

Fort Worth Independent School District
208 T.A. Sims Elementary School
2022-2023 Campus Improvement Plan

Accountability Rating: B



Mission Statement

The mission of T. A. Sims Elementary School is to encourage, educate, and empower each child by providing positive learning experiences that result in student success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

T.A. Sims Elementary School serves approximately 600 students in grades Pre-K3 through 5th grade.

Enrollment is 89% Hispanic, 9% African American, 1% White, 1% Other, 98% Economically Disadvantaged, 52% English Language Learners, 8% SpEd

T.A. Sims Elementary School provides Regular Programming, one-way Dual Language, ESL, Gifted and Talented, Early Childhood, RISE self-contained class, Speech, Resource and Inclusion special education classes.

Our staff is diverse in terms of years of experience and race/ethnicity.

During the Covid Pandemic our 2021-2022 Attendance Rate was at 91.53%, 2020-2021 Attendance Rate 91.55%, and pre-pandemic our Attendance Rate 2019-2020 was 94.77%

Demographics Strengths

Summary of Strengths:

- PreK 3 class offered for students who qualify through a grant with Fort Worth Children's Partnership
- SEL supports in place to assist students including: a full-time certified counselor, a case manager, and a social worker
- Resources to support the economic needs of students and families including: free breakfast and lunch for all students, chromebooks for all students, school supplies, school uniforms, etc.
- After School Program that provides academic support, enrichment and dinner for students in grades 3-5
- Extra-curricular activities including football, soccer, and softball through a partnership with the Fort Worth Optimist Club
- Kids Hope Mentors for students 2nd-5th grade

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance for the 2021-22 school year is 3% lower than the attendance rate for the last school year pre-pandemic. Our grades with the lowest percentage of student attendance are PreK with 91%, Kindergarten with 92%, and 1st Grade with 91% **Root Cause:** Our attendance committee needs to meet routinely with more specificity for members roles, responsibilities, goals, and conduct more parent information events.

Perceptions

Perceptions Summary

3rd-5th grade students take the Panorama Climate Survey

- Supportive Relationships: 87% of students responded favorably This ranks TASims in the 40th-59th percentile nationally.
- Sense of belonging: 63% of students responded favorably This ranks TASims in the 60th-79th percentile nationally.
- Teacher-Student Relationships: 61% of students responded favorably This ranks TASims in the 40th-59th percentile nationally.
- Social Awareness: 60% of students responded favorably This ranks TASims in the 20th-39th percentile nationally.
- Engagement: 57% of students responded favorably This ranks TASims in the 60th-79th percentile nationally.
- Emotional Regulation: 43% of students responded favorably This ranks TASims in the 20th-39th percentile nationally

Our teaching staff also takes the Panorama Climate Survey

- Inviting Work Environment: 93% of staff responded favorably Up 19% since Spring 2021
- Educating All Students: 81% of staff responded favorably Down 5% since Spring 2021
- Feedback and Coaching: 79% of staff responded favorably Up 19% since Spring 2021
- Staff-Leader Relationships: 78% of staff responded favorably Up 6% since Spring 2021
- Cultural Awareness and Action: 67% of staff responded favorably Up 4% since Spring 2021
- Faculty Growth Mindset: 64% of staff responded favorably Down 7% since Spring 2021

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 62% of students responded favorably to perceptions about their learning environment on the Panorama survey. **Root Cause:** Staff needs training in interpreting and responding to Panorama data

Priority Problem Statements

Problem Statement 3: African American K-5 students underperformed their "all students" peers in growth points by 4 points on the MOY MAP Math Assessment.

Root Cause 3: A need for teacher knowledge regarding culturally responsive instructional strategies.

Problem Statement 3 Areas: Student Learning

Problem Statement 1: Only 27% scored at the meets level or above on the STAAR reading test, and 26% scored at the meets level or above on the STAAR math test compared to the district at 30% and 22% respectively.

Root Cause 1: Teacher practices around Tier 1 instruction planning and delivery are need refinement

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 5: 62% of students responded favorably to perceptions about their learning environment on the Panorama survey.

Root Cause 5: Staff needs training in interpreting and responding to Panorama data

Problem Statement 5 Areas: Perceptions

Problem Statement 2: African American K-5 students underperformed their "all students" peers in growth points by 15 points on the MOY English MAP Reading Assessment.

Root Cause 2: Teacher practices around Tier 1 instruction, planning and delivery need refinement

Problem Statement 2 Areas: Student Learning

Problem Statement 4: Emergent Bilingual K-5 students underperformed their "all students" peers in growth points by 9 points on the MOY MAP Reading Assessment.

Root Cause 4: Teacher practices around Tier 1 instruction, planning and delivery while incorporating biliteracy best-practices need refinement.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation 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
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

District Goals

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

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 84.6% to 90% by May 2023.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 64.1% to 70% by May 2023.

*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 64% to 70% by May 2023.

High Priority

Evaluation Data Sources: CLI Wave 3 for PK3 and PK4

Strategy 1: Develop the capacity of regular program and dual language PK3 and PK4 teachers by ensuring they are effectively utilizing the Creative Curriculum.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English and Spanish

Staff Responsible for Monitoring: Instructional Leadership Team

TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy by November 30, 2022 (first semester) and February 28, 2023 (second semester).</p> <p>Intended Audience: Teachers, CIC, Campus Administrators</p> <p>Date(s) / Timeframe: November 30, 2022 -February 28, 2023</p> <p>Provider / Presenter / Person Responsible: Literacy Department</p> <p>Collaborating Departments: Literacy Department Office of Instructional Initiatives and School Supports</p> <p>Delivery Method: face-to-face</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure 100% of PK teachers attend monthly PLCs as a cohort to increase fidelity of implementation of Creative Curriculum and best practices that are developmentally appropriate for early learners.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: September 2022-April 2023 Provider / Presenter / Person Responsible: Campus Instructional Coach, Teacher Leaders Collaborating Departments: Early Learning Dept. Delivery Method: face to face</p> <p>Funding Sources: - Title I (211) - 211-11-6116-OPD-208-30-510-000000-23F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Track weekly instructional walkthroughs and feedback in Eduphoria Strive with a goal of 100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2023.</p> <p>Intended Audience: Teachers, ILT Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Instructional Leadership Team Collaborating Departments: Early Learning, Literacy Department, Office of Instructional Initiatives and School Supports Delivery Method: In person</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04E-208-30-510-000000-23F10 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: African American K-5 students underperformed their "all students" peers in growth points by 15 points on the MOY English MAP Reading Assessment. Root Cause: Teacher practices around Tier 1 instruction, planning and delivery need refinement</p> <p>Problem Statement 3: Emergent Bilingual K-5 students underperformed their "all students" peers in growth points by 9 points on the MOY MAP Reading Assessment. Root Cause: Teacher practices around Tier 1 instruction, planning and delivery while incorporating biliteracy best-practices need refinement.</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 48% to 53% 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 30% to 35% by May 2023.

*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 33% to 38% by May 2023.

Evaluation Data Sources: MAP Fluency EOY English and Spanish

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

Strategy's Expected Result/Impact: Develop the capacity of teachers in the planning and delivery of new Amplify curriculum to increase the percentage of students who meet or exceed their expected progress on MAP Fluency.

Staff Responsible for Monitoring: Campus Instructional Leadership Team

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 3 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Amplify & Reading Academies) by November 30, 2022.</p> <p>Intended Audience: Teachers, CIC, Campus Administrators Date(s) / Timeframe: August 2022-November 2023 Provider / Presenter / Person Responsible: Literacy Department Collaborating Departments: Literacy Dept. & Office of Instructional Initiatives Delivery Method: face to face</p> <p>Funding Sources: - Title I (211) - 211-11-6116-OPD-208-30-510-000000-23F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: African American K-5 students underperformed their "all students" peers in growth points by 15 points on the MOY English MAP Reading Assessment.

Root Cause: Teacher practices around Tier 1 instruction, planning and delivery need refinement

Problem Statement 3: Emergent Bilingual K-5 students underperformed their "all students" peers in growth points by 9 points on the MOY MAP Reading Assessment. **Root**

Cause: Teacher practices around Tier 1 instruction, planning and delivery while incorporating biliteracy best-practices need refinement.

School Processes & Programs

Problem Statement 1: Only 27% scored at the meets level or above on the STAAR reading test, and 26% scored at the meets level or above on the STAAR math test compared to the district at 30% and 22% respectively. **Root Cause:** Teacher practices around Tier 1 instruction planning and delivery are need refinement

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 47% to 52% by May 2023.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 38% to 43% by May 2023.

*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 33% to 38% by May 2023.

Evaluation Data Sources: K-5 MAP Reading EOY

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

Strategy's Expected Result/Impact: Develop the capacity of teachers in the planning and delivery of new Amplify curriculum to increase the percentage of students who meet or exceed their expected progress on MAP Growth Reading.

Staff Responsible for Monitoring: Campus Instructional Leadership Team

TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 3 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with K-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum</p> <p>Intended Audience: Teachers, CIC</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Instructional Coach, Principal, AP</p> <p>Collaborating Departments: Literacy Department, Multilingual Education Department, Early Learning Department</p> <p>Delivery Method: face to face</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04E-208-30-510-000000-23F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: African American K-5 students underperformed their "all students" peers in growth points by 15 points on the MOY English MAP Reading Assessment. Root Cause: Teacher practices around Tier 1 instruction, planning and delivery need refinement
Problem Statement 3: Emergent Bilingual K-5 students underperformed their "all students" peers in growth points by 9 points on the MOY MAP Reading Assessment. Root Cause: Teacher practices around Tier 1 instruction, planning and delivery while incorporating biliteracy best-practices need refinement.
School Processes & Programs
Problem Statement 1: Only 27% scored at the meets level or above on the STAAR reading test, and 26% scored at the meets level or above on the STAAR math test compared to the district at 30% and 22% respectively. Root Cause: Teacher practices around Tier 1 instruction planning and delivery are need refinement

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 85% to 90% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 79% to 84% by May 2023.

Evaluation Data Sources: Circle Math EOY

Strategy 1: Continue to develop the capacity of regular program and dual language PK3 and PK4 teachers by ensuring they are effectively utilizing the Creative Curriculum.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track in Circle Math in English and Spanish

Staff Responsible for Monitoring: Instructional Leadership Team

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 3 - School Processes & Programs 1

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: African American K-5 students underperformed their "all students" peers in growth points by 15 points on the MOY English MAP Reading Assessment. Root Cause: Teacher practices around Tier 1 instruction, planning and delivery need refinement
Problem Statement 3: Emergent Bilingual K-5 students underperformed their "all students" peers in growth points by 9 points on the MOY MAP Reading Assessment. Root Cause: Teacher practices around Tier 1 instruction, planning and delivery while incorporating biliteracy best-practices need refinement.
School Processes & Programs
Problem Statement 1: Only 27% scored at the meets level or above on the STAAR reading test, and 26% scored at the meets level or above on the STAAR math test compared to the district at 30% and 22% respectively. Root Cause: Teacher practices around Tier 1 instruction planning and delivery are need refinement

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 40% to 60% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 86% to 90% by May 2023.

Evaluation Data Sources: TX KEA 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 Framework 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: Build teacher capacity in planning and delivering this new curriculum to increase the percentage of Kinder students who score On Track on TX-KEA Math.

Staff Responsible for Monitoring: Instructional Leadership team

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 3 - School Processes & Programs 1

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: African American K-5 students underperformed their "all students" peers in growth points by 15 points on the MOY English MAP Reading Assessment. Root Cause: Teacher practices around Tier 1 instruction, planning and delivery need refinement
Problem Statement 3: Emergent Bilingual K-5 students underperformed their "all students" peers in growth points by 9 points on the MOY MAP Reading Assessment. Root Cause: Teacher practices around Tier 1 instruction, planning and delivery while incorporating biliteracy best-practices need refinement.
School Processes & Programs
Problem Statement 1: Only 27% scored at the meets level or above on the STAAR reading test, and 26% scored at the meets level or above on the STAAR math test compared to the district at 30% and 22% respectively. Root Cause: Teacher practices around Tier 1 instruction planning and delivery are need refinement

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 54% to 60% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 51% to 60% by May 2023.

Evaluation Data Sources: EOY MAP Growth Math

Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math Framework 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: Build teacher capacity in planning and delivering this new curriculum to increase the percentage of K-5 students who meet or exceed growth expectations on the MAP Math EOY assessment.

Staff Responsible for Monitoring: Instructional Leadership team





TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Teachers provide scaffolded supports and interventions to meet students diverse needs to accelerate student progress and increase overall student achievement. Intended Audience: Students Date(s) / Timeframe: September 2022-May 2023 Provider / Presenter / Person Responsible: Teachers Delivery Method: In Person Funding Sources: - Title I (211) - 211-11-6116-04E-208-30-510-000000-23F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 27% to 32% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 38% to 43% by May 2023.

Evaluation Data Sources: STAAR Reading 3rd-5th Grade

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

Strategy's Expected Result/Impact: Building teacher's capacity for instructional delivery to increase the percentage of 3-5 students scoring at the meets or above rating on the STAAR reading assessment.

Staff Responsible for Monitoring: Instructional Leadership Team





TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure staff attends trainings and internalizes Eureka and Amplify Curriculums as well as the FWISD Literacy, Biliteracy, and new Math frameworks throughout the school year.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: June 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Math, Biliteracy Dept., and Literacy Dept.</p> <p>Collaborating Departments: Teaching and Learning Dept.</p> <p>Delivery Method: Varied</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Instructional Leadership Team will ensure the campus lesson plan format and lesson planning and delivery process is aligned to the FWISD curriculums and frameworks. Intended Audience: Teachers Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: ILT Delivery Method: Varied Funding Sources: - Title I (211) - 211-11-6399-04E-208-30-510-000000-23F10 - \$3,180	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Coaching and feedback will be given to teachers and recorded in STRIVE regarding the delivery of Tier 1 instruction. Intended Audience: Teachers Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal and AP Delivery Method: Varied	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: Building teacher's capacity for instructional delivery to increase the percentage of 3-5 students scoring at the meets or above rating on the STAAR assessment.





Staff Responsible for Monitoring: ILT

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p>Action Step 1: In PLCs, teachers will analyze formative and summative assessment data to identify student learning gaps and create accelerated learning plans for students who are not mastering the TEKS.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: August 2022 -May 2023 Provider / Presenter / Person Responsible: ILT Delivery Method: In Person</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-208-24-313-000000- - \$8,806</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: The data analyst will compile formative and summative data reports to share with teachers. She will also assist teachers and the ILT in the data analysis and action planning for student success.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: August 2022 -May 2023 Provider / Presenter / Person Responsible: Data Analyst Delivery Method: In Person</p> <p>Funding Sources: - Title I (211) - 211-13-6119-04E-208-30-510-000000-23F10 - \$85,344</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Students will receive academic support with online instructional resources as well as in person instructional resources via Title 1 Computer Lab Assistant III.</p> <p>Intended Audience: Students Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Computer Lab Assistant Delivery Method: In person</p> <p>Funding Sources: - Title I (211) - 211-11-6129-04U-208-30-510-000000-23F10 - \$33,826</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 25% to 40% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 15% to 30% by May 2023.

Evaluation Data Sources: 3rd-5th Grade STAAR Math

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

Strategy's Expected Result/Impact: Improved teacher capacity for instructional delivery and alignment to rigor of the standard to increase the percentage of 3-5 students scoring at the meets or above rating on the STAAR math assessment.

Staff Responsible for Monitoring: ILT





TEA Priorities:

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

- **ESF Levers:**

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Ensure staff attends trainings and internalizes Eureka Curriculum as well as the FWISD new Math frameworks throughout the school year. Intended Audience: Teachers Date(s) / Timeframe: June 2022-May 2023 Provider / Presenter / Person Responsible: Math Dept, ILT Collaborating Departments: Teaching and Learning, Bilingual Dept. Delivery Method: Varied	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers provide scaffolded supports and interventions to meet students diverse needs and increase student mastery of daily learning objectives.</p> <p>Intended Audience: Students</p> <p>Date(s) / Timeframe: September 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - Title I (211) - 211-11-6116-04E-208-30-510-000000-23F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 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 32% to 22% by May 2023.

Evaluation Data Sources: Attendance Reports

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

Strategy's Expected Result/Impact: Decrease excessive absences

Staff Responsible for Monitoring: Student Support Team

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

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 3% to 2% by May 2023.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 1% to 0.5% by May 2023.

Evaluation Data Sources: District Discipline Cycle Data

Strategy 1: Review ADQ Cycle Report Data and Focus Discipline Data to determine student groups most impacted and in need of support.

Strategy's Expected Result/Impact: Decrease the number of referrals for African American students

Staff Responsible for Monitoring: Student Support Team

TEA Priorities:

Improve low-performing schools


- **ESF Levers:**

Lever 3: Positive School Culture


Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Engage Staff in ongoing professional learning opportunities to increase their awareness and capacity to meet the diverse social, emotional, academic, cultural and physical needs of students.</p> <p>Intended Audience: Teachers, Teacher Assistants, inst. Staff, Student Support Staff, Provider / Presenter / Person Responsible: Momentous Institute, Campus Admin, Teacher Leaders Collaborating Departments: Restorative Practices, SPED, Equity & Excellence Delivery Method: varied</p> <p>Funding Sources: - Title I (211) - 211-11-6116-OPD-208-30-510-000000-23F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June


Action Step 2 Details	Reviews			
<p>Action Step 2: Implement schoolwide PBIS, House System and extra-curricular activities that promote positive behavior, academic achievement, and attendance</p> <p>Intended Audience: Students</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Teachers, Teacher Assistants, Student Support Team, ILT</p> <p>Delivery Method: Varied</p> <p>Funding Sources: - Title I (211) - 211-61-6121-04L-208-30-510-000000-23F10 - \$1,000, - Title I (211) - 211-61-6116-04L-208-30-510-000000-23F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: 62% of students responded favorably to perceptions about their learning environment on the Panorama survey. Root Cause: Staff needs training in interpreting and responding to Panorama data</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 African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 0 to 0 by May 2023.

Evaluation Data Sources: Focus Discipline Reports, Climate Survey

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

Strategy's Expected Result/Impact: Increase positive relationships among students and staff as indicated by student response to the learning environment on the campus climate survey

Staff Responsible for Monitoring: Student Support Team

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

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 3 to 5 by May 2023.

Evaluation Data Sources: Parent Perception Survey

Strategy 1: Create a campus committee comprised of Family Engagement Specialist and other key stakeholders to plan and promote high-impact family engagement activities and events for the school year.

Strategy's Expected Result/Impact: Increase the positive perception of parents on engagement on Parent Survey

Staff Responsible for Monitoring: Family Engagement Specialist and Principal

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: By September 1 meet with SBDM Team to identify 5 family engagement events to support and promote this school year.</p> <p>Intended Audience: Students and Families Date(s) / Timeframe: August 2022 - May 2023; Provider / Presenter / Person Responsible: Family Engagement Specialist Collaborating Departments: Parent Engagement Dept., Bilingual Dept. Delivery Method: In person</p> <p>Funding Sources: - Parent Engagement - 211-61-6499-04L-208-30-510-000000-23F10 - \$2,601</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Engage Staff in creating and participating in family engagement activities and events such as Parent Curriculum Night, Parent/Student/Teacher Conferences, and Parent Workshops that increase parent communication, provide parent resources to support academics at home and promote parent involvement in their child's education.</p> <p>Intended Audience: Teachers, Parents, Students</p> <p>Date(s) / Timeframe: September 2022-May 2023 (parent workshops twice per semester, curriculum night once per semester, parent conferences at beginning, middle, end of year)</p> <p>Provider / Presenter / Person Responsible: Teacher, Instructional Coach, Admin</p> <p>Collaborating Departments: Curriculum Dept.</p> <p>Delivery Method: Varied</p> <p>Funding Sources: - Title I (211) - 211-61-6116-04L-208-30-510-000000-23F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 1: 62% of students responded favorably to perceptions about their learning environment on the Panorama survey. Root Cause: Staff needs training in interpreting and responding to Panorama data</p>

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		Extra duty pay for PD after hours	211-11-6116-0PD-208-30-510-000000-23F10	\$2,000.00
1	1	1	3		Supplies and materials for instructional use	211-11-6399-04E-208-30-510-000000-23F10	\$2,500.00
1	2	1	1		Extra duty pay for PD after hours	211-11-6116-0PD-208-30-510-000000-23F10	\$3,000.00
1	3	1	1		Supplies and materials for instructional use	211-11-6399-04E-208-30-510-000000-23F10	\$10,000.00
2	3	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-208-30-510-000000-23F10	\$5,000.00
3	1	1	2		Supplies and materials for instructional use	211-11-6399-04E-208-30-510-000000-23F10	\$3,180.00
3	1	2	2		Data Analyst	211-13-6119-04E-208-30-510-000000-23F10	\$85,344.00
3	1	2	3		Computer Lab Assistant	211-11-6129-04U-208-30-510-000000-23F10	\$33,826.00
3	2	1	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-208-30-510-000000-23F10	\$5,000.00
4	2	1	1		Extra duty pay for PD after hours	211-11-6116-0PD-208-30-510-000000-23F10	\$5,000.00
4	2	1	2		Extra duty for family engagement activities after hours	211-61-6116-04L-208-30-510-000000-23F10	\$3,000.00
4	2	1	2		Extra duty for family engagement activities after hours (Support Personnel)	211-61-6121-04L-208-30-510-000000-23F10	\$1,000.00
4	4	1	2		Extra duty for family engagement activities after hours	211-61-6116-04L-208-30-510-000000-23F10	\$5,000.00
Sub-Total							\$163,850.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$163,850.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1		Supplies and materials for instructional use	199-11-6399-001-208-24-313-000000-	\$8,806.00
Sub-Total							\$8,806.00
Budgeted Fund Source Amount							\$8,806.00
+/- 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 Parents to promote participation	211-61-6499-04L-208-30-510-000000-23F10	\$2,601.00
Sub-Total							\$2,601.00
Budgeted Fund Source Amount							\$2,601.00
+/- 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							\$2,130.00
+/- Difference							\$2,130.00
Grand Total Budgeted							\$177,387.00
Grand Total Spent							\$175,257.00
+/- Difference							\$2,130.00