

Fort Worth Independent School District
167 South Hills Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Preparing all students for success in college, career and community.

Vision

To build relationships that inspire life-long learning for EVERY STUDENT, EVERY DAY!

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Comprehensive Needs Assessment

Revised/Approved: May 24, 2022

Demographics

Demographics Summary

South Hills is comprised of 683 students of which 89% are Economically Disadvantaged. Our student population is 89% Hispanic, 4% African American, 6% White and 1% Other. 48% of our students are English Learners, with 45% being serviced in Bilingual classrooms. We have 11% of students on 504 / Dyslexia and 8% receiving SPED services. 6% of our students are identified Gifted and Talented. Our Campus Mobility Rate is 6%

Our staff composition is Hispanic 39%, White 55%, African American 6%. 90% of our staff is female and 10% are male. Our staff's average years of experience in education is 13. 28% of our staff holds a Masters degree.

We engage with the South Hills Elementary neighborhood community and partner with Doxology Bible Church and South Hills Christian Church.

Demographics Strengths

- One of the largest elementary schools in FWISD
- Low Mobility Rate
- Low Teacher Turnover Rate
- Bilingual campus
- Discipline is not a big issue
- Bilingual administrator, counselor, nurse and data clerk
- Strong SPED (Bilingual teacher) and Dyslexia (1 Bilingual teacher) department

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): On the Panorama Survey, in the area of Educating all Students, our teachers dropped 10 points from last year (93%) to this year (83%) on the specific question regarding how easy it is for them to interact with students from a different cultural background than their own. **Root Cause:** We have a veteran staff that tends to have a fixed mindset in the areas of cultural awareness and SEL. They hesitate to try new, research-based practices because they feel that it not necessary.

Problem Statement 2 (Prioritized): On the Panorama Survey, in the area of Sense of Belonging, our students' scores dropped 5 points from last year (73%) to this year (68%) on the

specific question regarding the level of support the adults at school provide. **Root Cause:** Throughout the pandemic, students experienced high levels of trauma, but the campus hasn't established a clearly defined system for restorative practices and regular social / emotional support. Teachers are feeling similar strain from their own trauma

Student Learning

Student Learning Summary

* MAP Reports are uploaded in the Addendums section.

Based on our BOY and MOY MAP Projected Proficiency Summary Reports, our campus had the highest projected growth proficiency in the pyramid.

In Math - 3rd, 4th and 5th grade met and surpassed their projected growth from MAP Growth BOY to MAP Growth MOY.

In English Reading, 4th and 5th grade met or surpassed their projected growth from MAP Growth BOY to MAP Growth MOY.

Student Learning Strengths

- Technology Integration in instructional delivery
- Technology 1:1
- Instructional Coach and administrators are actively engaging teachers by building capacity in Tier 1 Instruction alignment
- Differentiated Weekly PLCs have continued to build teacher capacity in our target areas
- Our focus has remained on instructional alignment and data-driven, research-based instructional practices
- Lexia Core 5 Competition
- PLCs on high quality, Tier 1 Instruction
- Studying student work

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On MAP Growth Reading English, Kinder (-4) and 2nd grade (-4), did not meet their projected growth from BOY to MOY. **Root Cause:** Systematic process is not in place to ensure progress monitoring occurs between key assessment milestones to gauge student success.

Problem Statement 2 (Prioritized): On MAP Growth Math, Kinder (-4) did not meet their projected growth from BOY to MOY. **Root Cause:** Systematic process is not in place to ensure progress monitoring occurs between key assessment milestones to gauge students success. Unfamiliarity with depth and complexity of the standards. Further professional development in CRA - concrete, representational and abstract mathematical concepts.

School Processes & Programs

School Processes & Programs Summary

- District Curriculum Frameworks
- MyPath and Lexia Core 5
- Standard Data Protocol (SDP)
- Weekly PLCs
- Campus Leadership Team
- Instructional Support Team
- DiSC Workplace Personality Training with Mr. Womack
- Tiered Walkthrough Plan and Proration Guide
- SBDM
- Wildcat Weekly Calendar for Staff
- Monthly Newsletter
- Class Dojo for parent communication
- RISE, ESCE, SPED, DX
- One instructional coach
- Campus Data Leader (vacant)
- Boys' Town Skill of the Week

School Processes & Programs Strengths

Our Instructional Support Team has continued to provide teachers with targeted support, differentiated approaches in the area of Tier 1 instruction, based on grade level needs.

Campus wide Student Data Protocol has continued to provide critical information to pertinent campus stakeholders.

Monthly Campus Leadership team meetings provide opportunity for all teachers to have equal agency, regular discussions, and problem solving of school-wide needs.

Regular weekly PLCs have offered grade levels time to collaborate and share instructional practices.

Added a ROAR block with time allocated to MyPath and Lexia Core 5.

Lexia Core 5 challenge

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Instruction in Phonics and Foundational Literacy is weak, leading to gaps in our students' development as readers. **Root Cause:** Not all teachers were able to attend the Neuhaus / Estrellita trainings during this school year, therefore the implementation was weak and not conducted with fidelity.

Problem Statement 2 (Prioritized): Our campus struggles with the targeted planning of accelerated learning / instruction. **Root Cause:** Teachers did not receive explicit training or examples of what acceleration looks like - leading to cramming concepts into a lesson vs. scaffolding.

Perceptions

Perceptions Summary

South Hills Elementary Vision Statement - To build relationships that inspire life-long learning for EVERY STUDENT, EVERY DAY!

With minority populations making up the majority of our student body and staff, we celebrate cultural differences, physical differences, and neurology differences.

Our vision statement applies not only to our students but to our faculty and staff as well. The Instructional Support Teams has worked to provide an educator environment that empowers and celebrates building teacher capacity and agency.

Our administrators have an open door policy where everyone is welcome to voice their ideas, opinions and concerns and know that they will be heard and validated.

We believe that the social and emotional needs of our students and their parents must be met in order for them to succeed at high levels. Our campus had a food pantry, bi-monthly parent meetings, holiday assistance programs and a variety of counseling services.

Perceptions Strengths

Based on the teacher results from the Panorama survey, our averages for each topic were higher than the district and South Hills pyramid results.

- Low staff turnover
- Supportive community sponsors
- Generational school community
- Substitutes often request to be called back because our students are so well-behaved and the school is very well organized
- ROAR PBIS

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): On the Panorama Survey, in the area of growth mindset, our teachers dropped 6 points (65%) from last year to this year (59%), specifically on a question asking about how possible it is for teachers to change their ability to work with dissatisfied parents. **Root Cause:** The home / school connection took a hit during the pandemic and some teachers are not comfortable working with parents that seem angry.

Problem Statement 2 (Prioritized): On the Panorama Survey, in the area of Emotion Regulation, our students increased from 41% last year to 44% this year. Although it is an increase, it is still the targeted area of need for our students. **Root Cause:** The majority of our students come from low SES homes and many of them have experienced trauma and are not equipped with the skills to self-regulate their emotions.

Priority Problem Statements

Problem Statement 1: On the Panorama Survey, in the area of Educating all Students, our teachers dropped 10 points from last year (93%) to this year (83%) on the specific question regarding how easy it is for them to interact with students from a different cultural background than their own.

Root Cause 1: We have a veteran staff that tends to have a fixed mindset in the areas of cultural awareness and SEL. They hesitate to try new, research-based practices because they feel that it not necessary.

Problem Statement 1 Areas: Demographics

Problem Statement 3: On MAP Growth Reading English, Kinder (-4) and 2nd grade (-4), did not meet their projected growth from BOY to MOY.

Root Cause 3: Systematic process is not in place to ensure progress monitoring occurs between key assessment milestones to gauge student success.

Problem Statement 3 Areas: Student Learning

Problem Statement 5: Instruction in Phonics and Foundational Literacy is weak, leading to gaps in our students' development as readers.

Root Cause 5: Not all teachers were able to attend the Neuhaus / Estrellita trainings during this school year, therefore the implementation was weak and not conducted with fidelity.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 7: On the Panorama Survey, in the area of growth mindset, our teachers dropped 6 points (65%) from last year to this year (59%), specifically on a question asking about how possible it is for teachers to change their ability to work with dissatisfied parents.

Root Cause 7: The home / school connection took a hit during the pandemic and some teachers are not comfortable working with parents that seem angry.

Problem Statement 7 Areas: Perceptions

Problem Statement 2: On the Panorama Survey, in the area of Sense of Belonging, our students' scores dropped 5 points from last year (73%) to this year (68%) on the specific question regarding the level of support the adults at school provide.

Root Cause 2: Throughout the pandemic, students experienced high levels of trauma, but the campus hasn't established a clearly defined system for restorative practices and regular social / emotional support. Teachers are feeling similar strain from their own trauma

Problem Statement 2 Areas: Demographics

Problem Statement 4: On MAP Growth Math, Kinder (-4) did not meet their projected growth from BOY to MOY.

Root Cause 4: Systematic process is not in place to ensure progress monitoring occurs between key assessment milestones to gauge students success. Unfamiliarity with depth and complexity of the standards. Further professional development in CRA - concrete, representational and abstract mathematical concepts.

Problem Statement 4 Areas: Student Learning

Problem Statement 6: Our campus struggles with the targeted planning of accelerated learning / instruction.

Root Cause 6: Teachers did not receive explicit training or examples of what acceleration looks like - leading to cramming concepts into a lesson vs. scaffolding.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 8: On the Panorama Survey, in the area of Emotion Regulation, our students increased from 41% last year to 44% this year. Although it is an increase, it is still the targeted area of need for our students.

Root Cause 8: The majority of our students come from low SES homes and many of them have experienced trauma and are not equipped with the skills to self-regulate their emotions.

Problem Statement 8 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- 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-P ESS data

Parent/Community Data

- 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: May 23, 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 71.4% to 80% by May 2023.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 92.9% to 95% by May 2023.

*Increase the percentage of Hispanic PK students who score On Track on Circle Phonological Awareness in English from 67.7% to 75% by May 2023.

Evaluation Data Sources: Circle Phonological Awareness in English and Spanish - BOY, MOY, EOY

Strategy 1: Improve quality of Tier 1 instruction by developing the capacity of PK teachers to implement district curriculum and approved resources - Creative Curriculum

Strategy's Expected Result/Impact: The percentage of PK students scoring On Track on Circle Phonological Awareness in English and Spanish will increase from BOY to MOY to EOY.

Staff Responsible for Monitoring: Administrators, CICs





TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: 100% of PK teachers and teacher assistants will attend all district PD on Creative Curriculum to successfully implement the new curriculum in their classrooms by November 30, 2022 (1st semester) and February 28, 2023 (2nd semester)</p> <p>Intended Audience: PK teachers, teacher assistants, CICs, Campus Administrators</p> <p>Date(s) / Timeframe: November 20, 2022 February 28, 2023</p> <p>Provider / Presenter / Person Responsible: Early Childhood, Literacy Department, Vendor</p> <p>Collaborating Departments: Early Childhood, Literacy Department, Office of Instructional Initiatives and School Supports</p> <p>Delivery Method: Face-to-face</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Instruction in Phonics and Foundational Literacy is weak, leading to gaps in our students' development as readers. Root Cause: Not all teachers were able to attend the Neuhaus / Estrellita trainings during this school year, therefore the implementation was weak and not conducted with fidelity.</p> <p>Problem Statement 2: Our campus struggles with the targeted planning of accelerated learning / instruction. Root Cause: Teachers did not receive explicit training or examples of what acceleration looks like - leading to cramming concepts into a lesson vs. scaffolding.</p>

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

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 43.6% to 60% 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 35.2% to 55% by May 2023.

*Increase the percentage of SPED students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 18.9% to 35% by May 2023.

Evaluation Data Sources: MAP Fluency BOY, MOY, EOY

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

Strategy's Expected Result/Impact: MAP Fluency scores will increase in both English and Spanish and for our students that receive SPED from BOY to MOY to EOY.

Staff Responsible for Monitoring: Campus Administrators, CIC

TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure that 100% of required teachers / staff enroll, attend and progress through required fundamental and follow-up priority professional learning for Literacy (Amplify & Reading Academies) by November 30, 2022 (1st semester) and February 2, 2023 (2nd semester).</p> <p>Intended Audience: Teachers in Kinder, 1st, 2nd and 3rd, CICs and Campus Administrators</p> <p>Date(s) / Timeframe: November 30, 2022 February 28, 2023</p> <p>Provider / Presenter / Person Responsible: Literacy Department, Early Childhood, Vendor</p> <p>Collaborating Departments: Literacy Department, Early Childhood, Office of Instructional Initiatives and School Supports</p> <p>Delivery Method: Face-to-face</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Instruction in Phonics and Foundational Literacy is weak, leading to gaps in our students' development as readers. **Root Cause:** Not all teachers were able to attend the Neuhaus / Estrellita trainings during this school year, therefore the implementation was weak and not conducted with fidelity.

Problem Statement 2: Our campus struggles with the targeted planning of accelerated learning / instruction. **Root Cause:** Teachers did not receive explicit training or examples of what acceleration looks like - leading to cramming concepts into a lesson vs. scaffolding.

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 45% to 55% by May 2023.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 51.3% to 62% by May 2023.

*Increase the percentage of SPED students who meet or exceed projected growth on MAP Growth Reading in English from 38.3% to 48% by May 2023.

Evaluation Data Sources: MAP Growth Reading in English and Spanish - BOY, MOY, EOY

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

Strategy's Expected Result/Impact: The percentage of students who meet or exceed their projected growth on MAP Growth Reading in English, Spanish and those receiving SPED services will increase from BOY to MOY to EOY.

Staff Responsible for Monitoring: Campus Administrators, CICs

TEA Priorities:





Build a foundation of reading and math

- **ESF Levers:**

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

- **Results Driven Accountability**

Problem Statements: Student Learning 1 - School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Increase access to diverse instructional materials, ample classroom supplies, resources and professional development opportunities for teachers, CICs, data analyst and campus administrators.</p> <p>Intended Audience: Reading teachers in Kinder - 5th grade Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Campus Administrators, CICs, Data Analyst Collaborating Departments: Literacy Department, Early Childhood, Multilingual Education Department Delivery Method: Face-to-face</p> <p>Funding Sources: Professional Development for Teachers, CICs and Administrators - Title I (211) - 211-13-6299-04E-167-30-510-000000-23F10 - \$1,500, Substitutes for Teacher Data Pull-outs - Title I (211) - 211-11-6112-0PD-167-30-510-000000-23F10 - \$2,500, Literacy Materials - Accelerated Reader - Title I (211) - 211-12-6329-04E-167-30-510-000000-23F10 - \$8,000, Bilingual Materials - BEA (199 PIC 25) - 199-11-6399-001-167-25-313-000000 - \$1,938, Professional Development / Travel for Campus Administrators - Title I (211) - 211-23-6411-04E-167-30-510-000000-23F10 - \$3,000, Instructional Supplies - Title I (211) - 211-11-6399-04E-167-30-510-000000-23F10 - \$2,605</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure that at least 70% of reading PLCs focus on lesson internalization, planning and practice for Amplify and Creative Curriculum teachers. This will include data analysis of student performance on BOY, MOY and EOY MAP Growth Reading and data informed planning.</p> <p>Intended Audience: Reading teachers in Kinder - 5th grade Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Campus Administrators, CICs, Data Analyst Collaborating Departments: Literacy Department, Early Childhood, Multilingual Education Department Delivery Method: Face-to-Face</p> <p>Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-167-30-510-000000-23F10 - \$75,000</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>				

School Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: On MAP Growth Reading English, Kinder (-4) and 2nd grade (-4), did not meet their projected growth from BOY to MOY. Root Cause: Systematic process is not in place to ensure progress monitoring occurs between key assessment milestones to gauge student success.</p>
School Processes & Programs
<p>Problem Statement 1: Instruction in Phonics and Foundational Literacy is weak, leading to gaps in our students' development as readers. Root Cause: Not all teachers were able to attend the Neuhaus / Estrellita trainings during this school year, therefore the implementation was weak and not conducted with fidelity.</p>

School Processes & Programs

Problem Statement 2: Our campus struggles with the targeted planning of accelerated learning / instruction. **Root Cause:** Teachers did not receive explicit training or examples of what acceleration looks like - leading to cramming concepts into a lesson vs. scaffolding.

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 in English from 85.4% to 88% by May 2023.
 Increase the percentage of PK students who score On Track on Circle Math in Spanish from 85.7% to 88% by May 2023
 Increase the percentage of Hispanic students who score On Track on Circle Math from 83.3% to 88% by May 2023.

Evaluation Data Sources: Circle Math - BOY, MOY, EOY

Strategy 1: Develop the capacity of PK 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.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math from BOY to MOY to EOY.

Staff Responsible for Monitoring: Campus Administrators, CICs, Data Analyst

TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: 100% of PK teachers and teacher assistants will attend all district PD on Creative Curriculum to successfully implement the new curriculum in their classrooms by November 30, 2022 (1st semester) and February 28, 2023 (2nd semester)</p> <p>Intended Audience: PK teachers, CICs, Data Analyst, Campus Administrators</p> <p>Date(s) / Timeframe: November 30, 2022 February 28, 2023</p> <p>Provider / Presenter / Person Responsible: Early Childhood, Vendor</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: Our campus struggles with the targeted planning of accelerated learning / instruction. **Root Cause:** Teachers did not receive explicit training or examples of what acceleration looks like - leading to cramming concepts into a lesson vs. scaffolding.

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 in English from 69.2% to 75% by May 2023.

Increase the percentage of Kinder students who score On Track on TX-KEA Math in Spanish from 81% to 86% by May 2023.

Increase the percentage of Hispanic Kinder students who score On Track on TX-KEA Math in English from 69.6% to 75% by May 2023.

Evaluation Data Sources: TX-KEA in English and Spanish - BOY, MOY, EOY

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

Strategy's Expected Result/Impact: The percentage of Kinder students who score ON Track on TX-KEA Math in English and Spanish will increase from BOY to MOY to EOY.

Staff Responsible for Monitoring: Campus Administrators, CICs, Data Analyst





TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: 100% of Kinder teachers will attend initial Eureka training and additional trainings throughout the school year.</p> <p>Intended Audience: Kinder teachers</p> <p>Date(s) / Timeframe: June 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Math Department, Vendor</p> <p>Collaborating Departments: Early Childhood Department</p> <p>Delivery Method: Face-to-face</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: On MAP Growth Math, Kinder (-4) did not meet their projected growth from BOY to MOY. **Root Cause:** Systematic process is not in place to ensure progress monitoring occurs between key assessment milestones to gauge students success. Unfamiliarity with depth and complexity of the standards. Further professional development in CRA - concrete, representational and abstract mathematical concepts.

School Processes & Programs

Problem Statement 2: Our campus struggles with the targeted planning of accelerated learning / instruction. **Root Cause:** Teachers did not receive explicit training or examples of what acceleration looks like - leading to cramming concepts into a lesson vs. scaffolding.

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 in English from 51.8% to 64% by May 2023.

Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth in Spanish from 31% to 45% by May 2023.

Increase the percentage of EB/EL Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 50.6% to 63% by May 2023.

Evaluation Data Sources: MAP Growth Math in English and Spanish - BOY, MOY, EOY

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

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth in English and Spanish on MAP Growth Math from BOY to MOY to EOY.

Staff Responsible for Monitoring: Campus Administrators, CICs, Data Analyst

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**





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

- **Results Driven Accountability**

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: 100% of Kinder - 5th grade teachers will attend the initial Eureka training, additional required trainings throughout the school year and any other district approved professional development sessions as decided upon by teacher and administrators.</p> <p>Intended Audience: Teachers in Kinder - 5th Date(s) / Timeframe: June 2022 - May 2023 Provider / Presenter / Person Responsible: Math department, Early Childhood Collaborating Departments: Multilingual Education Department Delivery Method: Face-to-Face</p> <p>Funding Sources: Professional Development - Math - Title I (211) - 211-13-6299-04E-167-30-510-000000-23F10 - \$1,000, Instructional Supplies - Title I (211) - 211-11-6399-04E-167-30-510-000000-23F10 - \$2,605</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Improve the quality of Tier 1 instruction by building teacher capacity in the area of Math through explicit support from the Title 1 Math Teacher, frequent PLCs focused on data analysis and data informed instructional planning, data days after BOY, MOY and EOY administrations. Math Title 1 Teacher will provide explicit lesson delivery through small groups to increase access to high leverage TEKS for identified student groups.</p> <p>Intended Audience: Kinder - 5th grade teachers Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Campus Administrators, CICs, Data Analyst Collaborating Departments: Math department Delivery Method: Face-to-Face</p> <p>Funding Sources: Title 1 Math Teacher - Title I (211) - 211-11-6119-04E-167-30-510-000000-23F10 - \$75,000 , Substitutes for Professional Development - Title I (211) - 211-11-6112-0PD-167-30-510-000000-23F10 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Our campus struggles with the targeted planning of accelerated learning / instruction. Root Cause: Teachers did not receive explicit training or examples of what acceleration looks like - leading to cramming concepts into a lesson vs. scaffolding.</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 38% to 44% by May 2023.

Increase the percentage of 3-5 grade SPED (from 11% to 19%) students scoring at MEETS or above on STAAR Reading.

Evaluation Data Sources: STAAR Reading 2022 and 2023

Strategy 1: Daily instruction in Literacy 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 from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: The percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading will increase from May 2022 to May 2023.

Staff Responsible for Monitoring: Campus Administrators, CICs, Data Analyst

TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Improve quality Tier 1 instruction with Amplify by building teacher capacity in the area of literacy through frequent PLCs, data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources (additional focus on African American students)</p> <p>Intended Audience: Literacy teachers, CICs, Data Analyst, Campus Administrators</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Campus Administrators, CICs, Data Analyst</p> <p>Collaborating Departments: Multilingual Education Department</p> <p>Delivery Method: Face-to-face</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide high quality after school tutoring in Literacy to Tier 2 and Tier 3 students in Kinder - 5th grade Intended Audience: Students in Kinder - 5th grade Date(s) / Timeframe: January 2023 - May 2023 Provider / Presenter / Person Responsible: Teachers, Campus Administrators Delivery Method: Face-to-Face Funding Sources: After School Tutoring - SCE (199 PIC 24) - 199-11-6116-001-167-24-313-000000- - \$4,794	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: All campus stakeholders will be included in the data loop

Staff Responsible for Monitoring: Campus Administrators, Data Analyst, CICs





TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will assist every student in establishing (by September 30) and maintaining a data folder or online data tracking system and will hold goal setting meetings with students prior to BOY, MOY and EOY. Classrooms and hallways will include student data displays (by September 30). Schoolwide data walls will be established (by September 30) and maintained throughout the year by the Data Analyst. BOY, MOY and EOY data will be reviewed in grade level data meetings. Student data will be shared with parents each six weeks. Intended Audience: Students, Parents, Teachers, Community Date(s) / Timeframe: September 30, 2022 - May 2023 Provider / Presenter / Person Responsible: Campus Administrators, Data Analyst, CICs, Teachers, Students Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: On MAP Growth Reading English, Kinder (-4) and 2nd grade (-4), did not meet their projected growth from BOY to MOY. **Root Cause:** Systematic process is not in place to ensure progress monitoring occurs between key assessment milestones to gauge student success.

School Processes & Programs

Problem Statement 1: Instruction in Phonics and Foundational Literacy is weak, leading to gaps in our students' development as readers. **Root Cause:** Not all teachers were able to attend the Neuhaus / Estrellita trainings during this school year, therefore the implementation was weak and not conducted with fidelity.

Problem Statement 2: Our campus struggles with the targeted planning of accelerated learning / instruction. **Root Cause:** Teachers did not receive explicit training or examples of what acceleration looks like - leading to cramming concepts into a lesson vs. scaffolding.

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 30% to 46% by May 2023.

Increase the percentage of EBs (from 36% to 40%), ED (from 29% to 36%), Hispanic (from 31% to 40%), SPED (from 7% to 23%) students scoring at MEETS or above on STAAR Math by May 2023.

Evaluation Data Sources: STAAR Math 2022 and 2023

Strategy 1: Daily instruction with Eureka 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 from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from May 2022 to May 2023.

Staff Responsible for Monitoring: Campus Administrators, CICs, Data Analyst

TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Improve quality Tier 1 instruction with Eureka by building teacher capacity in the area of math through frequent PLCs, data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources (additional focus on Hispanic, ED, EB/EL & SPED)</p> <p>Intended Audience: Math teachers, CICs, Data Analyst</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Campus Administrators, CICs, Data Analyst, Math Title 1 Teacher</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide high quality after school tutoring in Math to Tier 2 and Tier 3 students in Kinder - 5th grade Intended Audience: Students in Kinder - 5th grade Date(s) / Timeframe: January 2023 - May 2023 Provider / Presenter / Person Responsible: Teachers, Campus Administrators Delivery Method: Face-to-Face Funding Sources: After School Tutoring - SCE (199 PIC 24) - 199-11-6116-001-167-24-313-000000- - \$4,794	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Through walkthrough feedback, administrators will monitor the implementation of Eureka with fidelity to ensure that instruction is focused on Tier 1 and the support provided to identified student groups. Intended Audience: Teachers, CICs Date(s) / Timeframe: Ongoing Provider / Presenter / Person Responsible: Russell and Flores	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: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: All campus stakeholders will be included in the data loop.

Staff Responsible for Monitoring: Campus Administrators, Data Analyst, CICs





TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will assist every student in establishing (by September 30) and maintaining a data folder or online data tracking system and will hold goal setting meetings with students prior to BOY, MOY and EOY. Classrooms and hallways will include student data displays (by September 30). Schoolwide data walls will be established (by September 30) and maintained throughout the year by the Data Analyst. BOY, MOY and EOY data will be reviewed in grade level data meetings. Student data will be shared with parents each six weeks.</p> <p>Intended Audience: Students, parents, teachers, community Date(s) / Timeframe: September 30, 2022 - May 2023 Provider / Presenter / Person Responsible: Campus Administrators, Data Analyst, CICs, Teachers, Students Delivery Method: Face-to-face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: In walkthroughs, administrators will review student data folders / tracking systems for all students, monitoring EB/ELs, Hispanics, and SPED by focusing on highest leverage TEKS based on STAAR aligned data.</p> <p>Intended Audience: Teachers, identified student groups Date(s) / Timeframe: Ongoing throughout the year Provider / Presenter / Person Responsible: Russell and Flores</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: On MAP Growth Math, Kinder (-4) did not meet their projected growth from BOY to MOY. Root Cause: Systematic process is not in place to ensure progress monitoring occurs between key assessment milestones to gauge students success. Unfamiliarity with depth and complexity of the standards. Further professional development in CRA - concrete, representational and abstract mathematical concepts.</p>
School Processes & Programs
<p>Problem Statement 2: Our campus struggles with the targeted planning of accelerated learning / instruction. Root Cause: Teachers did not receive explicit training or examples of what acceleration looks like - leading to cramming concepts into a lesson vs. scaffolding.</p>

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

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 10% to 5% by May 2023.

Evaluation Data Sources: Attendance data from FOCUS

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

Strategy's Expected Result/Impact: Decrease the number of students who are chronically absent.

Staff Responsible for Monitoring: Family Engagement Specialist, Data Clerk, Teachers, Campus Administrators





TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Establish systems to closely monitor attendance (Attendance Committee), intervene quickly with students that have excessive absences and incentivize students with high attendance.</p> <p>Intended Audience: Students, parents</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist, Campus Administrators, Teachers, Data Clerk</p> <p>Delivery Method: Phone calls, face-to-face conferences</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: On the Panorama Survey, in the area of Educating all Students, our teachers dropped 10 points from last year (93%) to this year (83%) on the specific question regarding how easy it is for them to interact with students from a different cultural background than their own. Root Cause: We have a veteran staff that tends to have a fixed mindset in the areas of cultural awareness and SEL. They hesitate to try new, research-based practices because they feel that it not necessary.</p>

Demographics

Problem Statement 2: On the Panorama Survey, in the area of Sense of Belonging, our students' scores dropped 5 points from last year (73%) to this year (68%) on the specific question regarding the level of support the adults at school provide. **Root Cause:** Throughout the pandemic, students experienced high levels of trauma, but the campus hasn't established a clearly defined system for restorative practices and regular social / emotional support. Teachers are feeling similar strain from their own trauma

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 Regular Program students from ___ to ___ by May 2023.

Evaluation Data Sources: FOCUS

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

Strategy's Expected Result/Impact: Decrease the number of discipline referrals in each grade level, specifically in our Regular Program classes.

Staff Responsible for Monitoring: Campus Administrators, Teachers





TEA Priorities:

Recruit, support, retain teachers and principals

- 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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide professional development on PBIS and TBRI to all staff members, with a focus on de-escalation and students with trauma to help them be better prepared to address and diffuse potential behavior concerns.</p> <p>Intended Audience: Counselor, Teachers, CICs, Data Analyst, Campus Administrators</p> <p>Date(s) / Timeframe: Fall 2022</p> <p>Provider / Presenter / Person Responsible: PBIS / TBRI, Campus Counselor</p> <p>Delivery Method: Face-to-face</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: On the Panorama Survey, in the area of Educating all Students, our teachers dropped 10 points from last year (93%) to this year (83%) on the specific question regarding how easy it is for them to interact with students from a different cultural background than their own. Root Cause: We have a veteran staff that tends to have a fixed mindset in the areas of cultural awareness and SEL. They hesitate to try new, research-based practices because they feel that it not necessary.</p>

Demographics

Problem Statement 2: On the Panorama Survey, in the area of Sense of Belonging, our students' scores dropped 5 points from last year (73%) to this year (68%) on the specific question regarding the level of support the adults at school provide. **Root Cause:** Throughout the pandemic, students experienced high levels of trauma, but the campus hasn't established a clearly defined system for restorative practices and regular social / emotional support. Teachers are feeling similar strain from their own trauma

Perceptions

Problem Statement 1: On the Panorama Survey, in the area of growth mindset, our teachers dropped 6 points (65%) from last year to this year (59%), specifically on a question asking about how possible it is for teachers to change their ability to work with dissatisfied parents. **Root Cause:** The home / school connection took a hit during the pandemic and some teachers are not comfortable working with parents that seem angry.

Problem Statement 2: On the Panorama Survey, in the area of Emotion Regulation, our students increased from 41% last year to 44% this year. Although it is an increase, it is still the targeted area of need for our students. **Root Cause:** The majority of our students come from low SES homes and many of them have experienced trauma and are not equipped with the skills to self-regulate their emotions.

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 from 3.9% to 1% by May 2023.

Evaluation Data Sources: FOCUS

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

Strategy's Expected Result/Impact: Decrease the number of out of school suspensions for our African American students.

Staff Responsible for Monitoring: Campus Administrators





TEA Priorities:

Recruit, support, retain teachers and principals

- 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

Problem Statements: Demographics 1, 2 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide professional development on PBIS and TBRI to all staff members, with a focus on de-escalation and students who have experienced trauma to help them be better prepared to address and diffuse potential behavior concerns.</p> <p>Intended Audience: Counselor, Teachers, CICs, Data Analyst, Campus Administrators</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: PBIS / TBRI / Campus Counselor</p> <p>Delivery Method: Face-to-Face</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:

Demographics
<p>Problem Statement 1: On the Panorama Survey, in the area of Educating all Students, our teachers dropped 10 points from last year (93%) to this year (83%) on the specific question regarding how easy it is for them to interact with students from a different cultural background than their own. Root Cause: We have a veteran staff that tends to have a fixed mindset in the areas of cultural awareness and SEL. They hesitate to try new, research-based practices because they feel that it not necessary.</p>

Demographics

Problem Statement 2: On the Panorama Survey, in the area of Sense of Belonging, our students' scores dropped 5 points from last year (73%) to this year (68%) on the specific question regarding the level of support the adults at school provide. **Root Cause:** Throughout the pandemic, students experienced high levels of trauma, but the campus hasn't established a clearly defined system for restorative practices and regular social / emotional support. Teachers are feeling similar strain from their own trauma

Perceptions

Problem Statement 2: On the Panorama Survey, in the area of Emotion Regulation, our students increased from 41% last year to 44% this year. Although it is an increase, it is still the targeted area of need for our students. **Root Cause:** The majority of our students come from low SES homes and many of them have experienced trauma and are not equipped with the skills to self-regulate their emotions.

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 7 to 15 by May 2023.

Evaluation Data Sources: Record of campus / community events

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

Strategy's Expected Result/Impact: 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 7 to 15 by May 2023.





Staff Responsible for Monitoring: Family Engagement Specialist, Campus Administrators

ESF Levers:

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

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Hold our usual parent / community engagement activities - Meet the Teacher, Open House, Literacy Night, Math/Science Night, Fall Festival, Spring Carnival, Parent Engagement classes and add additional parent engagement activities and classes.</p> <p>Intended Audience: Parents and students Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Family Engagement Specialist, Teachers, Campus Administrators Delivery Method: Face-to-Face</p> <p>Funding Sources: Supplies for Parent Engagement Activities and Classes - Parent Engagement - 211-61-6399-04L-167-30-510-000000-23F10 - \$1,130, Snacks for Parent Engagement Activities - Parent Engagement - 211-61-6499-04L-167-30-510-000000-23F10 - \$1,130, Family Science Night - Parent Engagement - 211-61-6299-04L-167-30-510-000000-23F10 - \$800</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Implement the House System schoolwide to create and foster communication and collaboration among students and staff members from various grade levels to enhance the sense of school community and belonging.</p> <p>Intended Audience: Students and staff members</p> <p>Date(s) / Timeframe: 2022 - 2023 school year</p> <p>Provider / Presenter / Person Responsible: House Leaders, administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: If funds are available or become available, the campus would like to send an administrator and a staff leader from each of our four houses to professional development at the Ron Clark Academy to help us gain knowledge and insight as we implement the house systems for the first time.</p> <p>Intended Audience: Students / staff</p> <p>Date(s) / Timeframe: 2022 - 2023 school year</p> <p>Provider / Presenter / Person Responsible: Ron Clark Academy - Atlanta, Georgia</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 1: On the Panorama Survey, in the area of growth mindset, our teachers dropped 6 points (65%) from last year to this year (59%), specifically on a question asking about how possible it is for teachers to change their ability to work with dissatisfied parents. Root Cause: The home / school connection took a hit during the pandemic and some teachers are not comfortable working with parents that seem angry.</p>

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Professional Development for Teachers, CICs and Administrators	Contracted professional development	211-13-6299-04E-167-30-510-000000-23F10	\$1,500.00
1	3	1	1	Substitutes for Teacher Data Pull-outs	Subs for professional development	211-11-6112-0PD-167-30-510-000000-23F10	\$2,500.00
1	3	1	1	Instructional Supplies	Supplies and materials for instructional use	211-11-6399-04E-167-30-510-000000-23F10	\$2,605.00
1	3	1	1	Literacy Materials - Accelerated Reader	Reading materials for library use	211-12-6329-04E-167-30-510-000000-23F10	\$8,000.00
1	3	1	1	Professional Development / Travel for Campus Administrators	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-167-30-510-000000-23F10	\$3,000.00
1	3	1	2	Data Analyst	Data Analyst	211-13-6119-04E-167-30-510-000000-23F10	\$75,000.00
2	3	1	1	Instructional Supplies	Supplies and materials for instructional use	211-11-6399-04E-167-30-510-000000-23F10	\$2,605.00
2	3	1	1	Professional Development - Math	Contracted professional development	211-13-6299-04E-167-30-510-000000-23F10	\$1,000.00
2	3	1	2	Title I Math Teacher	Title I Teacher	211-11-6119-04E-167-30-510-000000-23F10	\$75,000.00
2	3	1	2	Substitutes for Professional Development	Subs for professional development	211-11-6112-0PD-167-30-510-000000-23F10	\$2,500.00
Sub-Total							\$173,710.00
Budgeted Fund Source Amount							\$173,710.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	After School Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-167-24-313-000000-	\$4,794.00
3	2	1	2	After School Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-167-24-313-000000-	\$4,794.00
Sub-Total							\$9,588.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$9,588.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Snacks for Parent Engagement Activities	Snacks for Parents to promote participation	211-61-6499-04L-167-30-510-000000-23F10	\$1,130.00
4	4	1	1	Family Science Night	Family Science Night	211-61-6299-04L-167-30-510-000000-23F10	\$800.00
4	4	1	1	Supplies for Parent Engagement Activities and Classes	Supplies and materials for parental involvement	211-61-6399-04L-167-30-510-000000-23F10	\$1,130.00
Sub-Total							\$3,060.00
Budgeted Fund Source Amount							\$3,060.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Bilingual Materials	Supplies and materials for instructional use	199-11-6399-001-167-25-313-000000	\$1,938.00
Sub-Total							\$1,938.00
Budgeted Fund Source Amount							\$1,938.00
+/- Difference							\$0.00
Grand Total Budgeted							\$188,296.00
Grand Total Spent							\$188,296.00
+/- Difference							\$0.00

Addendums