

Fort Worth Independent School District

171 Tanglewood Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

Mission Statement-

At Tanglewood, we strive to prepare ALL students for success in college, career, and community leadership. All Tanglewood students will gain the ability to problem solve, communicate clearly and effectively, and make a positive impact in the community.

Vision

Vision Statement-

At Tanglewood, we foster a growth mindset and believe ALL students are capable of participating in advanced academics and achieving at high-levels.

Value Statement

School Motto/Pledge-

We are the Tanglewood Tigers. We are here to learn; therefore, I am respectful, responsible, safe, and prepared.

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Comprehensive Needs Assessment

Revised/Approved: September 23, 2022

Demographics

Demographics Summary

Tanglewood is a neighborhood school serving a diverse group of PK-5th grade students. Our current enrollment is 507 students.

Current Demographics:

Economically Disadvantaged 17%

SPED 9%

ESL/EB 6%

504 6%

GT 24%

Asian 7%

Black 11%

Hispanic 11%

Two or More Races 3%

White 68%

Staff: We currently have 26 homeroom teachers, 3 specials teachers, one SPED teacher, and one dyslexia teacher. Twenty-five percent of our teachers hold advanced degrees. Eighty-three percent of our teachers have more than 10 years of teaching experiencing.

Parents: We have approximately 300 families at Tanglewood. Our parents are highly involved and support our high student expectations.

District: Fort Worth ISD is a large urban district serving over 70,000 students on 144 campuses.

Demographics Strengths

Enrollment is back up to pre-pandemic levels.

We have a diverse student body representative of over 20 different countries and languages. International families come to Fort Worth for work and several of the big corporations have liaisons who assist families in finding housing in our neighborhood due to our exemplary academic programs. This adds cultural and linguistic diversity to our school community.

Twenty-four percent of our students are identified as gifted as talented and we run a school-wide GT program. All teachers are certified in GT instruction. All students are held accountable to our high expectations.

We have a very generous and supportive community. This includes a PTA board of over 50 volunteers. We work side by side as partners in education. They raise money and donate their time to support our school. Our PTA spends an average of \$500 per student per year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our average daily attendance for the 2021-2022 school was 95.4%. **Root Cause:** Covid-19 related absences (illness or quarantine) caused students to miss school. We did not have a virtual option this year so students could not be counted present from home.

Problem Statement 2 (Prioritized): There were 88 students who accrued more than 10 absences last school year. More than ten absences is considered excessive. Fifty-seven percent of students with excessive absences (more than ten) are identified as at-risk based on one, or more, of the following factors: Special Education, 504, ESL, or Economically Disadvantaged. **Root Cause:** Covid-19 related absences (illness or quarantine) caused students to miss school. Some parents kept their students at home if there was a possible exposure.

Problem Statement 3 (Prioritized): Discipline referrals increased last year. We had 15 students who received at least one infraction compared to 10 students the previous year. Overall we had 30 infractions last year compared to 10 the previous year. **Root Cause:** Many students were isolated and did not socialize during the pandemic. Social-emotional development was stunted. Students were struggling to get along with peers and fall into routines and procedures.

Student Learning

Student Learning Summary

As measured by the MAP GROWTH Math end-of-year assessment in May of 2022, our students are meeting the following average achievement percentiles:

KG- 95th Percentile

1st- 98th Percentile

2nd- 98th Percentile

3rd- 92nd Percentile

4th- 99th Percentile

5th- 97th Percentile

As measured by the MAP GROWTH Reading end-of-year assessment in May of 2022, our students are meeting the following average achievement percentiles:

KG- 90th Percentile

1st- 99th Percentile

2nd- 97th Percentile

3rd- 98th Percentile

4th- 99th Percentile

5th- 98th Percentile

As measured by the 2022 STAAR Assessments, our students are achieving as follows:

Reading

3rd Grade Reading- 95% Approaching Standard, 86% Meeting Standard, 70% Mastering Standard

4th Grade Reading- 98% Approaching Standard, 92% Meeting Standard, 71% Mastering Standard

5th Grade Reading- 98% Approaching Standard, 92% Meeting Standard, 71% Mastering Standard

Math

3rd Grade Math- 90% Approaching Standard, 73% Meeting Standard, 42% Mastering Standard

4th Grade Math- 95% Approaching Standard, 85% Meeting Standard, 62% Mastering Standard

5th Grade Math- 97% Approaching Standard, 88% Meeting Standard, 67% Mastering Standard

Science

5th Grade Science- 97% Approaching Standard, 87% Meeting Standard, 53% Mastering Standard

Student Learning Strengths

3rd-5th Grade:

Tanglewood students earned all A's (97/100 total) on our TEA report card and earned all six possible distinctions in our campus comparison group. We also earned the number one spot overall in our campus comparison group.

KG-5th Grade:

Tanglewood students exceeded the national norm in reading progress by 18 points as measured by MAP Growth. Percentage of students meeting or exceeding growth goal was 68%.

Tanglewood students exceeded the national norm in math progress by 16 points as measured by MAP Growth. Percentage of students meeting or exceeding growth goal was 66%.

Pre-K:

We have a high percentage of students meeting the goal for the following subjects as measured by the EOY Circle Assessment:

Letter Names- 86%

Vocabulary- 93%

Phonemic Awareness- 95%

Math- 100%

Science- 98%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On average, Tanglewood students are performing 7 points lower in math compared to pre-pandemic scores as measured by STAAR math. **Root Cause:** Math instruction was interrupted during the pandemic when schools closed and students switched to virtual learning. There are significant learning gaps in math that still need to be addressed.

Problem Statement 2 (Prioritized): The cohort of Tanglewood students currently in 4th grade performed below campus expectations on STAAR 3rd grade math in 2022: 90% Approaches, 73% Meets, 42% Masters. **Root Cause:** In first and second grade, students develop into fluent readers and learn basic facts and concepts in math. Since current fourth graders had their education interrupted during this crucial time due to the pandemic, they are struggling with the reading passages and multi-step problem solving in math.

School Processes & Programs

School Processes & Programs Summary

We have explicit schedules for each grade level that maximize learning time. We are able to recruit, support, and maintain highly effective teachers. Our office staff provides exemplary customer service to all stakeholders. We have systems in place for safety, transitions, instruction, recess, lunch, drop-off, dismissal, etc. Teachers and staff follow routines and procedures and provide a consistent environment for students. We run a school-wide gifted and talented program. All of our teachers are certified in gifted and talented instruction. We supplement the district curriculum with advanced academic materials such as Wordly Wise and Think Up. In addition to physical education, art, and music, we provide Spanish and STEAM enrichment classes weekly. We have an after-school enrichment program that offers a variety of classes to students including dance, tennis, science, yoga, painting, computer coding, etc. We have an after-school running team.

School Processes & Programs Strengths

We are a very organized school with clear expectations, systems, and procedures. Clear and consistent communication is evident among all stakeholders. All of our teachers are certified in gifted and talented instruction. We provide advanced academic instruction to all students. Our enrichment programs provide students with opportunities to discover new activities and develop skills in the arts, sciences, humanities, and physical education. Students have access to leadership opportunities through Hope Squad, Student Council, and the Library Ambassador program. Our librarian has a Millionaire Book Club for qualifying students. We recognize students with awards each six-weeks for citizenship, honor roll, Accelerated Reader point goal, and perfect attendance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students have access to a variety of literacy incentive programs but we do not offer any programs for math. **Root Cause:** We place a greater

focus on literacy than we do math. We need to identify a leader for math program incentives and a committee to develop and implement them.

Perceptions

Perceptions Summary

At Tanglewood, we prepare ALL students for success in college, career, and community leadership by recruiting and retaining highly qualified teachers who believe that all students can learn and achieve at high levels. We provide a safe environment that challenges all students to reach their full potential. We provide advanced academic instruction to all students. We make decisions and implement systems based on equity for all. We proudly partner with our PTA to provide additional resources and enrichment opportunities. We expect our Tigers to be respectful, responsible, safe, and prepared.

Perceptions Strengths

Tanglewood is an inviting place to work. Staff turnover is low. Teachers report feeling valued and appreciated. Parents are thankful for our transparent leadership and consistent communication. There is a great deal of pride associated with being a Tanglewood Tiger. We get many requests for student transfers due to our state rating and reputation for excellence.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We do not have current survey data to accurately measure perceptions. **Root Cause:** The data collection platform we have been using for the past few years has been discontinued. We need to create a local survey to measure current perceptions.

Priority Problem Statements

Problem Statement 3: Our average daily attendance for the 2021-2022 school was 95.4%.

Root Cause 3: Covid-19 related absences (illness or quarantine) caused students to miss school. We did not have a virtual option this year so students could not be counted present from home.

Problem Statement 3 Areas: Demographics

Problem Statement 1: On average, Tanglewood students are performing 7 points lower in math compared to pre-pandemic scores as measured by STAAR math.

Root Cause 1: Math instruction was interrupted during the pandemic when schools closed and students switched to virtual learning. There are significant learning gaps in math that still need to be addressed.

Problem Statement 1 Areas: Student Learning

Problem Statement 6: Students have access to a variety of literacy incentive programs but we do not offer any programs for math.

Root Cause 6: We place a greater focus on literacy than we do math. We need to identify a leader for math program incentives and a committee to develop and implement them.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 4: There were 88 students who accrued more than 10 absences last school year. More than ten absences is considered excessive. Fifty-seven percent of students with excessive absences (more than ten) are identified as at-risk based on one, or more, of the following factors: Special Education, 504, ESL, or Economically Disadvantaged.

Root Cause 4: Covid-19 related absences (illness or quarantine) caused students to miss school. Some parents kept their students at home if there was a possible exposure.

Problem Statement 4 Areas: Demographics

Problem Statement 2: The cohort of Tanglewood students currently in 4th grade performed below campus expectations on STAAR 3rd grade math in 2022: 90% Approaches, 73% Meets, 42% Masters.

Root Cause 2: In first and second grade, students develop into fluent readers and learn basic facts and concepts in math. Since current fourth graders had their education interrupted during this crucial time due to the pandemic, they are struggling with the reading passages and multi-step problem solving in math.

Problem Statement 2 Areas: Student Learning

Problem Statement 5: Discipline referrals increased last year. We had 15 students who received at least one infraction compared to 10 students the previous year. Overall we had 30 infractions last year compared to 10 the previous year.

Root Cause 5: Many students were isolated and did not socialize during the pandemic. Social-emotional development was stunted. Students were struggling to get along with peers and fall into routines and procedures.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

District Goals

Revised/Approved: September 13, 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 95% to 97% by May 2023.

Increase the percentage of boys who score On Track on Circle Phonological Awareness in English from 91% to 93% by May 2023.

Evaluation Data Sources: PK Circle Assessment

Strategy 1: Continue to embed daily phonemic awareness activities into direct instruction, learning stations, and independent practice.

Strategy's Expected Result/Impact: All students will master PK phonemic awareness expectations as measured by end of year Circle Assessment.

Staff Responsible for Monitoring: PK Teachers, Instructional Coach

TEA Priorities:


Build a foundation of reading and math


- ESF Levers:


Lever 4: High-Quality Curriculum


Problem Statements: Demographics 3

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Action Step 1: PK teachers and instructional coach will attend professional development sessions with FWISD early learning coaches to learn and implement the new PK curriculum. Intended Audience: PK Teachers Date(s) / Timeframe: Summer Flex and Ongoing Professional Development throughout the school year Provider / Presenter / Person Responsible: FWISD Early Learning Coaches Collaborating Departments: Early Childhood Delivery Method: In person and online | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Discipline referrals increased last year. We had 15 students who received at least one infraction compared to 10 students the previous year. Overall we had 30 infractions last year compared to 10 the previous year. **Root Cause:** Many students were isolated and did not socialize during the pandemic. Social-emotional development was stunted. Students were struggling to get along with peers and fall into routines and procedures.

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 89% to 91% by May 2023.

Increase the percentage of African American students from 43% to 63% by May 2023.

Evaluation Data Sources: NWEA MAP Fluency Assessment

Strategy 1: Improve the quality and alignment of Tier 1 literacy instruction for all KG-3rd grade students using the Amplify Unit and Lesson Internalization process to ensure rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increase the percentage of students who meet or exceed the MAP Fluency indicators from 89% to 91% by May of 2023.





Staff Responsible for Monitoring: Literacy Teachers, Instructional Coach, Data Analyst

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Action Step 1: Ensure all KG-3rd grade teachers are trained in Amplify Reading and participate in ongoing lesson planning and preparation during weekly PLCs.</p> <p>Intended Audience: PK-3 literacy teachers, instructional coach</p> <p>Date(s) / Timeframe: Summer flex and ongoing FWISD and Amplify professional development</p> <p>Provider / Presenter / Person Responsible: Instructional coach, FWISD literacy department, Amplify professional development materials</p> <p>Delivery Method: In person and online</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: The cohort of Tanglewood students currently in 4th grade performed below campus expectations on STAAR 3rd grade math in 2022: 90% Approaches, 73% Meets, 42% Masters. Root Cause: In first and second grade, students develop into fluent readers and learn basic facts and concepts in math. Since current fourth graders had their education interrupted during this crucial time due to the pandemic, they are struggling with the reading passages and multi-step problem solving in math.</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 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 68% to 72% by May 2023.

Increase the percentage of African American students who meet or exceed projected growth on MAP Growth Reading in English from 49% to 65% by May 2023.

Evaluation Data Sources: MAP Growth Reading Assessment

Strategy 1: Implement Lexia Core 5 to fidelity by ensuring all students in KG-5 complete a minimum of sixty minutes per week on the individualized reading lessons.





Strategy's Expected Result/Impact: Percentage of students meeting or exceeding their growth goal on end of year MAP Growth Reading will increase to 62%. The percentage of African American students meeting or exceeding their growth goal on end of year MAP Growth Reading will increase to 55%.

Staff Responsible for Monitoring: Teachers, instructional coach, data analyst, administration

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1, 2 - Student Learning 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| <p>Action Step 1: Create a specific schedule for each grade level that allows for sixty minutes of weekly Lexia Core 5 instruction and student practice. Monitor Lexia Core 5 usage weekly.</p> <p>Intended Audience: All KG-5th grade literacy teachers and students</p> <p>Date(s) / Timeframe: Weekly implementation and monitoring beginning the second week of week of school and continuing through the first week of May.</p> <p>Provider / Presenter / Person Responsible: Instructional Coach, data analyst, and administration</p> <p>Collaborating Departments: Grade level chairs</p> <p>Delivery Method: In person and email</p> | | | | |
| <p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

School Performance Objective 3 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: Our average daily attendance for the 2021-2022 school was 95.4%. Root Cause: Covid-19 related absences (illness or quarantine) caused students to miss school. We did not have a virtual option this year so students could not be counted present from home.</p> |

Demographics

Problem Statement 2: There were 88 students who accrued more than 10 absences last school year. More than ten absences is considered excessive. Fifty-seven percent of students with excessive absences (more than ten) are identified as at-risk based on one, or more, of the following factors: Special Education, 504, ESL, or Economically Disadvantaged. **Root Cause:** Covid-19 related absences (illness or quarantine) caused students to miss school. Some parents kept their students at home if there was a possible exposure.

Student Learning

Problem Statement 2: The cohort of Tanglewood students currently in 4th grade performed below campus expectations on STAAR 3rd grade math in 2022: 90% Approaches, 73% Meets, 42% Masters. **Root Cause:** In first and second grade, students develop into fluent readers and learn basic facts and concepts in math. Since current fourth graders had their education interrupted during this crucial time due to the pandemic, they are struggling with the reading passages and multi-step problem solving in math.

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 98% to 100% by May 2023. Maintain the percentage of economically disadvantaged students who score On Track on Circle Math at 100% by May 2023.

Evaluation Data Sources: PK Circle Assessment

Strategy 1: Continue to follow the PK math curriculum and supplement with advanced mathematics lesson based on kindergarten TEKS.





Strategy's Expected Result/Impact: 100% of students will score On Track on the Circle Assessment

Staff Responsible for Monitoring: PK teachers, instructional coach, data analyst, and administration

TEA Priorities:

Build a foundation of reading and math

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

| Action Step 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Action Step 1: Provide time for PK teachers to collaborate and plan advanced math lessons for students. Intended Audience: PK teachers and students Date(s) / Timeframe: Weekly Provider / Presenter / Person Responsible: PK teachers, instructional coach Collaborating Departments: KG teachers Delivery Method: In person | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

School Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: On average, Tanglewood students are performing 7 points lower in math compared to pre-pandemic scores as measured by STAAR math. Root Cause: Math instruction was interrupted during the pandemic when schools closed and students switched to virtual learning. There are significant learning gaps in math that still need to be addressed.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: Students have access to a variety of literacy incentive programs but we do not offer any programs for math. Root Cause: We place a greater focus on literacy than we do math. We need to identify a leader for math program incentives and a committee to develop and implement them.</p> |

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 75% to 80% by May 2023. Increase the percentage of African American and Hispanic students who score On Track on TX-KEA Math from 37% to 42% by May 2023.

Evaluation Data Sources: TX-KEA

Strategy 1: Implement the new Eureka math curriculum with fidelity by learning the program components and planning/preparing TEKS based lessons using the curriculum resources.





Strategy's Expected Result/Impact: Eighty percent of Kinder students will score On Track or higher on the end of year TX-KEA math assessment.

Staff Responsible for Monitoring: Kinder teachers, data analyst, administration

TEA Priorities:

Build a foundation of reading and math

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

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Action Step 1: Ensure teachers attend professional development sessions on the new Eureka math curriculum and provide time during weekly PLCs to plan and prepare for Tier One instruction.</p> <p>Intended Audience: Kinder teachers and students</p> <p>Date(s) / Timeframe: Summer Flex, teacher professional development/prep week, ongoing weekly PLCs</p> <p>Provider / Presenter / Person Responsible: FWISD math specialists, instructional coach, lead math teacher, administration</p> <p>Collaborating Departments: FWISD math department</p> <p>Delivery Method: In person and online</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 |
|---|
| <p>Problem Statement 1: On average, Tanglewood students are performing 7 points lower in math compared to pre-pandemic scores as measured by STAAR math. Root Cause: Math instruction was interrupted during the pandemic when schools closed and students switched to virtual learning. There are significant learning gaps in math that still need to be addressed.</p> |

School Processes & Programs

Problem Statement 1: Students have access to a variety of literacy incentive programs but we do not offer any programs for math. **Root Cause:** We place a greater focus on literacy than we do math. We need to identify a leader for math program incentives and a committee to develop and implement them.

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 66% to 70% by May 2023.

Evaluation Data Sources: MAP Growth Math Assessment





Strategy 1: Ensure that KG-5th grade math teachers receive quality professional development on our new Eureka math curriculum. Provide them time to collaborate, plan, and prepare quality Tier One math lessons

Strategy's Expected Result/Impact: 50% of students will meet or exceed their MAP Growth Goal in Math by May of 2023.

Staff Responsible for Monitoring: Math teachers, data analyst, instructional coach, administration

TEA Priorities:

Recruit, support, retain teachers and principals

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Action Step 1: Inform all math teachers of summer professional learning opportunities for Eureka math. Provide math professional learning during teacher week. Provide time for teachers to collaborate and prepare high quality Tier One lessons during weekly PLCs.</p> <p>Intended Audience: Math teachers</p> <p>Date(s) / Timeframe: Summer Flex, teacher week, ongoing PLCs</p> <p>Provider / Presenter / Person Responsible: FWISD math specialists, math lead teacher, instructional coach, administration</p> <p>Collaborating Departments: FWISD math department</p> <p>Delivery Method: In person and online</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 90% to 93% by May 2023.

Evaluation Data Sources: STAAR

Strategy 1: Implement Lexia Core 5 to fidelity by ensuring all students in KG-5 complete a minimum of sixty minutes per week on the individualized reading lessons.





Strategy's Expected Result/Impact: Percentage of students meeting or exceeding their growth goal on end of year MAP Growth Reading will increase to 62%. The percentage of African American students meeting or exceeding their growth goal on end of year MAP Growth Reading will increase to 55%.

Staff Responsible for Monitoring: Teachers, instructional coach, data analyst, administration

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1, 2 - Student Learning 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Action Step 1: Create a specific schedule for each grade level that allows for sixty minutes of weekly Lexia Core 5 instruction and student practice. Monitor Lexia Core 5 usage weekly.</p> <p>Intended Audience: All KG-5th grade literacy teachers and students</p> <p>Date(s) / Timeframe: Weekly implementation and monitoring beginning the second week of week of school and continuing through the first week of May.</p> <p>Provider / Presenter / Person Responsible: Instructional Coach, data analyst, and administration</p> <p>Collaborating Departments: Grade level chairs</p> <p>Delivery Method: In person and email</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Strategy 2: Improve the quality and alignment of Tier 1 literacy instruction for all KG-3rd grade students using the Amplify Unit and Lesson Internalization process to ensure rigorous instruction is occurring daily.





Strategy's Expected Result/Impact: Increase the percentage of students who meet or exceed the MAP Fluency indicators from 89% to 91% by May of 2023.

Staff Responsible for Monitoring: Literacy Teachers, Instructional Coach, Data Analyst

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Action Step 1: Ensure all KG-3rd grade teachers are trained in Amplify Reading and participate in ongoing lesson planning and preparation during weekly PLCs.</p> <p>Intended Audience: PK-3 literacy teachers, instructional coach</p> <p>Date(s) / Timeframe: Summer flex and ongoing FWISD and Amplify professional development</p> <p>Provider / Presenter / Person Responsible: Instructional coach, FWISD literacy department, Amplify professional development materials</p> <p>Delivery Method: In person and online</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: Our average daily attendance for the 2021-2022 school was 95.4%. Root Cause: Covid-19 related absences (illness or quarantine) caused students to miss school. We did not have a virtual option this year so students could not be counted present from home.</p> |
| <p>Problem Statement 2: There were 88 students who accrued more than 10 absences last school year. More than ten absences is considered excessive. Fifty-seven percent of students with excessive absences (more than ten) are identified as at-risk based on one, or more, of the following factors: Special Education, 504, ESL, or Economically Disadvantaged. Root Cause: Covid-19 related absences (illness or quarantine) caused students to miss school. Some parents kept their students at home if there was a possible exposure.</p> |
| Student Learning |
| <p>Problem Statement 2: The cohort of Tanglewood students currently in 4th grade performed below campus expectations on STAAR 3rd grade math in 2022: 90% Approaches, 73% Meets, 42% Masters. Root Cause: In first and second grade, students develop into fluent readers and learn basic facts and concepts in math. Since current fourth graders had their education interrupted during this crucial time due to the pandemic, they are struggling with the reading passages and multi-step problem solving in math.</p> |

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 84% to 87% by May 2023.

Evaluation Data Sources: STAAR





Strategy 1: Ensure that KG-5th grade math teachers receive quality professional development on our new Eureka math curriculum. Provide them time to collaborate, plan, and prepare quality Tier One math lessons

Strategy's Expected Result/Impact: 50% of students will meet or exceed their MAP Growth Goal in Math by May of 2023.

Staff Responsible for Monitoring: Math teachers, data analyst, instructional coach, administration

TEA Priorities:

Recruit, support, retain teachers and principals

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Action Step 1: Inform all math teachers of summer professional learning opportunities for Eureka math. Provide math professional learning during teacher week. Provide time for teachers to collaborate and prepare high quality Tier One lessons during weekly PLCs.</p> <p>Intended Audience: Math teachers</p> <p>Date(s) / Timeframe: Summer Flex, teacher week, ongoing PLCs</p> <p>Provider / Presenter / Person Responsible: FWISD math specialists, math lead teacher, instructional coach, administration</p> <p>Collaborating Departments: FWISD math department</p> <p>Delivery Method: In person and online</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 6% to 3% by May 2023.

Evaluation Data Sources: FOCUS and Attendance Recovery Binder





Strategy 1: Inform parents of the attendance requirements prior to school starting and hold parents accountable for bringing their child to school daily.

Strategy's Expected Result/Impact: Increase in daily attendance

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Data Clerk

Problem Statements: Demographics 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Action Step 1: Create an attendance handbook and video for parents and students prior to the start of school. This information will still be included in the parent/student handbook but it needs to be marketed separately. Intended Audience: Parents and students Date(s) / Timeframe: August 2022 and ongoing reminders/updates throughout the year Provider / Presenter / Person Responsible: Dana McKenzie Collaborating Departments: Leadership Team Delivery Method: Blackboard, Facebook, and Marquee | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Create a student "Tiger of the Week" attendance incentive program.

Strategy's Expected Result/Impact: Increased attendance

Staff Responsible for Monitoring: Counselor and Nurse





Problem Statements: Demographics 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Action Step 1: Every Friday, each homeroom teacher will select one student who was present every day, arrived on time, completed all assignments, and earned an E or an S in conduct that week. These students will have their name called over announcements the following Monday. They will receive a Tiger of the Week certificate and have their photo and name displayed on the Tiger of the Week poster in the foyer.</p> <p>Intended Audience: Students and parents Date(s) / Timeframe: Weekly beginning on September 6th, 2022 and continuing through May 5th, 2023 Provider / Presenter / Person Responsible: Counselor and Nurse Collaborating Departments: Admin Team Delivery Method: In Person</p> <p>Funding Sources: Poster Machine - SCE (199 PIC 24) - 199-11-6396-001-171-24-313-000000- - \$3,485</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 3: Provide parents with additional educational opportunities surrounding Eureka Math to assist them with understanding the "why" behind the program and how to help their children with math at home.

Strategy's Expected Result/Impact: Decreased parent frustration with our "new" math and increased student support at home.

Staff Responsible for Monitoring: Dana McKenzie and Bobby Taylor

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Action Step 1: Inform parents about how, when, and why a school district adopts a new curriculum</p> <p>Intended Audience: Parents Date(s) / Timeframe: October 7, 2022 Provider / Presenter / Person Responsible: Dana McKenzie Delivery Method: Email</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: Instruction Coach will train teachers on how to effectively use the parent components of Eureka Math.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: October and November 2022 Provider / Presenter / Person Responsible: Bobby Taylor Collaborating Departments: Math Teachers Delivery Method: Video Presentation</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

School Performance Objective 1 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 2: There were 88 students who accrued more than 10 absences last school year. More than ten absences is considered excessive. Fifty-seven percent of students with excessive absences (more than ten) are identified as at-risk based on one, or more, of the following factors: Special Education, 504, ESL, or Economically Disadvantaged. Root Cause: Covid-19 related absences (illness or quarantine) caused students to miss school. Some parents kept their students at home if there was a possible exposure.</p> |

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

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 30 to 15 by May 2023.
Decrease the number of discipline referrals by school personnel for male students from 25 to 15 by May 2023.





Evaluation Data Sources: FOCUS Referral Log

Strategy 1: Implement daily "Tiger Time." Tiger Time will take place in each homeroom class daily from 7:50-8:15 a.m. Tiger Time will incorporate character development, interpersonal communication skills, and conflict resolution strategies.

Strategy's Expected Result/Impact: Students will hold themselves and others accountable for their behavior and choices.

Staff Responsible for Monitoring: All teachers, counselor, and admin team

Problem Statements: Demographics 3

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Action Step 1: Create the a set of core values and beliefs for Tanglewood (The Tanglewood Ten). Share the Tanglewood Ten with all stakeholders. Post the Tanglewood Ten in all hallways and classrooms. Create a ten-week character development program based on the Tanglewood Ten. Teachers will use this program daily during Tiger Time. Each week will focus on a different core value/belief. The ten-week program will repeat two additional times throughout the year (consecutively).</p> <p>Intended Audience: All stakeholders with a focus on students and staff Date(s) / Timeframe: August 2022- May 2023 Provider / Presenter / Person Responsible: Principal, Counselor, Assistant Principal Collaborating Departments: Character Development Committee Delivery Method: In Person</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 3: Discipline referrals increased last year. We had 15 students who received at least one infraction compared to 10 students the previous year. Overall we had 30 infractions last year compared to 10 the previous year. Root Cause: Many students were isolated and did not socialize during the pandemic. Social-emotional development was stunted. Students were struggling to get along with peers and fall into routines and procedures.</p> |

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 male students from 7 to 3 by May 2023.





Evaluation Data Sources: FOCUS Referral Log

Strategy 1: Implement daily "Tiger Time" using the additional minutes added to the school day. Tiger Time will take place in each homeroom class daily from 7:50-8:15 a.m. Tiger Time will incorporate character development, interpersonal communication skills, and conflict resolution strategies.

Strategy's Expected Result/Impact: Students will hold themselves and others accountable for their behavior and choices.

Staff Responsible for Monitoring: All teachers, counselor, and admin team

Problem Statements: Demographics 3

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Action Step 1: Create the a set of core values and beliefs for Tanglewood (The Tanglewood Ten). Share the Tanglewood Ten with all stakeholders. Post the Tanglewood Ten in all hallways and classrooms. Create a ten-week character development program based on the Tanglewood Ten. Teachers will use this program daily during Tiger Time. Each week will focus on a different core value/belief. The ten-week program will repeat two additional times throughout the year (consecutively).</p> <p>Intended Audience: All stakeholders with a focus on students and staff</p> <p>Date(s) / Timeframe: August 2022- May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, Counselor, Assistant Principal</p> <p>Collaborating Departments: Character Development Committee</p> <p>Delivery Method: In Person</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

School Performance Objective 3 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 3: Discipline referrals increased last year. We had 15 students who received at least one infraction compared to 10 students the previous year. Overall we had 30 infractions last year compared to 10 the previous year. Root Cause: Many students were isolated and did not socialize during the pandemic. Social-emotional development was stunted. Students were struggling to get along with peers and fall into routines and procedures.</p> |

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 25 to 26 by May 2023.

Evaluation Data Sources: Calendar of events

Strategy 1: In addition to ten PTA board meetings, three general PTA meetings, Meet the Teacher, Open House, Carnival, Book Fair, Storybook Parade, Field Day, Splash Day, Grade Level Performances, Awards Ceremonies, PK and KG Round Up, Artapalooza, Gallery Night, Holiday Class Parties, Auction, etc.- we will add a family bingo night in the fall.

Strategy's Expected Result/Impact: Increased participation in school events for all families

Staff Responsible for Monitoring: Dana McKenzie

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Action Step 1: Collaborate with PTA and the fall fundraiser leaders to plan a family bingo night in the school cafeteria. Intended Audience: All families Date(s) / Timeframe: October 2022 Provider / Presenter / Person Responsible: PTA Community Liaison Collaborating Departments: Admin Team Delivery Method: In Person | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Campus Funding Summary

| Title I (211) | | | | | | | |
|------------------------------------|------------------------------|----------|-------------|------------------|----------------------------------|------------------------------------|------------|
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| | | | | | | | \$0.00 |
| Sub-Total | | | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | | | \$0.00 |
| +/- Difference | | | | | | | \$0.00 |
| SCE (199 PIC 24) | | | | | | | |
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 4 | 1 | 2 | 1 | Poster Machine | Technology for instructional use | 199-11-6396-001-171-24-313-000000- | \$3,485.00 |
| Sub-Total | | | | | | | \$3,485.00 |
| Budgeted Fund Source Amount | | | | | | | \$3,485.00 |
| +/- Difference | | | | | | | \$0.00 |
| SIG (211) | | | | | | | |
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| | | | | | | | \$0.00 |
| Sub-Total | | | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | | | \$0.00 |
| +/- Difference | | | | | | | \$0.00 |
| Parent Engagement | | | | | | | |
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| | | | | | | | \$0.00 |
| Sub-Total | | | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | | | \$0.00 |

| Parent Engagement | | | | | | | |
|-------------------|------------------------------|----------|-------------|------------------|-------------|------------------------------------|------------|
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| | | | | | | +/- Difference | \$0.00 |
| BEA (199 PIC 25) | | | | | | | |
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| | | | | | | | \$0.00 |
| | | | | | | Sub-Total | \$0.00 |
| | | | | | | Budgeted Fund Source Amount | \$210.00 |
| | | | | | | +/- Difference | \$210.00 |
| | | | | | | Grand Total Budgeted | \$3,695.00 |
| | | | | | | Grand Total Spent | \$3,485.00 |
| | | | | | | +/- Difference | \$210.00 |