

Fort Worth Independent School District

156 Ridglea Hills Elementary School

2022-2023 Campus Improvement Plan



RIDGLEA HILLS ELEMENTARY

School Mission

The mission of Ridglea Hills Elementary School is to provide rigorous instruction in a nurturing environment in which all students are actively engaged to become problem-solvers, well-rounded citizens, and life-long learners.

School Vision

Our Vision is a community where all children feel loved, respected and encouraged to develop to their fullest potential.

Mission Statement

The mission of Ridglea Hills Elementary School is to provide rigorous instruction in a nurturing environment in which all students are actively engaged to become problem-solvers, well-rounded citizens, and life-long learners.

Vision

Our vision is a community where all children feel loved, respected, and encouraged to develop to their fullest potential.

Value Statement

All students and staff in the Ridglea Hills Learning Community are feel loved, respected and encouraged to develop to their fullest potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ridglea Hills Elementary School, located at 6817 Cumberland Rd. in Fort Worth, Texas, is one of 84 elementary schools in FWISD, serving 680 students and families in the 2021-22 school year. In comparison to the district, our student population is comprised of 27% Hispanic, 18% African American, 49% White, 2% Asian, 4% Two or more, 5% English Learners (EL), 11% Gifted and Talented, 12% Special Education, and 44% Economically Disadvantage students from the the 2019-2020 TAPR report.

Ridglea Hills is a diverse campus that mainly serves its neighborhood students in our attendance zone. Most families drop off and pick up students, with 10% of students commuting by bus transportation, and 5% attending after-school programs on campus or surrounding areas.

Like many school districts across the state of Texas, our campus was impacted by the recent pandemic, COVID-19, that caused a loss of student enrollment this year. Based on 2020-2021 demographic data from FWISD, 803 students were projected to attend Ridglea Hills this school year. Currently, 123 students no longer walking the halls of Ridglea Hills Elementary School this year, that has greatly impacted our school's culture and climate, but we are determined through resilience and perseverance to serve our students and families!

Our high rise in attendance and mobility during this pandemic is a result of having a vibrant and valued partnership with our PTA, teachers, and staff that share ownership and commitment to our students at Ridglea Hills. Our focus is meeting the social/emotional needs of our diverse learners, and meeting them at their academic level to maximize their potential growth for post secondary education and beyond.

Ridglea Hills has a veteran staff that love to work in our learning community comprised of 84 highly qualified teachers and staff members, 46 teachers and 39 professional support staff. With the partnership of a valued stakeholders in our parents, students, staff, and community partners, RHE primary focus is on the experience of traditions and legacies of a positive school culture and climate along with the focus of high academic achievement for all students. With our SBDM, PTA, Guiding Coalitions, Professional Learning Communities, and Community Partners, RHE committed to our serving our families and leaving a heritage of academic excellence for years to come.

Demographics Strengths

Ridglea Hills celebrates being "The Best Kept Secret" in FWISD! We celebrate consistency with a population of learners that return to our campus year after year, with a low mobility rate of 17% in comparison to our district at 21%. Families at RHE seek to continue their upward trajectory of high parental involvement, family engagement activities, and continue the "sense of belonging," in the RHE learning community. Our teachers and staff have taught traditions of families/siblings and that is attributed to our highly involved PTA and valued stakeholder partnership in our learning community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to the the 2021 STAAR math data, 4th grade Economically Disadvantage students averaged 42% in comparison to White students that averaged 61%. Currently this year's 5th graders , previously 4th grade ED students averaged 42% in comparison to to White students averaging 59%. **Root Cause:** Teachers are quality training or consistent resources to support our economically disadvantage students.

Problem Statement 2: African American enrollment is 24%; classroom discipline referrals 70% and out of school suspensions was 70% for the 4th 6 weeks. **Root Cause:** Teacher relationships with students are not well developed due to a lack of skills provided to staff. Lack of structure and consistency in implementing classroom management strategies, SEL strategies and providing campus-level training.

Student Learning

Student Learning Summary

Student learning was challenging during the Spring of 2021 for RHE students and staff during the Covid-19 pandemic that impacted our not only Ridglea Hills but our district as a whole. During March 2020, students at RHE were making academic growth and gains based on district and campus assessments and students' academic growth goals were coming into fruition. The impact of the pandemic impacted our students social and emotional learning, health and safety, and severed relationships due to trauma and loss of this virus.

This year in 2021 our teachers and students have seen a loss of academic achievement across all grades in but specifically in our lower grades in literacy and math based on our MAP assessments, district/campus assessments and report card grades. The guiding coalition met to determine to look at the barriers including but not limited to: professional development training and implementation, loss of instructional time and support staff, PreK-2nd grade data on reading and math assessments, and effectiveness of teacher-student relationships due to social distancing and teaching in a virtual environment.

Based on the current STARR and MAP data from our students and teachers the guiding coalition found significant findings that impacted our learning community and have focused on our mission and vision for the upcoming school year in 2022. Academic progress and performance for each student group is the focus for our guiding coalition and learning environment at RHE.

Student Learning Strengths

Based on the TAPR data from the 2019-2020 school year, RHE has maintained a consistency of high academic achievement in grades 3-5 on STAAR and MAP data, achieving a distinction for outstanding academic achievement in literacy in the 2018-2019 school year and previous years. With 11.3% of identified gifted and talented students, at RHE, teaching staff continue to provide rigorous, quality Tier I instruction to our diverse learners.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): From BOY to MOY, MAP Data, 1st grade students projected growth was 11.6 RIT points, but the observed growth was 8 points. This is a deficit of -3.6 RIT points for the entire grade level. **Root Cause:** Teachers are following the curriculum with no veering. Teachers need support in honing in on best practices and skills and how to teach them.

Problem Statement 2: Kinder and 1st grade students did not meet projected Math MAP Growth from BOY to MOY 2022. In Kindergarten, only ___% of students met projected growth and in 1st grade, students met ___%. **Root Cause:** Loss of an instructional coach caused a loss of intentional classroom support and focus on instruction/classroom data to support teachers. Although instructional leadership team supports teachers and provides coaching and feedback, lack of auxiliary instructional support doesn't allow for the time needed to be intentional with classroom instruction/data as a consistent focus.

School Processes & Programs

School Processes & Programs Summary

In 2021-2022, campus process and programs were reviewed by instructional leadership team and guiding coalition to determine three identified school-wide processes to implement to enhance and support RHE's learning community.

- Refine and retain the process for recruiting highly qualified teaching and professional support staff to supporting data, curriculum and instruction, assessment, and meet the needs of our students.
- Providing professional development for support quality tier I instruction that is aligned with the the FWISD curriculum, instructional model, and Literacy framework (Fundamental Four). Instruction should be rigorous, differentiated to meet the needs of diverse learners using the lesson cycle and a gradual release of instruction.
- Ensuring that equity of services for all student groups is implemented with consistency and fidelity by instructional leadership team and valued stakeholders in the learning community.

School Processes & Programs Strengths

In response to our campus rating as a C, 79% and classified as a Tier II campus, RHE's instructional staff is committed to diving deep into the new Instructional model and Literacy Framework as teachers dive deep into the scope and sequence and implementing HB3, Neuhaus, and the FWISD Literacy Framework (The Fundamental Four) to meet the needs of all students in the learning community.

Teachers and Staff at RHE are resilient and determined to meet the needs of our students throughout instruction by attending additional professional development that focuses on K-2 Literacy for vertical alignment offered in the Fall, Winter, and Spring of 2022, complete the HB3, Texas Reading Academies modules, and attend outside flex hours in the AHHS pyramid. AHHS pyramid principals and teachers at Ridglea and feeder school(s), South Hi Mount, North Hi Mount, and Mary Louise Phillips, collaborated to build upon strengths of teachers in lower grades working together to develop aligned, systemic literacy strategies through Neuhaus district's professional development to enhance student academic achievement in Literacy and improve MAP data in lower grades.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Attendance has averaged 93% school wide this school year. **Root Cause:** Poor attendance due to COVID, quarantines, lack of accountability.

Problem Statement 2: Based on Spring 2021 to Fall 2021, Panorama Survey data, 40% of students in 3rd-5th can regulate their emotions. This represents a 0% change during this period. **Root Cause:** Lack of time and priorities for SEL professional development has not been the focus.

Perceptions

Perceptions Summary

Ridglea Hills Elementary values all stakeholders in our school learning community. We consistently seek parent, teacher, staff, and student input to impact our school's culture and climate. The most significant survey results from 2018-2019 include: 95-100% staff and students feel safe and nurtured as valued stakeholders in our learning community and our teacher retention rate is 98%. Student survey also revealed that students enjoy being a student at to our school.

Data is collected monthly on attendance, discipline, grade reporting, that also includes but not limited to: bullying, SEL initiatives, and counseling reports to impact our school culture and climate. All students attendance is 93% at RHE which provides an indicator that students "feel welcome and known" in their learning community.

Due to the pandemic, all stakeholders have felt the impact of this "new normal" of in-person learning, while attempting to keep everyone safe. The barriers have been difficult to build relationships due to social distancing but are starting to improve with our RHE families, and our teachers and staff are committed to learning, student engagement, and maintaining a of "sense of normalcy" for all students in the learning environment.

Perceptions Strengths

Our parental involvement is unparalleled despite the COVID-19 pandemic. The participation rate of our parents on Site Based Decision Making is consistent from 20-21 to the 21-22 school year, despite the lower enrollment of students this year at RHE. Parents and Staff at RHE have supported each other through celebrations of teachers and staff by hosting "teacher/staff appreciation and volunteer celebrations as valued stakeholders this year, while adhering to district guidelines and protocols.

RHE is committed to community partnerships this year and focused on student teachers from the TCU Department Of Education, to work alongside veteran teachers and staff work to support students this year serving all students in the learning environment. We invited TCU student teachers to listen, learn, and lead alongside our RHE teaching staff to support the growth of SEL and academic development of all students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): On Fall 2021, Panorama Survey, 66% students in grades 3-5 feel a social connection with their teachers. This is a 2% decline from Spring 2022.
Root Cause: More focus is on student academic outcomes and achievement has become the priority over SEL initiatives.

Problem Statement 2: Spring 2020 enrollment was 804 students at RHES. When compared to the Fall 2022 enrollment of 670 students, this is a significant decline of 134 students or 17% of the student enroll **Root Cause:** Lack of communication to parents and stakeholders in our community about our school.

Priority Problem Statements

Problem Statement 2: According to the the 2021 STAAR math data, 4th grade Economically Disadvantage students averaged 42% in comparison to White students that averaged 61%. Currently this year's 5th graders , previously 4th grade ED students averaged 42% in comparison to to White students averaging 59%.

Root Cause 2: Teachers are quality training or consistent resources to support our economically disadvantage students.

Problem Statement 2 Areas: Demographics

Problem Statement 1: From BOY to MOY, MAP Data, 1st grade students projected growth was 11.6 RIT points, but the observed growth was 8 points. This is a deficit of -3.6 RIT points for the entire grade level.

Root Cause 1: Teachers are following the curriculum with no veering. Teachers need support in honing in on best practices and skills and how to teach them.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: Attendance has averaged 93% school wide this school year.

Root Cause 3: Poor attendance due to COVID, quarantines, lack of accountability.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: On Fall 2021, Panorama Survey, 66% students in grades 3-5 feel a social connection with their teachers. This is a 2% decline from Spring 2022.

Root Cause 4: More focus is on student academic outcomes and achievement has become the priority over SEL initiatives.

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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate 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
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

District Goals

Revised/Approved: September 27, 2022

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

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 67% to 80% by May 2023.

*Increase the percentage of PK students who score On Track on Circle

*Increase the percentage of Economic Disadvantage students that is most marginalized by instruction on our campus (gender, race, program, other) from 53% to 65% by May 2023.

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

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

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

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 47% to 60% by May 2023.

*Increase the percentage of Economic Disadvantage students that is most marginalized by instruction on our campus (gender, race, program, other) from 37% to 50% by May 2023.

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

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

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 43% to 55% by May 2023.

*Increase the percentage of Economic Disadvantage students that is the most marginalized by instruction on our campus (gender, race, program, other) from 41% to 51% by May 2023.

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

TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through foundational and follow-up priority learning for literacy (Amplify, Reading Academies, Creative Curriculum) by November 30, 2022 (first semester) and February 28, 2023 (second semester)..</p> <p>Intended Audience: Teachers, CIC, Campus Administrators</p> <p>Date(s) / Timeframe: November 30, 2022 , February 28, 2023</p> <p>Provider / Presenter / Person Responsible: Literacy Department: Vendor</p> <p>Collaborating Departments: Literacy Department, Office of Instructional Initiatives, and School Supports</p> <p>Delivery Method: Face-to-Face</p> <p>Funding Sources: Purchase supplies and materials for literacy - SCE (199 PIC 24) - 199-11-6399-001-156-24-313-000000- - \$3,119.50</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Record and track coaching conversations of documented in STRIVE to demonstrate 90% of coaching focused on Tier I instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson.</p> <p>Intended Audience: Teachers, Campus Administrators, Instructional Coach.</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, AP, and Data Analyst</p> <p>Delivery Method: N/A</p> <p>Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-156-30-510-000000-23F10 - \$77,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Goal 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 79% to 90% by May 2023.
 Increase the percentage of Economic Disadvantage students that is most marginalized by instruction on our campus (gender, race, program, other) from 70% to 80% by May 2023

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





TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Action Step 1 Details	Reviews			
<p>Action Step 1: By August 31st, develop a system/cycle of observation and feedback math instruction aligned to Eureka Math trainings, FWISD instructional framework, and Math framework, and share with staff by mid September.</p> <p>Intended Audience: Math Teachers</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, AP, and CIC</p> <p>Collaborating Departments: FWISD Math Department</p> <p>Delivery Method: In-Person and Virtual</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Purchase supplies and materials for students and staff to support Eureka Math and instructional framework.</p> <p>Intended Audience: Teacher and Students</p> <p>Date(s) / Timeframe: Aug. 2022-May 2022</p> <p>Provider / Presenter / Person Responsible: Principal, AP, and Secretary</p> <p>Funding Sources: Supplies for Math - SCE (199 PIC 24) - 199-11-6399-001-156-24-313-000000- - \$3,119.50</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>				

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 54% to 65% by May 2023. Increase the percentage of Economically Disadvantage students that is most marginalized by instruction on our campus (gender, race, program, other) from 38% to 50% by May 2023.

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

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

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 46% to 56% by May 2023.

Increase the percentage of Economically Disadvantage students that is most marginalized by instruction on our campus (gender, race, program, other) from 46% to 56% by May 2023.

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 50% to 60% by May 2023.

Increase the percentage of Economically Disadvantage students that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 45% by May 2023.

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments front the Curriculum Framework in all courses for all students.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:





Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 2: Ensure that our students that have been identified under our ELL program are receiving quality instructional support and resources.

Strategy's Expected Result/Impact: Track and monitor academic performance and growth for all students identified in our ELL through district and campus data.

Staff Responsible for Monitoring: Principal, AP, Data Analyst, and Teachers.

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure that our students that have been identified under our ELL program are receiving quality instructional support and resources.</p> <p>Intended Audience: Track and monitor academic performance and growth for all students identified in our ELL through district and campus data.</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, AP, Data Analyst, and Teachers.</p> <p>Funding Sources: Purchase materials and supplies for students identified under ELL - BEA (199 PIC 25) - 199-11-6399-001-156-25-313-000000 - \$252</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 32% to 45% by May 2023.

Increase the percentage of Economically Disadvantage students that is most marginalized by instruction on our campus (gender, race, program, other) from 19% to 30% by May 2023.

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

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 2: Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

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 __% to __% by May 2023.

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





TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Action Step 1 Details	Reviews			
<p>Action Step 1: FES will receive extra duty pay to organize family engagement events and oversee these events after contract hours.</p> <p>Funding Sources: Extra Duty for FES - Parent Engagement - 211-61-6116-04L-156-30-510-000000-23F10 - \$2,243.50, Extra Duty for FES - Title I (211) - 211-61-6121-04L-156-30-510-000000-23F10 - \$3,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

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 ___ to ___ by May 2023.

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

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

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 ___ to ___ by May 2023.

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

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Data Analyst	Data Analyst	211-13-6119-04E-156-30-510-000000-23F10	\$77,000.00
4	1	1	1	Extra Duty for FES	Extra duty for family engagement activities after hours (Support Personnel)	211-61-6121-04L-156-30-510-000000-23F10	\$3,500.00
Sub-Total							\$80,500.00
Budgeted Fund Source Amount							\$80,500.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Purchase supplies and materials for literacy	Supplies and materials for instructional use	199-11-6399-001-156-24-313-000000-	\$3,119.50
2	1	1	2	Supplies for Math	Supplies and materials for instructional use	199-11-6399-001-156-24-313-000000-	\$3,119.50
Sub-Total							\$6,239.00
Budgeted Fund Source Amount							\$6,239.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Extra Duty for FES	Extra Duty for parental involvement	211-61-6116-04L-156-30-510-000000-23F10	\$2,243.50
Sub-Total							\$2,243.50
Budgeted Fund Source Amount							\$2,243.50
+/- Difference							\$0.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Purchase materials and supplies for students identified under ELL	Supplies and materials for instructional use	199-11-6399-001-156-25-313-000000	\$252.00
Sub-Total							\$252.00
Budgeted Fund Source Amount							\$252.00
+/- Difference							\$0.00
Grand Total Budgeted							\$89,234.50
Grand Total Spent							\$89,234.50
+/- Difference							\$0.00