

Fort Worth Independent School District
160 Maudrie M. Walton Elementary
2022-2023 Campus Improvement Plan



Mission Statement

Here at Maudrie M. Walton Elementary School, every Jet WILL soar through student-centered aligned lessons, student engagement, and authentic professional learning communities.

Vision

Inspiring students to be their best in EVERYTHING, all the time!

Value Statement

Through increased reading levels of all students, Increased performance levels of all students in all contents, and an increased use of positive behavior intervention system and restorative practices our students will soar!

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 7
 - Perceptions 8
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 10
- District Goals 12
 - 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. 13
 - 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. 20
 - District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024. 27
 - District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment. 33
- Campus Funding Summary 41
- Addendums 44

Comprehensive Needs Assessment

Revised/Approved: August 2, 2022

Demographics

Demographics Summary

Maudrie M. Walton Elementary is a historic pillar in the Stop Six community serving PK - 5th grade. Our campus currently comprises of 300+ students with 70% identifying as AA and 30% H. Enrollment trends have increased 2021-22 post-COVID as we are gaining new students weekly and students are returning from virtual to in person learning daily. Our campus has a 30% mobility rate. Our attendance rate is 80%. Our campus continues to partner with parents and community partners with several finding unique ways to support our campus. Our students groups include:

22% ELs

4.2 GT

20% Sped

99% ED

We have a long serving staff of high quality professionals. All teachers currently on staff are experienced. Our staff mirrors the ethnicities of our student groups, and our turnover rate is low. At Walton we ensure every day that every Jet soars!

Demographics Strengths

Due to on campus diligence with protocols our parents trust of staff continues to increase as students continue to return from virtual learning. Our community is strong, and our parents know that the resources here are always available to them. They trust us to come with new concerns knowing we prioritize viable solutions. Our community is very involved from the Rosedale Park Alumni and Dunbar Alumni Association to Junior League, The Homes for Children, Pillar Church, The Rotary Club, Junior League Fort Worth, and Freedom Church, our community partners.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our percentage of G/T students neither represents our student talent nor our 10% goal of identified students each year. **Root Cause:** The 2020-21 year did not allow us to conduct our normal G/T identification process. Additionally, our promoting 2020 class consisted of 52% of our G/T students. This year, we were able to identify many students, and we are confident that our numbers will increase.

Problem Statement 2: Our EL population under performed in 2022 STAAR compared to 2021 STAAR **Root Cause:** New teacher in content and students opted out of DL two-way

Student Learning

Student Learning Summary

During the 2022-2023 school year, the teachers will be learning a new Reading (Amplify) and Math (Eureka) Program which will expose the students to culturally rich and rigorous text and learning materials. This is the current EOY data for each assessment source

Lexia:

Out of 220 students in grades K-5

25% Above Grade Level Material (GLM), 36% In GLM, and 40% Below GLM

25% on target, 7% some risk, and 68% High risk.

NWEA MAP:

Reading

2nd (Eng): 43.5% App, 15.2 % Meets, 0% Masters

3rd (Eng): 20% App, 11% Meets, 7% Masters

3rd (Span): 100% App, 0% Meets, 0% Masters

4th (Eng): 17 % App, 22 % Meets, 0 % Masters

5th (Eng): 33 % App, 22% Meets, 0 % Masters

5th (Span): 38% App, 0 % Meets, 38% Masters

Math

2nd: 39% App, 7% Meets, 11 % Masters

3rd: 30% App, 9% Meets, 2 % Masters

4th: 38% App, 3% Meets, 3 % Masters

5th: 36% App, 14% Meets, 4% Masters

STAAR 2020-2021sy (Current 2021-2022sy STAAR Scores unavailable)

STAAR Reading

3rd Eng: 37% App, 18% Meets, 4% Masters

3rd Span: 100% App, 50% Meets, 50% Masters

4th Eng: 23% App, 10% Meets, and 0 % Masters

4th Span: 64% App, 9% Meets, and 9% Masters

STAAR Math

3rd: 48% App, 17% Meets, and 3% Masters

4th: 43% App, 34% Meets, and 3% Masters

Student Learning Strengths

Some of the student learning strengths are students and teachers have increased the LEXIA Core 5 meeting usage to 69%. Of the students meeting their usage time, 61% are on or above their grade level which is an increase from the BOY 11%. Our Kinder, 2nd, 3rd, and 5th grade teachers and students have consistently met their usage time which is an indication of students becoming more comfortable using the technology devices and teachers being able to manage the system. Students STAAR data indicated the students in 3rd and 5th grade showed growth on the STAAR assessment. 85% - 90% of the teachers and students have become acclimated to posting effectively written Learning Objectives and embedding TEKS Resources Systems know and show into the learning. Teachers and students are able to analyze the data and create action steps for accountability.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 4th grade, Regular Program, Math student achievement has plateaued with 61% of students who did not meet on 3rd grade STAAR (2021) mirroring 61% of students who did not meet on 4th grade STAAR benchmark (2022). **Root Cause:** Teacher quality in 4th grade Regular Program Math and Reading classes is inconsistent in classroom management and teaching practices.

Problem Statement 2 (Prioritized): During the 2022-2023, the newer Kindergarten through 5th grade teachers who are currently struggling to implementing the resources from the curriculum will have to learning and implement a new Reading Program/Curriculum and Math Resource/Curriculum. **Root Cause:** Teachers lack the content knowledge, exposure, and experience with the new resources which will require additional training, time, modeling, and monitoring.

School Processes & Programs

School Processes & Programs Summary

During the 2022 - 2023 school year, the District/Campus will be implementing a new Reading and Math Program/Curriculum. This year was our 2nd year of implementing the LEXIA Core 5 program to support readers at various levels. The teachers are now more knowledgeable of how to utilize the various resources to support students. During the 2021-2022 school year, we had a decreased number of core teacher turnover, which aided in the teacher's experience with using the FWISD Curriculum, Instructional, and Literacy Framework as well as the supporting resources. All of these teachers participated in ongoing PLCs where they were able to analyze data, examine student work, collaborate, and learning best practice strategies. During the 2021-2022, our campus had one assigned instructional coach who had a class-load of 10 teachers, as well as a data analyst interventionist, and counselor. Next year, we will have a CIS staff person. Our students have indicated in the Panorama survey that they struggle with regulating emotions. We have seen an uptick in referrals in our 4th grade group of students both male and female. AS fifth graders, students will have mentorship through the Dunbar Sophisticated Ladies and the Community Frontline/MBK on Mondays. Discipline data confirm students struggle to resolve conflict appropriately and teachers struggle responding to students using their equity lens and using restorative practices.

School Processes & Programs Strengths

Teachers have become more familiar with utilizing the FWISD's Curriculum Framework to plan weekly lessons. 85% of the teachers consistently upload and submit their weekly lesson plans into the Google drive folder in a timely manner which allowed the leadership team to provide constructive feedback to the teachers. The teachers are consistently following through on the feedback that was provided by the leadership team. 69% of the students are meeting the Usage rate in LEXIA Core 5 on a consistent bases. The teachers have established systems to support the use of technology in the classroom and at home.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to the 2021-2022 Panorama Survey Social and Emotional Learning (SEL) data, 53% of the students in grades 3-5 feel they are unable to regulate their emotions appropriately. **Root Cause:** There is no campus strategy to maintain consistent language between guidance lessons and every day routines.

Problem Statement 2 (Prioritized): During the 2022-2023, the newer Kindergarten through 5th grade teachers who are currently struggling to implementing the resources from the curriculum will have to learn and implement a new Reading Program/Curriculum and Math Resource/Curriculum. **Root Cause:** Teachers lack the content knowledge, exposure, and experience with the new resources which will require additional training, time, modeling, and monitoring

Perceptions

Perceptions Summary

Due to CDC Covid 19 safety protocols, members of our school community have slowly began to get involved in on-campus activities. Almost all of the students are now in person. Parents and community members were able to attend various school events: meet the teacher, literacy night, math night, open house, ARDs, RtI/MTSS meetings, and Awards day ceremonies. Our campus has an interventionist to help support the social and emotional needs of our students who have a high trauma rate. We still struggle to maintain growth over long breaks, weekend through the online platforms.

Perceptions Strengths

According to the Panorama survey, 94% of the staff responded favorably to having an inviting working environment. 89% of the students responded favorably to having supportive relationships. 80% of the teachers reported they had a supportive relationship with their leadership. The hospitality committee holds monthly planning meeting to plan engaging staff activities to bring the campus closer together, increase morale, and recognize staff members.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Literacy, Math, and Social Emotional Learning are a top Priority for WES. Data shows that 87% of students are not accessing online platforms after school and on weekends to maintain or accelerate growth. **Root Cause:** There is no homework initiative or Student initiatives that keep those at the forefront after-school and on weekends.

Problem Statement 2: Data indicates our campus has been able to engage 90% virtually with campus partners and 10% in person when in previous years we engaged 100% in person making it harder to keep the partnerships working **Root Cause:** COVID protocols have made it challenging to safely engage in person campus partners

Priority Problem Statements

Problem Statement 5: Our percentage of G/T students neither represents our student talent nor our 10% goal of identified students each year.

Root Cause 5: The 2020-21 year did not allow us to conduct our normal G/T identification process. Additionally, our promoting 2020 class consisted of 52% of our G/T students. This year, we were able to identify many students, and we are confident that our numbers will increase.

Problem Statement 5 Areas: Demographics

Problem Statement 3: 4th grade, Regular Program, Math student achievement has plateaued with 61% of students who did not meet on 3rd grade STAAR (2021) mirroring 61% of students who did not meet on 4th grade STAAR benchmark (2022).

Root Cause 3: Teacher quality in 4th grade Regular Program Math and Reading classes is inconsistent in classroom management and teaching practices.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: According to the 2021-2022 Panorama Survey Social and Emotional Learning (SEL) data, 53% of the students in grades 3-5 feel they are unable to regulate their emotions appropriately.

Root Cause 4: There is no campus strategy to maintain consistent language between guidance lessons and every day routines.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 2: Literacy, Math, and Social Emotional Learning are a top Priority for WES. Data shows that 87% of students are not accessing online platforms after school and on weekends to maintain or accelerate growth.

Root Cause 2: There is no homework initiative or Student initiatives that keep those at the forefront after-school and on weekends.

Problem Statement 2 Areas: Perceptions

Problem Statement 1: During the 2022-2023, the newer Kindergarten through 5th grade teachers who are currently struggling to implementing the resources from the curriculum will have to learning and implement a new Reading Program/Curriculum and Math Resource/Curriculum.

Root Cause 1: Teachers lack the content knowledge, exposure, and experience with the new resources which will require additional training, time, modeling, and monitoring.

Problem Statement 1 Areas: Student Learning

Problem Statement 6: During the 2022-2023, the newer Kindergarten through 5th grade teachers who are currently struggling to implementing the resources from the curriculum will have to learn and implement a new Reading Program/Curriculum and Math Resource/Curriculum.

Root Cause 6: Teachers lack the content knowledge, exposure, and experience with the new resources which will require additional training, time, modeling, and monitoring

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- 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

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

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

District Goals

Revised/Approved: June 6, 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 57.1% to 65% by May 2023.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 61% to 70% 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 61.5% to 72% by May 2023.

High Priority

Evaluation Data Sources: CLI Engage, and CIP Companion Guide

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/SAVVAS/Estrellita/Esperanza/Lunita/Escalera/Lexia/Neuhaus) and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Increase in student achievement and improvement fluency and literacy through the learning of new curriculum so that student learning outcomes are defined and reached through measurable goals.

Staff Responsible for Monitoring: Principal, Assistant Principal, Inst. Coach, Data Analyst (Leadership Team)

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

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

Problem Statements: Student Learning 2 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: As a part of Cohort I, the Pre-K teachers and Instructional Partners will enroll and attend ongoing Professional Learning sessions that will reinforce and support quality teaching strategies</p> <p>Intended Audience: Pre-Kindergarten Teachers, Instructional Partners, Campus Instructional Coaches, and Administrators</p> <p>Date(s) / Timeframe: November 30, 2022</p> <p>Provider / Presenter / Person Responsible: Early Learning PK-2 Departments and Literacy</p> <p>Collaborating Departments: T&L</p> <p>Delivery Method: In-person and Online</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Establish a walkthrough and learning walk schedule to support teacher growth as a result of observations, immediate feedback, next steps, and follow up visits</p> <p>Intended Audience: PK Teacher, CIC, and Admin</p> <p>Date(s) / Timeframe: September 30, 2022</p> <p>Provider / Presenter / Person Responsible: Admin and IC</p> <p>Collaborating Departments: Early Learning PK-2</p> <p>Delivery Method: in-person and virtual PD</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Engage in ongoing Data PLCs, where student assessments (i.e. CLI Engage, Unit and Informal Assessments) and classwork (i.e. Performance Tasks and Formal/Informal Observations) are analyzed using the campus Data Analysis Activity sheets, Progress Monitoring Process, and NTC's Analyzing Student Learning Protocol.</p> <p>Intended Audience: PK Teachers, CIC, and Admin</p> <p>Date(s) / Timeframe: September 2022, January 2023, and May 2023</p> <p>Provider / Presenter / Person Responsible: Data Analyst</p> <p>Collaborating Departments: Early Learning PK-2</p> <p>Delivery Method: In-Person and Virtual</p> <p>Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-160-30-510-000000-23F10 - \$72,040.50</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Improve the quality and alignment of Tier 1 instruction for all students through the use of the new Pre-K curriculum Units and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Through the internalization of the curriculum, ensure alignment through delivery for 100% of our teachers

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

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

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Create calendar for teachers to plan with CIC and DA Intended Audience: All Teachers Date(s) / Timeframe: September 2022, December, 2022, January, 2023, March 2023, May 2023 Provider / Presenter / Person Responsible: CIC and DA Collaborating Departments: Early Learning and Literacy Delivery Method: IN-person and Virtual Funding Sources: Substitutes - Title I (211) - 211-11-6112-0PD-160-30-510-000000-23F10 - \$2,000, Supplies and materials for instructional use - Title I (211) - 211-11-6399-04E-160-30-510-000000-23F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Pyramid Planning sessions on two Mondays each Month Intended Audience: PK teachers, CIC, DA, and Admin Date(s) / Timeframe: Two Mondays each month Provider / Presenter / Person Responsible: CIC and DA Collaborating Departments: Early Learning 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>				

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: During the 2022-2023, the newer Kindergarten through 5th grade teachers who are currently struggling to implementing the resources from the curriculum will have to learning and implement a new Reading Program/Curriculum and Math Resource/Curriculum. Root Cause: Teachers lack the content knowledge, exposure, and experience with the new resources which will require additional training, time, modeling, and monitoring.</p>

Perceptions

Problem Statement 1: Literacy, Math, and Social Emotional Learning are a top Priority for WES. Data shows that 87% of students are not accessing online platforms after school and on weekends to maintain or accelerate growth. **Root Cause:** There is no homework initiative or Student initiatives that keep those at the forefront after-school and on weekends.

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 30.9% to 41% 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 35% to 50% by May 2023.

*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 32.7% to 50% by May 2023.

High Priority

Evaluation Data Sources: CLI Engage, and CIP Companion Guide

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students by enhancing Teacher Quality and building capacity through ongoing Professional Learning sessions for the implementation of the District Amplify and Literacy Curriculum.

Strategy's Expected Result/Impact: An average of 80% of the students in Kinder. through 3rd grade will meet or exceed their targeted growth goals as evident by the NWEA Map Growth data.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4

- TEA Priorities:





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

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: 100% of the Instructional Staff will register and participate in the ongoing Professional Learning sessions supporting the effective delivery of foundational skills, Reading, Language, and Writing.</p> <p>Intended Audience: Admin, CIC, DA, and Teachers</p> <p>Date(s) / Timeframe: November 30, 2022, January 31, 2023, March 30, 2023</p> <p>Provider / Presenter / Person Responsible: T&L Department</p> <p>Collaborating Departments: Literacy</p> <p>Delivery Method: In-person and online</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Establish a weekly walkthrough schedule where teachers are assigned to a designated administrator who will close the feedback gap by providing actionable items and having weekly debrief sessions with the instructional leadership team to determine trends for targeted support through PLCs, Coaching, Modeling, and/or Co-teaching</p> <p>Intended Audience: Admin, CIC, DA, and Teacher</p> <p>Date(s) / Timeframe: September 23, 2022, October 28, 2022, December 15, 2022, February 10, 2023, April 7, 2023, and May 25, 2023</p> <p>Provider / Presenter / Person Responsible: Admin, CIC, DA</p> <p>Collaborating Departments: T&L</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Utilize supplies, equipment, technology, and other instructional resources to create and support the classroom learning environment for students of all subgroup.</p> <p>Intended Audience: Admin, CIC, DA, and Teachers</p> <p>Date(s) / Timeframe: Nov2022 and Jan 2023</p> <p>Provider / Presenter / Person Responsible: Admin, CIC, DA</p> <p>Collaborating Departments: T&L</p> <p>Delivery Method: Hands on and Online</p> <p>Funding Sources: Supplies and materials for instructional use - Title I (211) - 211-11-6399-04E-160-30-510-000000-23F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Increase traffic in Library to increase desire in students for reading and comprehension. Create incentives learning in library</p> <p>Intended Audience: Students</p> <p>Date(s) / Timeframe: September 2022, January 2023, and May 2023</p> <p>Provider / Presenter / Person Responsible: Librarian</p> <p>Collaborating Departments: Library Media Services</p> <p>Delivery Method: in-person</p> <p>Funding Sources: Reading materials for library use - Title I (211) - 211-12-6329-04E-160-30-510-000000-23F10 - \$2,480</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 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 42.7% to 52% 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 61.1% to 67% 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 39.4% to 47% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: CLI Engage, and CIP Companion Guide

Strategy 1: Teachers in Kindergarten - 5th grade will participate in Campus and Pyramid PLCs to support the internalization, delivery, and analysis of lessons to ensure explicit and engaging lessons are being presented so all students are showing growth in Literacy.

Strategy's Expected Result/Impact: 67% of the Kindergarten through 5 grade students will meet or exceed projected growth on MAP Growth Reading.

Staff Responsible for Monitoring: DA, CIC, and Admin

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Engage in Planning Sessions to create a schedule and calendar of events that outlines PLC dates, Planning Protocols, Expectations, and an Accountability Systems that will fully support teachers in the delivery of High Quality Instruction.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Sept 30, 2022 Provider / Presenter / Person Responsible: Admin, CIC, and DA Collaborating Departments: T&L Delivery Method: in-person</p> <p>Funding Sources: - Title I (211) - 211-11-6116-OPD-160-30-510-000000-23F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Develop content knowledge of students in grades PK - 5 through the support of differentiated instruction that will incorporate hands-on activities, within the various learning modes that embed technology into the teaching and learning.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: May 31, 2023 Provider / Presenter / Person Responsible: Teachers, CIC, DA, and Admin Collaborating Departments: Literacy and Math Department Delivery Method: In-Person</p> <p>Funding Sources: Supplies and materials for instructional use - Title I (211) - 211-11-6399-04E-160-30-510-000000-23F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Host Literacy nights for parents/guardians throughout year.</p> <p>Intended Audience: Parents/guardian Date(s) / Timeframe: October 2022 and March 2023 Provider / Presenter / Person Responsible: Teachers, Math/Literacy chairs and teams, CIC, DA, and Admin Collaborating Departments: Campus Chairs and Team members Delivery Method: in-person</p> <p>Funding Sources: Snacks for parents to promote participation - Parent Engagement - 211-61-6499-04L-160-30-510-000000-23F10 - \$750, extra duty for family engagement activities after hours - BEA (199 PIC 25) - 211-61-6116-04L-160-30-510-000000-22F10 - \$240</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 65% to 73% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (Econ. Disadvantaged) (gender, race, program, other) from 63.2 % to 70% by May 2023.

High Priority

Evaluation Data Sources: CLI, Performance Task

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students by enhancing Teacher Quality and building capacity through ongoing Professional Learning sessions for the implementation of the District Creative Curriculum.

Strategy's Expected Result/Impact: 93% - 95% of the PreK students will be On Track in Math at the end of the 2022-2023 School Year

Staff Responsible for Monitoring: Campus and CIC

Title I:

2.4, 2.5

- TEA Priorities:





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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: As a part of Cohort I, the Pre-K teachers and Instructional Partners will enroll and attend ongoing Professional Learning sessions that will reinforce and support quality teaching strategies.</p> <p>Intended Audience: PK Teachers, Instructional Support, CIC, and Admin</p> <p>Date(s) / Timeframe: Nov 30, 2022</p> <p>Provider / Presenter / Person Responsible: Early Learning PK-2 and Math Dept</p> <p>Collaborating Departments: T&L</p> <p>Delivery Method: In-person and Virtual</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Conduct 5 to 6 weekly walkthroughs/observations where the Instructional Leadership team will provide consistent face to face feedback with actionable items and/or planning coaching sessions.</p> <p>Intended Audience: PK Teachers, CIC, DA, and Admin Date(s) / Timeframe: Nov 2022, Jan 2023, March 2023 Provider / Presenter / Person Responsible: Admin and CIC Collaborating Departments: Early Learning PK2 Delivery Method: In-person and Virtual</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Engage in ongoing Data PLCs, where student assessments (i.e. CLI Engage, Unit and Informal Assessments) and classwork (i.e. Performance Tasks and Formal/Informal Observations) are analyzed using the campus Data Analysis Activity sheets, Progress Monitoring Process, and NTC's Analyzing Student Learning Protocol.</p> <p>Intended Audience: PK teachers, IC, and Admin Date(s) / Timeframe: Sept 2022, Jan 2023, and May 2023 Provider / Presenter / Person Responsible: Data analyst Collaborating Departments: Early Learning PK-2 Delivery Method: In-person and virtual</p> <p>Funding Sources: Subs for Professional development - Title I (211) - 211-11-6112-0PD-160-30-510-000000-23F10 - \$2,000, General supplies - Title I (211) - 211-11-6399-04E-160-30-510-000000-23F10 - \$2,000</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>				

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 50% to 61% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 45% to 52% by May 2023.

High Priority

Evaluation Data Sources: TX KEA, NWEA MAP Growth, PT

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students by enhancing Teacher Quality and building capacity through ongoing Professional Learning sessions for the implementation of the District Eureka and Math Curriculum.

Strategy's Expected Result/Impact: 61% of the Kindergarten students will be On Track in Math at the end of the 2022-2023 School Year .

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





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

- **ESF Levers:**

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Kindergarten 5th Grade teachers will enroll and attend ongoing Professional Learning sessions that will reinforce and support high quality teaching strategies.</p> <p>Intended Audience: Teachers, ILT</p> <p>Date(s) / Timeframe: November 30, 2022</p> <p>Provider / Presenter / Person Responsible: Early learning, PK-2 and Math Departments</p> <p>Collaborating Departments: T&L</p> <p>Delivery Method: in-person and virtual</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Conduct 5 to 6 weekly walkthroughs/observations where the Instructional Leadership team will provide consistent face to face feedback with actionable items and/or planning coaching sessions.</p> <p>Intended Audience: Teachers, CIC, and Admin Date(s) / Timeframe: Sept 2022, Jan 2023, and May 2023 Provider / Presenter / Person Responsible: DA Collaborating Departments: Early Learning PK-2 Delivery Method: in-person and virtual</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Engage in ongoing Data PLCs, where student assessments (i.e. KEA, Unit and Informal Assessments) and classwork (i.e. Performance Tasks and Formal/Informal Observations) are analyzed using the campus Data Analysis Activity sheets, Progress Monitoring Process, and NTC's Analyzing Student Learning Protocol.</p> <p>Intended Audience: Kinder teachers, and ILT Date(s) / Timeframe: September 2022, January 2023, and May 2023 Provider / Presenter / Person Responsible: DA Collaborating Departments: Early learning pk-2 Delivery Method: in-person and virtual</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Host Math nights for parents/guardians throughout year</p> <p>Intended Audience: Teachers, Parents/Guardians Date(s) / Timeframe: November and February Provider / Presenter / Person Responsible: ILT and Math Chair and Team Collaborating Departments: T&L Delivery Method: in-person and virtual</p> <p>Funding Sources: Snacks for parents to promote participation - Parent Engagement - 211-61-6499-04L-160-30-510-000000-23F10 - \$753, Extra duty for family engagement activities after hours - BEA (199 PIC 25) - 211-61-6116-04L-160-30-510-000000-22F10 - \$240</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 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 41.6% to 50% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35.9% to 40% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Growth, Eduphoria Data

Strategy 1: Teachers in Kindergarten - 5th grade will participate in Campus and Pyramid PLCs to support the internalization, delivery, and analysis of lessons to ensure explicit and engaging lessons are being presented so all students are showing growth in Math.

Strategy's Expected Result/Impact: 61 % of the Kindergarten through 5 grade students will meet or exceed projected growth on MAP Growth Reading.

Staff Responsible for Monitoring: ILT

Title I:

2.5

- **TEA Priorities:**

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

- **ESF Levers:**





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

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

Problem Statements: Student Learning 1, 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Conduct 5 to 6 weekly walkthroughs/observations where the Instructional Leadership team will provide consistent face to face feedback with actionable items and/or planning coaching sessions Intended Audience: Teachers Date(s) / Timeframe: Nov 2022, Jan 2023, and March 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: T&L Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Establish a weekly walkthrough schedule where teachers are assigned to a designated administrator who will close the feedback gap by providing actionable items and having weekly debrief sessions with the instructional leadership team to determine trends for targeted support through PLCs, Coaching, Modeling, and/or Co-teaching.</p> <p>Intended Audience: Kinder-5th grade teachers, CIC, DA, and Admin</p> <p>Date(s) / Timeframe: Aug 2022, Jan 2023</p> <p>Provider / Presenter / Person Responsible: ILT</p> <p>Collaborating Departments: T&L</p> <p>Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: 100% of the Instructional Staff will register and participate in the ongoing Professional Learning sessions supporting effective instructional delivery utilizing Eureka and Math Curriculum.</p> <p>Intended Audience: Teachers, CIC, DA, and Admin</p> <p>Date(s) / Timeframe: Nov 2022, Jan 2023, March 2023</p> <p>Provider / Presenter / Person Responsible: T&L</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In-person and virtual</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Establish a classroom data tracking system with teachers to ensure teacher/student accountability which include goal setting and student self tracking for Math & Reading performance data.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: Sept/Oct/Dec 2022, Feb/Mar/May 2023</p> <p>Provider / Presenter / Person Responsible: ILT</p> <p>Collaborating Departments: T&L</p> <p>Delivery Method: In-person</p> <p>Funding Sources: General Supplies - Title I (211) - 211-11-6399-04E-160-30-510-000000-23F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: Partner with other Cohort 1 Amplify schools to collaborate and schedule our instructional staff to observe the delivery of each component of the Amplify Curriculum.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: October 2022 and Jan 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: T&L Delivery Method: In-person and Virtual</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: 4th grade, Regular Program, Math student achievement has plateaued with 61% of students who did not meet on 3rd grade STAAR (2021) mirroring 61% of students who did not meet on 4th grade STAAR benchmark (2022). Root Cause: Teacher quality in 4th grade Regular Program Math and Reading classes is inconsistent in classroom management and teaching practices.</p> <p>Problem Statement 2: During the 2022-2023, the newer Kindergarten through 5th grade teachers who are currently struggling to implementing the resources from the curriculum will have to learning and implement a new Reading Program/Curriculum and Math Resource/Curriculum. Root Cause: Teachers lack the content knowledge, exposure, and experience with the new resources which will require additional training, time, modeling, and monitoring.</p>
Perceptions
<p>Problem Statement 1: Literacy, Math, and Social Emotional Learning are a top Priority for WES. Data shows that 87% of students are not accessing online platforms after school and on weekends to maintain or accelerate growth. Root Cause: There is no homework initiative or Student initiatives that keep those at the forefront after-school and on weekends.</p>

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

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 27.9% to 35% 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 25.3% to 32% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR

Strategy 1: Engage in PLCs that include planning sessions, learning walks, vertical articulation, and data analysis that communicate clear expectations and strategies to ensure quality Tier I instruction with student /teacher accountability utilizing the district's curriculum and the new resources (Eureka), materials, and technology.

Strategy's Expected Result/Impact: 37%% of the 3rd - 5th grade students will obtain MEETS or above on the STAAR Reading.

Staff Responsible for Monitoring: Teachers and ILT

Title I:

2.4, 2.5, 2.6

- **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 - Results Driven Accountability**

Problem Statements: Demographics 1 - Student Learning 1, 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Debrief with the Asst. Principal and Instructional Leadership Team bi-weekly to reflect on last bi-weekly's observations and instructional practices to determine the upcoming week's focus, areas of opportunity, and actionable items. Intended Audience: ILT Date(s) / Timeframe: Weekly Provider / Presenter / Person Responsible: Principal and AP Collaborating Departments: ILT Delivery Method: in-person or virtual	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Engage in Campus and Pyramid Planning PLCs where we monitor the implementation of Instructional Practices that have been delivered and modeled during the PLCs to ensure the strategies are being incorporated with fidelity.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Dec 2022, March 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: T&L Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Establish a classroom data tracking system with teachers to ensure teacher/student accountability which include goal setting and student self tracking for Math & Reading performance data.</p> <p>Intended Audience: Teachers and Students Date(s) / Timeframe: Nov 2022, Jan 2023, March 2023 Provider / Presenter / Person Responsible: Teachers and ILT Collaborating Departments: T&L Delivery Method: in-person and online</p> <p>Funding Sources: General Supplies - Title I (211) - 211-11-6399-04E-160-30-510-000000-23F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Engage teachers in ongoing PLCs (including pull-outs) where instructional delivery, as well as student engagement and work is examined in order to provide feedback with actionable items to support the quality of TIER I instruction and student self efficacy.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Nov 2022, Jan 2023, March 2023 Provider / Presenter / Person Responsible: Teachers and ILT Collaborating Departments: T&L Delivery Method: In-person and online</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

Problem Statement 1: Our percentage of G/T students neither represents our student talent nor our 10% goal of identified students each year. **Root Cause:** The 2020-21 year did not allow us to conduct our normal G/T identification process. Additionally, our promoting 2020 class consisted of 52% of our G/T students. This year, we were able to identify many students, and we are confident that our numbers will increase.

Student Learning

Problem Statement 1: 4th grade, Regular Program, Math student achievement has plateaued with 61% of students who did not meet on 3rd grade STAAR (2021) mirroring 61% of students who did not meet on 4th grade STAAR benchmark (2022). **Root Cause:** Teacher quality in 4th grade Regular Program Math and Reading classes is inconsistent in classroom management and teaching practices.

Problem Statement 2: During the 2022-2023, the newer Kindergarten through 5th grade teachers who are currently struggling to implementing the resources from the curriculum will have to learning and implement a new Reading Program/Curriculum and Math Resource/Curriculum. **Root Cause:** Teachers lack the content knowledge, exposure, and experience with the new resources which will require additional training, time, modeling, and monitoring.

Perceptions

Problem Statement 1: Literacy, Math, and Social Emotional Learning are a top Priority for WES. Data shows that 87% of students are not accessing online platforms after school and on weekends to maintain or accelerate growth. **Root Cause:** There is no homework initiative or Student initiatives that keep those at the forefront after-school and on weekends.

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 27.9%to 35% 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 17.7% to 25% by May 2023.

High Priority

Evaluation Data Sources: STAAR

Strategy 1: Engage in PLCs that include planning sessions, learning walks, vertical articulation, and data analysis that communicate clear expectations and strategies to ensure quality Tier I instruction with student /teacher accountability utilizing the district's curriculum and the new resources (Eureka), materials, and technology.

Strategy's Expected Result/Impact: 13.8% of the 3rd - 5th grade students will obtain MEETS or above on the STAAR Math

Staff Responsible for Monitoring: Teachers and ILT

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

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





- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Problem Statements: Student Learning 1, 2 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Debrief with the Asst. Principal and Instructional Leadership Team bi-weekly to reflect on last bi-week's observations and instructional practices to determine the upcoming week's focus, areas of opportunity, and actionable items.</p> <p>Intended Audience: ILT</p> <p>Date(s) / Timeframe: bi-weekly</p> <p>Provider / Presenter / Person Responsible: Principal and AP</p> <p>Collaborating Departments: ILT</p> <p>Delivery Method: in-person or virtual</p> <p>Funding Sources: Technology for Data Analyst - SCE (199 PIC 24) - 199-11-6396-001-160-24-313-000000- - \$1,605</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Engage in Campus and Pyramid Planning PLCs where we monitor the implementation of Instructional Practices that have been delivered and modeled during the PLCs to ensure the strategies are being incorporated with fidelity.</p> <p>Intend</p> <p>Intended Audience: Teachers Date(s) / Timeframe: DEC 2022, March 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: T&L Delivery Method: in-person and virtual</p> <p>Funding Sources: General Supplies - Title I (211) - 211-13-6399-04E-160-30-510-000000-23F10 - \$1,259.50, General Supplies - SCE (199 PIC 24) - 199-11-6399-001-160-24-313-000000- - \$735.50</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Establish a classroom data tracking system with teachers to ensure teacher/student accountability which include goal setting and student self tracking for Math & Reading performance data.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Nov 2022,Jan/Mar 2023 Provider / Presenter / Person Responsible: Teachers and ILT Collaborating Departments: T&L Delivery Method: In-person and virtual</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Engage teachers in ongoing PLCs (including pull-outs) where instructional delivery, as well as student engagement and work is examined in order to provide feedback with actionable items to support the quality of TIER I instruction and student self efficacy.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Nov 2022, Jan/Mar 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: T&L Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: 4th grade, Regular Program, Math student achievement has plateaued with 61% of students who did not meet on 3rd grade STAAR (2021) mirroring 61% of students who did not meet on 4th grade STAAR benchmark (2022). **Root Cause:** Teacher quality in 4th grade Regular Program Math and Reading classes is inconsistent in classroom management and teaching practices.

Problem Statement 2: During the 2022-2023, the newer Kindergarten through 5th grade teachers who are currently struggling to implementing the resources from the curriculum will have to learning and implement a new Reading Program/Curriculum and Math Resource/Curriculum. **Root Cause:** Teachers lack the content knowledge, exposure, and experience with the new resources which will require additional training, time, modeling, and monitoring.

Perceptions

Problem Statement 1: Literacy, Math, and Social Emotional Learning are a top Priority for WES. Data shows that 87% of students are not accessing online platforms after school and on weekends to maintain or accelerate growth. **Root Cause:** There is no homework initiative or Student initiatives that keep those at the forefront after-school and on weekends.

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 16% to 9% by May 2023.

High Priority

Evaluation Data Sources: Focus

Strategy 1: Decrease number of excessively absent students on campus

Strategy's Expected Result/Impact: A decrease in % of excessively absent students on campus

Staff Responsible for Monitoring: FES

Title I:

2.5, 2.6

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
Action Step 1: Set % of warm calls at 100% of absent students daily. Intended Audience: absent students Date(s) / Timeframe: daily Provider / Presenter / Person Responsible: FES Collaborating Departments: ILT Delivery Method: Phone calls	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Keep updated SART meetings and attendance recovery through before school tutoring and FWAS Program. Intended Audience: excessively absent students Date(s) / Timeframe: weekly Provider / Presenter / Person Responsible: FES and Data Clerk Collaborating Departments: ILT	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Provide attendance incentives through Jet bucks and the Jet store. Intended Audience: All students Date(s) / Timeframe: Each six weeks Provider / Presenter / Person Responsible: ILT, student counsel, Counselor Collaborating Departments: Staff Delivery Method: None	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 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 23% to 15% by May 2023.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 13% to 10% by May 2023.

High Priority

Evaluation Data Sources: Panorama Data, Focus

Strategy 1: Continue PBIS System with high-risk students and re-implement Houses system modeled from Ron Clark Academy.

Strategy's Expected Result/Impact: students identified as at-risk have fewer dis-regulated moments in class

Staff Responsible for Monitoring: PBIS Attendance and Discipline Committee

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
Action Step 1: Create Houses system Intended Audience: Students Date(s) / Timeframe: September 2022 Provider / Presenter / Person Responsible: Counselor, Interventionist, and CIS staff Collaborating Departments: ILT Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Continue with MBK and SL mentor program Intended Audience: Students Date(s) / Timeframe: Mondays Provider / Presenter / Person Responsible: ILT Collaborating Departments: MBK and SL of Dunbar HS Delivery Method: in-person Funding Sources: MBK and SL of Dunbar - SCE (199 PIC 24) - 199-32-6299-001-160-24-313-000000- - \$1,552.50	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 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 0.3% to 0.2% by May 2023.

High Priority

Evaluation Data Sources: Focus

Strategy 1: Implement Home Visit program

Strategy's Expected Result/Impact: Decrease in suspension

Staff Responsible for Monitoring: Teachers and ILT

Title I:

2.4, 2.5, 2.6

- **ESF Levers:**

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

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

Problem Statements: Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Utilize sensory walk to de-escalate emotions and retain student attendance and learning on campus. Intended Audience: Students Date(s) / Timeframe: Year-round Provider / Presenter / Person Responsible: All staff Collaborating Departments: ILT Delivery Method: in-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Utilize calm corners and calm baskets in classrooms and teacher teachers how to use de-escalation methods through staff meeting PD from 105 team. Intended Audience: All staff	Formative			Summative
	Nov	Jan	Mar	June

Date(s) / Timeframe: Monday staff meetings in August, October, January, March, and May

Provider / Presenter / Person Responsible: 105 crew

Collaborating Departments: ILT

Delivery Method: in-person



No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Our percentage of G/T students neither represents our student talent nor our 10% goal of identified students each year. **Root Cause:** The 2020-21 year did not allow us to conduct our normal G/T identification process. Additionally, our promoting 2020 class consisted of 52% of our G/T students. This year, we were able to identify many students, and we are confident that our numbers will increase.

School Processes & Programs

Problem Statement 1: According to the 2021-2022 Panorama Survey Social and Emotional Learning (SEL) data, 53% of the students in grades 3-5 feel they are unable to regulate their emotions appropriately. **Root Cause:** There is no campus strategy to maintain consistent language between guidance lessons and every day routines.

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 0% to _40% by May 2023.

High Priority

Evaluation Data Sources: Panorama Data

Strategy 1: Create social media challenges and incentivize parental involvement through PTO

Strategy's Expected Result/Impact: Increase in parental involvement in Family-centered campus events where at-home learning and partnership between the school and home is the focus leading to student academic growth and Social Emotional support.

Staff Responsible for Monitoring: ILT

Title I:

4.1, 4.2

- **TEA Priorities:**

Improve low-performing schools





- **ESF Levers:**

Lever 3: Positive School Culture

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create system of publicity in car rider line and in classrooms to disseminate information to parents/guardians.</p> <p>Intended Audience: parents/guardians Date(s) / Timeframe: BOY MOY EOY Panorama survey Provider / Presenter / Person Responsible: ILT Collaborating Departments: 105 crew and teachers Delivery Method: in-person and virtual</p> <p>Funding Sources: Supplies and materials for parental involvement - Title I (211) - 211-61-6399-04L-160-30-510-000000-23F10 - \$3,050</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Create system of support for parents/guardians through blackboard system and social media. Intended Audience: parents/guardians Date(s) / Timeframe: year-round Provider / Presenter / Person Responsible: 105 crew Collaborating Departments: ILT Delivery Method: in-person and virtual	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:

School Processes & Programs
<p>Problem Statement 1: According to the 2021-2022 Panorama Survey Social and Emotional Learning (SEL) data, 53% of the students in grades 3-5 feel they are unable to regulate their emotions appropriately. Root Cause: There is no campus strategy to maintain consistent language between guidance lessons and every day routines.</p>

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3	Data Analyst	Data Analyst	211-13-6119-04E-160-30-510-000000-23F10	\$72,040.50
1	1	2	1	Supplies and materials for instructional use	Supplies and materials for instructional use	211-11-6399-04E-160-30-510-000000-23F10	\$1,000.00
1	1	2	1	Substitutes	Subs for professional development	211-11-6112-0PD-160-30-510-000000-23F10	\$2,000.00
1	2	1	3	Supplies and materials for instructional use	Supplies and materials for instructional use	211-11-6399-04E-160-30-510-000000-23F10	\$1,000.00
1	2	1	4	Reading materials for library use	Reading materials for library use	211-12-6329-04E-160-30-510-000000-23F10	\$2,480.00
1	3	1	1		Extra duty pay for PD after hours	211-11-6116-0PD-160-30-510-000000-23F10	\$2,000.00
1	3	1	2	Supplies and materials for instructional use	Supplies and materials for instructional use	211-11-6399-04E-160-30-510-000000-23F10	\$2,000.00
2	1	1	3	General supplies	Supplies and materials for instructional use	211-11-6399-04E-160-30-510-000000-23F10	\$2,000.00
2	1	1	3	Subs for Professional development	Subs for professional development	211-11-6112-0PD-160-30-510-000000-23F10	\$2,000.00
2	3	1	4	General Supplies	Supplies and materials for instructional use	211-11-6399-04E-160-30-510-000000-23F10	\$2,000.00
3	1	1	3	General Supplies	Supplies and materials for instructional use	211-11-6399-04E-160-30-510-000000-23F10	\$2,000.00
3	2	1	2	General Supplies	Supplies and materials for professional development	211-13-6399-04E-160-30-510-000000-23F10	\$1,259.50
4	4	1	1	Supplies and materials for parental involvement	Supplies and materials for parental involvement	211-61-6399-04L-160-30-510-000000-23F10	\$3,050.00
Sub-Total							\$94,830.00
Budgeted Fund Source Amount							\$94,830.00
+/- Difference							\$0.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Technology for Data Analyst	Technology for instructional use	199-11-6396-001-160-24-313-000000-	\$1,605.00
3	2	1	2	General Supplies	Supplies and materials for instructional use	199-11-6399-001-160-24-313-000000-	\$735.50
4	2	1	2	MBK and SL of Dunbar	Contracted student support services	199-32-6299-001-160-24-313-000000-	\$1,552.50
Sub-Total							\$3,893.00
Budgeted Fund Source Amount							\$3,893.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	Snacks for parents to promote participation	Snacks for Parents to promote participation	211-61-6499-04L-160-30-510-000000-23F10	\$750.00
2	2	1	4	Snacks for parents to promote participation	Snacks for Parents to promote participation	211-61-6499-04L-160-30-510-000000-23F10	\$753.00
Sub-Total							\$1,503.00
Budgeted Fund Source Amount							\$1,503.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	extra duty for family engagement activities after hours	Extra duty for family engagement activities after hours	211-61-6116-04L-160-30-510-000000-22F10	\$240.00
2	2	1	4	Extra duty for family engagement activities after hours	Extra duty for family engagement activities after hours	211-61-6116-04L-160-30-510-000000-22F10	\$240.00
Sub-Total							\$480.00
Budgeted Fund Source Amount							\$480.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						+/- Difference	\$0.00
						Grand Total Budgeted	\$100,706.00
						Grand Total Spent	\$100,706.00
						+/- Difference	\$0.00

Addendums