible for Monitoring: Leadership team and teachers

Title I:





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Develop a student goal-setting and data cycle system which allows teachers and students to set goals and respond to students' academic needs. Intended Audience: K teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and K teachers Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Data to show progress towards measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting. (CLI, MAP, Unit Assessments, and daily formative assessments) Intended Audience: K Teachers Date(s) / Timeframe: Aug 2022-2023 Provider / Presenter / Person Responsible: Leadership team and K Teachers Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Teachers have scheduled time for in-depth conversations about student data which may include formative assessments, unit assessments, TX-KEA Math, and MAP data projections data to respond for possible adjustments and effective instructional strategies to meet the needs of students needing acceleration and enrichment. Intended Audience: K Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Data Analyst and K teachers Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Campus Leadership team will review student data to track and monitor the progress of all students and provide data based feedback to teachers. Intended Audience: K Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Based on NWEA MAP Growth MOY Student Growth Summary report, 1st grade had 3% of students meeting their growth projections which is the least amount for grades K-5 for MLP 2021-2022. Root Cause: A process or system was not prioritized to help improve the learning gaps in foundational learning.
School Processes & Programs
Problem Statement 1: PLCs do not allow for enough time to study student work, receive professional learning, review data, and plan. Root Cause: The master schedule was not organized in a way to provide teachers with extended planning time specifically dedicated to PLC.

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 Math from 34.5% to 39.5% by May 2023.

Increase the percentage of African American students from 34.6% to 39.6% by May 2023.

Evaluation Data Sources: MAP Growth Math

Strategy 1: Improve the quality and alignment of TIER I instruction for all students through the use of the Eureka curriculum, district approved resources, and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, checking for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increase the percentage of students that meet expectations on MAP Growth Math.

Staff Responsible for Monitoring: Leadership team and K-5 teachers

Title I:





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teacher/staff enroll, attend, and progress through required foundational priority professional learning for math November 30, 2022 and February 28, 2023.</p> <p>Intended Audience: K-5 teachers</p> <p>Date(s) / Timeframe: Aug 2022- May 2023</p> <p>Provider / Presenter / Person Responsible: Leadership team and K-5 teachers</p> <p>Collaborating Departments: PLI and Math</p> <p>Delivery Method: In-person or virtual training</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Track enrollment, attendance, and progress of Eureka Professional development trainings to ensure 100% of teachers and staff are on track for completion each month. Request an action plan from participants who are not on track.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and teachers Collaborating Departments: Math Delivery Method: In person or virtual trainings</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: By July 28, 2022 upgrade the system/cycle for observation and feedback of walkthroughs for math instruction aligned to the Eureka Curriculum and share observation feedback loop procedures with staff during August professional development day with a goal of 100% of teachers rating proficient in TTESS Dimensions 2 and 3 by May 2023.</p> <p>Intended Audience: K-3 Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team Collaborating Departments: Math Delivery Method: In person or virtual trainings</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Provide at-risk students with the opportunity to attend after school tutoring to support closing learning gaps.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Data Analyst and teachers Delivery Method: In person</p> <p>Funding Sources: Tutoring - SCE (199 PIC 24) - 199-11-6116-001-154-24-313-000000- - \$1,694.50, - SCE (199 PIC 24) - 199-11-6399-001-154-24-313-000000- - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Strategy 2: Create a PLC schedule and ensure PLCs are regularly occurring to actively develop engaging, rigorous, and TEK aligned tier I instruction based on students needs using district-approved curriculum, student data, and district framework.

Strategy's Expected Result/Impact: Increase the percentage of K-5 students who meet expectations on MAP Growth.





Staff Responsible for Monitoring: Leadership team and K-5 teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create, develop, and share with staff PLC schedules for the school year to include campus leadership team, campus teachers, and pyramid grade level teachers.</p> <p>Intended Audience: Leadership team and teachers and K-5 teachers</p> <p>Date(s) / Timeframe: Aug 2022- May 2023</p> <p>Provider / Presenter / Person Responsible: Leadership team</p> <p>Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure 80% of math PLCs focus on unit/lesson internalization, planning, practice, and feedback for Eureka curriculum.</p> <p>Intended Audience: K-5 teachers</p> <p>Date(s) / Timeframe: Aug 2022- May 2023</p> <p>Provider / Presenter / Person Responsible: Leadership team and K-5 teachers</p> <p>Collaborating Departments: Early Childhood and Math</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>				

Strategy 3: Establish a data driven culture which tracks, analyzes, and responds to students' needs by engaging teachers, students, and families.

Strategy's Expected Result/Impact: Increase percentage of K-5 students who meet expectations on Circle Math.

Staff Responsible for Monitoring: Leadership team and teachers





Title I:

2.4, 2.5, 2.6, 4.2

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Develop a student goal-setting and data cycle system which allows teachers and students to set goals and respond to students' academic needs.</p> <p>Intended Audience: K-5 teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and K-5 teachers Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Data to show progress towards measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting. (CLI, MAP, Unit Assessments, and daily formative assessments)</p> <p>Intended Audience: K-5 Teachers Date(s) / Timeframe: Aug 2022-2023 Provider / Presenter / Person Responsible: Leadership team and K-5 teachers Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Teachers have scheduled time for in-depth conversations about student data which may include formative assessments, unit assessments, TX-KEA Math, and MAP data projections data to respond for possible adjustments and effective instructional strategies to meet the needs of students needing acceleration and enrichment.</p> <p>Intended Audience: K-5 Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Data Analyst and K-5 teachers Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Campus Leadership team will review student data to track and monitor the progress of all students and provide data based feedback to teachers.</p> <p>Intended Audience: K-5 Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: According to attendance records,. 82% of students who have 20 or more absences are in grades PK-2. **Root Cause:** Creating a campus wide system to clearly address student absences was not prioritized.

Student Learning

Problem Statement 1: Based on NWEA MAP Growth MOY Student Growth Summary report, 1st grade had 3% of students meeting their growth projections which is the least amount for grades K-5 for MLP 2021-2022. **Root Cause:** A process or system was not prioritized to help improve the learning gaps in foundational learning.

School Processes & Programs

Problem Statement 1: PLCs do not allow for enough time to study student work, receive professional learning, review data, and plan. **Root Cause:** The master schedule was not organized in a way to provide teachers with extended planning time specifically dedicated to PLC.

Perceptions

Problem Statement 1: Family engagement activities have dropped off in recent years. **Root Cause:** Due to restrictions, there was limited ability to conduct family engagement activities.

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 29.3% to 34.3% by May 2023.

Increase the percentage of African American students from 28.6% to 33.6% by May 2023.

Strategy 1: Improve the quality and alignment of TIER I instruction for all students through the use of the Amplify Units and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, checking for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increase the percentage of students who meet expectations on MAP Growth Reading

Staff Responsible for Monitoring: Leadership team and Teachers

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 3: Positive School Culture, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teacher/staff enroll, attend, and progress through required foundational priority professional learning for literacy November 30, 2022 and February 28, 2023.</p> <p>Intended Audience: PK teachers and PK teacher's assistants</p> <p>Date(s) / Timeframe: Aug 2022- May 2023</p> <p>Provider / Presenter / Person Responsible: Leadership team and PK teachers</p> <p>Collaborating Departments: Early Childhood, PLI, and Literacy</p> <p>Delivery Method: In person or Virtual</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Track enrollment, attendance, and progress of the Creative Curriculum Professional development trainings to ensure 100% of teachers and staff are on track for completion each month. Request an action plan from participants who are not on track.</p> <p>Intended Audience: PK teachers and PK teacher's assistants Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and PK teachers Collaborating Departments: Early Childhood and Literacy Delivery Method: In person or virtual training</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: By July 28, 2022 upgrade the system/cycle for observation and feedback of walkthroughs for literacy instruction aligned to the Creative Curriculum and share observation feedback loop procedures with staff during August professional development day with a goal of 100% of teachers rating proficient in TTESS Dimensions 2 and 3 by May 2023.</p> <p>Intended Audience: PK Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership Team Collaborating Departments: Early Childhood and Literacy Delivery Method: In person training</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Provide opportunities for at-risk students to attend after school tutoring to support the closing of learning gaps.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Data Analyst and teachers Delivery Method: In person</p> <p>Funding Sources: Tutoring - BEA (199 PIC 25) - 199-11-6116-001-154-25-313-000000 - \$303, Paper - Title I (211) - 211-11-6399-04E-154-30-510-000000-23F10 - \$1,800</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:

Demographics
<p>Problem Statement 1: According to attendance records,. 82% of students who have 20 or more absences are in grades PK-2. Root Cause: Creating a campus wide system to clearly address student absences was not prioritized.</p>

Student Learning

Problem Statement 1: Based on NWEA MAP Growth MOY Student Growth Summary report, 1st grade had 3% of students meeting their growth projections which is the least amount for grades K-5 for MLP 2021-2022. **Root Cause:** A process or system was not prioritized to help improve the learning gaps in foundational learning.

School Processes & Programs

Problem Statement 1: PLCs do not allow for enough time to study student work, receive professional learning, review data, and plan. **Root Cause:** The master schedule was not organized in a way to provide teachers with extended planning time specifically dedicated to PLC.

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 22.8% to 27.8% 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 24.5% to 29.5% by May 2023.

Strategy 1: Improve the quality and alignment of TIER I instruction for all students through the use of the Eureka curriculum, district approved resources, and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, checking for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increase the percentage of students that meet expectations on MAP Growth Math.

Staff Responsible for Monitoring: Leadership team and K-5 teachers

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 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of required teacher/staff enroll, attend, and progress through required foundational priority professional learning for math. Intended Audience: K-5 teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and K-5 teachers Collaborating Departments: PLI and Math Delivery Method: In-person or virtual training	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Track enrollment, attendance, and progress of Eureka Professional development trainings to ensure 100% of teachers and staff are on track for completion each month. Request an action plan from participants who are not on track.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team and teachers Collaborating Departments: Math Delivery Method: In person or virtual trainings</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: By October 1, 2022 upgrade the system/cycle for observation and feedback of walkthroughs for math instruction aligned to the Eureka Curriculum and share observation feedback loop procedures with staff during August professional development day with a goal of 100% of teachers rating proficient in TTESS Dimensions 2 and 3 by May 2023.</p> <p>Intended Audience: K-3 Teachers Date(s) / Timeframe: Aug 2022- May 2023 Provider / Presenter / Person Responsible: Leadership team Collaborating Departments: Math Delivery Method: In person or virtual trainings</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Provide at-risk students with the opportunity to attend after school tutoring to support closing learning gaps.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Data Analyst and teachers Delivery Method: In person</p> <p>Funding Sources: Tutoring - BEA (199 PIC 25) - 199-11-6116-001-154-25-313-000000 - \$303</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: According to attendance records,. 82% of students who have 20 or more absences are in grades PK-2. Root Cause: Creating a campus wide system to clearly address student absences was not prioritized.</p>

Student Learning

Problem Statement 1: Based on NWEA MAP Growth MOY Student Growth Summary report, 1st grade had 3% of students meeting their growth projections which is the least amount for grades K-5 for MLP 2021-2022. **Root Cause:** A process or system was not prioritized to help improve the learning gaps in foundational learning.

School Processes & Programs

Problem Statement 1: PLCs do not allow for enough time to study student work, receive professional learning, review data, and plan. **Root Cause:** The master schedule was not organized in a way to provide teachers with extended planning time specifically dedicated to PLC.

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 37.8% to 32.8% by May 2023.

Evaluation Data Sources: Attendance data

Strategy 1: Align and leverage programs, resources, such as Multi-Tiered Systems of Support (MTSS) and Student Attendance Recovery Team (SART) to improve daily attendance rates, increase parent/school engagement, and improve school climate and culture.

Strategy's Expected Result/Impact: Students absences will be reduced.

Staff Responsible for Monitoring: SART Committee Members

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create procedures of addressing excessive absences for students. This may include teacher and parent liaison contact as well as home visits.</p> <p>Intended Audience: Parents</p> <p>Date(s) / Timeframe: 2022-2023 School Year</p> <p>Provider / Presenter / Person Responsible: Family engagement specialist and teachers</p> <p>Collaborating Departments: Student Support Services</p> <p>Delivery Method: Phone and in person</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Utilize the Family Engagement Specialist to track student absences and communicate with family the importance of attendance and resources available to increase attendance.

Strategy's Expected Result/Impact: Student absences will be reduced.

Staff Responsible for Monitoring: Principal

Title I:

2.4, 2.6

- TEA Priorities:


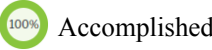
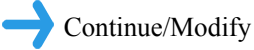

Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Reserve uninterrupted time for FES to make phone calls to families during the day. Intended Audience: Family Engagement Specialist and Leadership Date(s) / Timeframe: 2022-2023 School Year Provider / Presenter / Person Responsible: Family Engagement Specialist Collaborating Departments: Data Clerk and Title 1 TA Delivery Method: Phone calls	Formative			Summative
	Nov	Jan	Mar	June

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: According to attendance records,. 82% of students who have 20 or more absences are in grades PK-2. Root Cause: Creating a campus wide system to clearly address student absences was not prioritized.

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 56 to 28 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 17 by May 2023.

Evaluation Data Sources: Focus

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: Reduce student behavioral issues that could lead to referral.

Staff Responsible for Monitoring: Administration

Title I:

2.5, 2.6

- **TEA Priorities:**





Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Establish a Restorative practice team to support teachers in using effective strategies to foster positive student relationships and communication skills. Intended Audience: Teachers Date(s) / Timeframe: 2022-2023 School Year Provider / Presenter / Person Responsible: Restorative practice team Collaborating Departments: Restorative Practice Specialists Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Create a set of common school wide procedures and routines which holds students to high expectations for positive behavior. Intended Audience: Staff and students Date(s) / Timeframe: 2022-2023 School Year Provider / Presenter / Person Responsible: Administrators and teachers Collaborating Departments: None Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Utilize Ron Clark App as a PBIS to establish a point system which will motivate and reward positive behavior. Intended Audience: Teachers and students Date(s) / Timeframe: 2022-2023 School Year Provider / Presenter / Person Responsible: Leadership team 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: Increase family and community partnerships to support students social and emotional development.

Strategy's Expected Result/Impact: Improve students' ability to self-regulate.

Staff Responsible for Monitoring: Leadership

Title I:

2.6, 4.2





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Have Family Engagement Specialist coordinate All Pro dads to increase student support. Intended Audience: School community Date(s) / Timeframe: 2022-2023 School Year Provider / Presenter / Person Responsible: Leadership team and FES 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:

Demographics
Problem Statement 1: According to attendance records,. 82% of students who have 20 or more absences are in grades PK-2. Root Cause: Creating a campus wide system to clearly address student absences was not prioritized.
Student Learning
Problem Statement 1: Based on NWEA MAP Growth MOY Student Growth Summary report, 1st grade had 3% of students meeting their growth projections which is the least amount for grades K-5 for MLP 2021-2022. Root Cause: A process or system was not prioritized to help improve the learning gaps in foundational learning.
Perceptions
Problem Statement 1: Family engagement activities have dropped off in recent years. Root Cause: Due to restrictions, there was limited ability to conduct family engagement activities.

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 3.4% to 0% by May 2023.

Evaluation Data Sources: Focus data

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

Strategy's Expected Result/Impact: Reduce disciplinary actions.

Staff Responsible for Monitoring: Administration

Title I:

2.4, 2.6





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Utilize the Ron Clark house system and accompanying resources/supplies to increase school climate and culture, increase school engagement, decrease behavior and discipline incidents.</p> <p>Intended Audience: School community</p> <p>Date(s) / Timeframe: 2022-2023 School Year</p> <p>Provider / Presenter / Person Responsible: Leadership Team and teachers</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Ron Clark 's Essential 55 for Book Study - Title I (211) - 211-13-6329-04E-154-30-510-000000-23F10 - \$450</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Increase family and community partnerships to support students social and emotional development.

Strategy's Expected Result/Impact: Increase the ability of students to self-regulate

Staff Responsible for Monitoring: Administration

Title I:

2.6

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Have FES coordinate All Pro dads to increase student support. Intended Audience: School community Date(s) / Timeframe: 2022-2023 School Year Provider / Presenter / Person Responsible: Leadership team and FES Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: According to attendance records,. 82% of students who have 20 or more absences are in grades PK-2. Root Cause: Creating a campus wide system to clearly address student absences was not prioritized.

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 14 to 23 by May 2023.

Strategy 1: Utilize the Family Engagement specialists to organize and schedule family activities.

Strategy's Expected Result/Impact: Improve partnerships with families to support student learning

Staff Responsible for Monitoring: Administration

Title I:

4.1, 4.2

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

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

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Family STEAM night will be held in April along with literacy night to increase family engagement activities</p> <p>Intended Audience: School community</p> <p>Date(s) / Timeframe: April 20, 2023</p> <p>Provider / Presenter / Person Responsible: Leadership Team and Teachers</p> <p>Delivery Method: After School Event</p> <p>Funding Sources: Family STEAM Night - Title I (211) - 211-61-6299-04L-154-30-510-000000-23F10 - \$800</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Monthly PTA/Grade Level meetings will be held to foster collaborative partnerships with all stakeholders. Intended Audience: School Community Date(s) / Timeframe: Monthly Provider / Presenter / Person Responsible: Leadership Team and Teachers Collaborating Departments: PTA Delivery Method: After school program Funding Sources: Supplies and items to foster family engagement - Parent Engagement - 211-61-6499-04L-154-30-510-000000-23F10 - \$1,600, Supplies for parental involvement - Parent Engagement - 211-61-6399-04L-154-30-510-000000-23F10 - \$407, RIF books for parents to read with students - Title I (211) - 211-61-6329-04L-154-30-510-000000-23F10 - \$1,886	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Create family engagement committees to help increase and support our family engagement specialist in planning and execution of family activities Intended Audience: School Community Date(s) / Timeframe: 2022-2023 School Year Provider / Presenter / Person Responsible: Leadership and Teachers 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: Student led conferences will be conducted during second semester.

Strategy's Expected Result/Impact: Students will inform parents of their data and learning for the year. Glows and Grows will be included in order to gain collaboration, understanding and ownership of student's learning.

Provide education and opportunities to enable families to be actively involved in children's academic and school life.

Staff Responsible for Monitoring: Teachers and leadership





Title I:

4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: During November 8th PD, allow teachers time to organize student data folders and expectations for students to present to parents. Intended Audience: Teachers Date(s) / Timeframe: November 8th Provider / Presenter / Person Responsible: Leadership Delivery Method: IN person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Students will conduct parent conferences a GL a day throughout a week for parents to come in and students will take parents to auditorium, library, or hallway to present data folders and student work. Intended Audience: Parents Date(s) / Timeframe: February 2023 Provider / Presenter / Person Responsible: Leadership and Teachers 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 4 Problem Statements:

Perceptions
Problem Statement 1: Family engagement activities have dropped off in recent years. Root Cause: Due to restrictions, there was limited ability to conduct family engagement activities.

State Compensatory

Budget for 154 M.L. Phillips Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for 154 M.L. Phillips Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kathryn Durand	Data Analyst	1
Yanitza Gonzalez	Teaching Assistant	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment for 2022-2023 was completed in the spring of 2022 by various stakeholders including teachers/staff, parents, and administrators. The site-based decision-making committee reviewed the problem statements and root causes and prioritized them for the 2022-2023 campus improvement plan.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The 2022-2023 campus improvement plan was developed with teacher/staff, parent, and administrative input. The site-based decision-making committee finalized and approved the plan during the September 2022 meeting.

2.2: Regular monitoring and revision

The campus improvement plan is regularly monitored and updated by staff during faculty meetings, by administration during leadership meeting, and is reviewed by the site-based decision-making committee during the six required meetings each school year. The plan is also reviewed and monitored quarterly in November, January, March and June to revise to meet goals.

2.3: Available to parents and community in an understandable format and language

The school board-approved campus improvement plan is located on the campus web page for parents and the community to view. Parents may request a written copy of the campus improvement plan through the office.

2.4: Opportunities for all children to meet State standards

Fort Worth ISD and Mary Louise Phillips Elementary School strive for high-quality tier 1 instruction for all students. Students are provided daily opportunities to access and master grade-level standards and are provided targeted assistance until mastery is achieved. Students with disabilities are educated in the least restrictive environment as determined by their individual educational plans.

2.5: Increased learning time and well-rounded education

The school day has been extended an extra 15 minutes to increase instructional time for all students. Students are provided multiple opportunities to attend tutorials throughout the year when targeted interventions are needed. The 2022-2023 class schedule include an intervention time to provide targeted instruction as needed for all students. Any activities that take away from instructional time are discussed and approved by campus leadership team. We provide a well-rounded education where students have opportunities to explore various interests while maintaining appropriate blocks of time for core content instruction.

2.6: Address needs of all students, particularly at-risk

Students are provided multiple opportunities to attend tutorials such as Saturday Learning Quest and Attendance Recovery throughout the year when targeted interventions are needed. The school will monitor and identify the needs of at-risk students through systems such as the School Support Team, the Student Attendance Recovery Team and regular data review. All class schedule include an intervention time to provide targeted instruction as needed. We provide a well-rounded education where students have opportunities to explore various interests such as choir and cheerleading while maintaining core instruction.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The campus improvement plan is evaluated annually by the site-based decision-making committee to determine progress toward yearly goals.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is distributed during our fall Title I meeting during Open House. The Family Engagement Policy will be sent home with students for parents to review and a reminder will be sent through blackboard for families unable to attend Open House. Input is sought to further improve the current plan.

4.2: Offer flexible number of parent involvement meetings

Mary Louise Phillips Elementary offers a variety of parent meetings and family events typically combined with opportunities to showcase students to encourage greater participation.

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kathryn Durand	Data Analyst		1
Yanitza Gonzalez	Teaching Assistant		1

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	3	4		Data Analyst	211-13-6119-04E-154-30-510-000000-23F10	\$82,070.00
1	3	1	4		Teacher Assistant	211-11-6129-04E-154-30-510-000000-23F10	\$25,734.00
1	3	1	5	AR Reading	Reading materials for classroom use	211-11-6329-04E-154-30-510-000000-23F10	\$5,000.00
1	3	3	4	Title 1 funds	Data Analyst	211-13-6119-04E-154-30-510-000000-23F10	\$0.00
3	1	1	4	Paper	Supplies and materials for instructional use	211-11-6399-04E-154-30-510-000000-23F10	\$1,800.00
4	3	1	1	Ron Clark 's Essential 55 for Book Study	Reading materials for professional development	211-13-6329-04E-154-30-510-000000-23F10	\$450.00
4	4	1	1	Family STEAM Night	Family Science Night	211-61-6299-04L-154-30-510-000000-23F10	\$800.00
4	4	1	2	RIF books for parents to read with students	Take home books for parental engagement	211-61-6329-04L-154-30-510-000000-23F10	\$1,886.00
Sub-Total							\$117,740.00
Budgeted Fund Source Amount							\$117,740.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	6		Supplies and materials for instructional use	199-11-6399-001-154-24-313-000000-	\$1,000.00
1	3	1	6	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-154-24-313-000000-	\$1,694.50
2	3	1	4		Supplies and materials for instructional use	199-11-6399-001-154-24-313-000000-	\$1,000.00
2	3	1	4	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-154-24-313-000000-	\$1,694.50
Sub-Total							\$5,389.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$5,389.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2	Supplies for parental involvement	Supplies and materials for parental involvement	211-61-6399-04L-154-30-510-000000-23F10	\$407.00
4	4	1	2	Supplies and items to foster family engagement	Snacks for Parents to promote participation	211-61-6499-04L-154-30-510-000000-23F10	\$1,600.00
Sub-Total							\$2,007.00
Budgeted Fund Source Amount							\$2,007.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	4	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-154-25-313-000000	\$303.00
3	2	1	4	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-154-25-313-000000	\$303.00
Sub-Total							\$606.00
Budgeted Fund Source Amount							\$606.00
+/- Difference							\$0.00
Grand Total Budgeted							\$125,742.00
Grand Total Spent							\$125,742.00
+/- Difference							\$0.00

Addendums