

# **Fort Worth Independent School District**

## **154 M.L. Phillips Elementary School**

### **2023-2024 Improvement Plan**

**Accountability Rating: C**

**Distinction Designations:**  
Academic Achievement in Science



# Mission Statement

ML Phillips Elementary mission is to provide a nurturing environment committed to achieving excellence for ALL students.

## Vision

We commit to inspire and educate all students and represent a culture of lifelong learning while instilling teamwork, excellence, and respect for self, others, and community. At MLP Moments count, Learners grow, and People matter.

## Core Beliefs

### MLP Core Values:

*Belonging*

*Encouragement*

*Teamwork*

*Respect*

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
District Goals	16
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.	17
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.	23
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	30
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.	36
Campus Funding Summary	44

# Comprehensive Needs Assessment

Revised/Approved: April 18, 2023

## Demographics

### Demographics Summary

Mary Louise Phillips Elementary School was built in 1948 and was named for Mrs. Mary Louise Phillips. Mrs. Phillips served on the FWISD Board of Education from 1935-1941 and was the first lady officer on the board. She was also the only female to serve on the board during the 1930's. The building has undergone additions and renovations throughout its history. The building you see today can house up to 500 students in over 30 classrooms. It is a large U-shape, with a courtyard at the center, allowing for ease of student travel and accessibility. It has a dedicated Art Studio, Auditorium, Science Lab, Music Studio, Gymnasium, and Library.

M.L. Phillips is located on the west side of Fort Worth in the Ridglea North Neighborhood. Our school mascot is the Roadrunner.

We serve students from Pre-Kindergarten to 5th grade. We also have an Early Childhood Special Education (ECSE) classroom, which serves special education students as young as 3 years old. We also have Dual Language Two-Way which teaches students in both English and Spanish so they may become biliterate and bilingual. Here at M.L. Phillips, we offer several opportunities for growth and enrichment such as choir, running club, cheerleading, and garden club.

Our current enrollment is 406 total students. Our enrollment has shown a decline since 2018.

The enrollment has been:

2018-2019- 505 students

2019-2020- 483 students

2020-2021- 458 students

2021-2022- 446 students

2022-2023- 406 students

2023-2024- 400 students

We attribute this decline to a large influx of charter schools moving into the Fort Worth area and aggressively recruiting students.

Our demographic breakdown is 53% Hispanic, 38% Black or African American, and 9% Other. We have 49% female and 51% male students. We are currently at 94% economically disadvantaged. We have 77 total students receiving special education services. We have a family engagement specialist to engage families and encourage family involvement within the campus.

Our stakeholders include, parents, community members, school board members, teachers, administrators, and students. M.L. Phillips involves stakeholders in the decision-making process through campus committees and meetings. M.L. Phillips employs a talented staff with 97% being highly qualified per TEA guidelines. The level of teaching experience ranges from 0 to over 30 years.

### **Demographics Strengths**

M.L. Phillips has many strengths. Some of the most notable strengths include:

M.L. Phillips has various programs at our school which meets the needs of our students. We provide services in Dual Language Two-way, ESL, gifted and talented, special education, dyslexia, and fine arts. Our campus is supported by 4 specialized Special education teachers, 1 dyslexia teacher, an LSSP, a diagnostician, a speech therapist, and 2 behavior interventionists.

We also have strong partnerships with various organizations such as:

Happy State Bank is part of the Site-Based Decision Making Team and supports our student and staff throughout the year by donating food and time.

Blue Zone Project supports by donating water during different school events.

Ridglea Hills Neighborhood Association North which we have partnered with during National Night Out and beautification projects around the school.

Marco's Pizza has hosted spirit nights and donated pizza for different school events.

Harvest Church has volunteered time to mentor 4th grade students.

Academy 4 has organized our 4th grade mentor programs and helped recruit a mentor for each of our 4th grade students.

Catholic Charities has been involved in service days and beautification projects around the school.

Fidelity sponsored a grant to help create an outdoor learning environment in our courtyard.

CarMax has helped volunteer and sponsored a new Kaboom Playground build.

Kaboom has organized creating a new playground for our community.

The Fort Worth Afterschool Program - students participate in various activities such as homework support, garden club, running club, cheer club, coding club, art club, and more.

Leaders 5 in which mentors help 5th grade students mentor 1st grade students.

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Pre-K and K Students in 2022-2023 school year have a high percentage of absences. PreK has 60% chronically absent students and Kinder with 42% **Root Cause:** Leadership and Teachers have not prioritized communicating with parents the expectations for parents

**Problem Statement 2:** As of April 2023, 24 staff members had 10 or more absences and 5 staff members had 25 or more absences **Root Cause:** Leadership has not created a sense of urgency for importance of presence at school and how it effects our school's SPF rating.

# Student Learning

## Student Learning Summary

Student scores have shown limited growth and demonstrate that students have not recovered from the impact of learning loss associated with Covid-19, let alone surpass pre-pandemic levels.

In 2022-2023 M.L. Phillips was rated a C campus.

Here is a summary of the 2021-2022 TEA Accountability data:

Domain 1 (Student Achievement)- 56%

Domain 2A (STAAR Growth)- 77%

Domain 2B (STAAR Relative Performance)- 58%

Here is a summary of the 2022-2023 Map Growth Data MOY:

Grade Level- Percent Met or Exceeded Projected Growth

Reading	Math
---------	------

K- 30%	20%
--------	-----

1- 50%	29%
--------	-----

2- 38%	21%
--------	-----

3- 37%	31%
--------	-----

4- 36%	34%
--------	-----

5- 43%	43%
--------	-----

2022-2023 Map Growth Data EOY:

Grade Level- Percent Met or Exceeded Projected Growth

Reading	Math
---------	------

K- 46%	43%
--------	-----



1- 44%	61%
2- 32%	27%
3- 46%	44%
4- 34%	47%
5- 56%	58%

M.L. Phillips has begun to systematically address student outcomes by purposefully setting up PLC's for maximization of planning, collaboration, and internalization of lessons by teachers. Teachers receive 45 minutes of planning time daily with an additional 90 minutes for PLC once a week for each grade level team. There have also been pyramid PLC's held during the first semester to increase collaboration and best practices.

#### **Student Learning Strengths**

M.L. Phillips has students who strive for excellence. Some strengths based on STAAR 2022 are receiving a distinction in Science. 3rd grade Reading Spanish outperformed the district. 5th grade Reading English performed in the top 25% of district elementary schools.

#### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 3rd grade STAAR Reading meets for 2022 was at 12.12%, and the district goal was 47% **Root Cause:** Breaking down the early reading skills standards for each grade level vertically was not addressed or analyzed by leadership and teachers to fully engage in tier 1 instruction.

**Problem Statement 2 (Prioritized):** Percentage of students in grade K-5 meeting or exceeding growth projections in MAP Growth Math is 32% at mid-year. **Root Cause:** There was a lack of uniformity and guidance of clarity for how to share data and expectations with students

## School Processes & Programs

### School Processes & Programs Summary

M.L. Phillips employs teachers who are bilingual/ESL certified and who meet all the State certification requirements in their academic teaching area. Our Pre-K program is full day. We have implemented a new Pre-K curriculum called Creative Curriculum.

Curriculum instruction failed to meet the needs of our students and failed to make up for the learning loss caused by the pandemic. Therefore, we have implemented new Reading (Amplify) and Math (Eureka) curriculums.

Implementation of a new PLC schedule maximizes teach internalization, collaboration and planning of the new curriculums. In semester 1, pyramid PLC's were included in the PLC schedule to increase collaboration with best practices for the new curriculums. In addition, the second semester brought about data talks every 3 weeks to monitor student outcomes.

Leadership teams are involved in the process of recruiting, hiring, assigning, and retaining high-quality educators. M.L. Phillips has a recruiting committee that includes administration, teachers, students, data analyst, and counselor. Applicants are interviewed and present a model lesson. The committee then selects candidates to recommend for hire.

In order to provide comprehensive and effective support for students, our school has implemented a multi-tiered level of student support (MTSS) process. This process begins with a teacher referral, which initiates a collaborative effort amongst the school administration, counselor, data analyst, family engagement specialist, parents, and teachers. All stakeholders work together to establish strategies to address student needs within the classroom setting. This collaborative effort allows for a tailored approach for student support to assure all students have access to the resources and assistance they need to succeed academically and behaviorally. This process began this year, after a year and a half without a counselor, to address students who are not making adequate progress by targeting them through MTSS. Documentation implementation has begun in Branching Minds, our multi-tiered student support management system. The counselor has become the lead for managing our MTSS process.

Administrators have implemented a walkthrough schedule to provide actionable feedback loops and coaching sessions with teachers in order to improve student achievement.

### School Processes & Programs Strengths

Leadership teams are involved in the process of recruiting, hiring, and assigning and retaining high-quality educators. M.L. Phillips has a recruiting committee that includes administration, teachers, students, data analyst, and counselor. Applicants are interviewed and present a model lesson. The committee then selects candidates to recommend for hire.

Implementation of a new PLC schedule maximizes internalization, collaboration and planning of new curriculums. In semester 1, pyramid

PLC' were included in the PLC schedule to increase collaboration of best practices for the new curriculums. In addition, the second semester brought about data talks every 3 weeks to monitor student outcomes. Each grade level has a dedicated day to conduct PLC's to collaborate, plan, and internalize future lessons. Teachers are given time to plan for the upcoming weeks and discuss best practices.

Processes and systems have increased efficiency, communication, collaboration such as PLC's, Weekly Update Smore Update, and culture routines and processes.

At M.L. Phillips, we provide free breakfast in the classroom and free lunch to all Pre-K to 5th grade students to support classroom performance, attendance, and SEL needs.

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** As of April, In Lexia, there has only been 27% movement of students into grade level material. 51% of students have failed to reach working in grade level materials. **Root Cause:** Leadership has not prioritized and provided the support to attend Lexia professional development in order to positively impact student outcomes.

**Problem Statement 2:** Branching Minds is being underutilized to track and improve parent engagement and student outcomes. As an example, as of 2/27, there are only 58 parent contacts documented on branching minds by a total of 8 teachers. **Root Cause:** Administration has not fully communicated the importance of documenting all parent communication, interventions, and incidents into Branching Minds to all staff.

# Perceptions

## Perceptions Summary

We continue to work on refining our expectations which reflect in our values and vision. Our vision reads as follows: At MLP, we commit to inspire and educate all students to represent a culture of lifelong learning while instilling teamwork, excellence, and respect for self, others, and community. At MLP moments count, learners grow, and people matter. MLP's core values are belonging, encouragement, teamwork, and respect.

As a Title 1 campus, opportunities for parental involvement and supplemental resources to enhance the home to school connection are provided. Multiple modes of communication are used including Blackboard, school website, Facebook, Instagram, Twitter, flyers, emails, phonecalls, and conferences.

M.L. Phillips has a PTA and volunteer opportunities for parents and community members. Parents and community members are encouraged to participate in the campus decision-making process through the site-based decision making committee which meets a minimum of six times a year.

In addition, we have a family engagement specialist who facilitates opportunities to engage with local businesses and community partners. The family engagement specialist supports families by making personal phone calls, making home visits, providing supports with technology and resources such as snack packs.

We also have committees such as Student Support Team (SST) and Instructional Leadership Team (ILT) who meet a minimum of once a month to review different data sources such as attendance, academics, discipline, schedules, and equitable access to resources.

Our attendance as of April is 91.91%. The percentage at MOY for chronically absent students is 29.9%

## Perceptions Strengths

The campus demonstrates a high level of morale and contentment. MLP implemented a house system modeled after the Ron Clark Academy. This has created a sense of belonging and motivation for students, faculty, and staff. Students are welcomed every morning with music, joy, and encouragement.

We have family engagement specialist who has highly engaged our parents, volunteers, and community partners this year.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Most frequent report in branching minds is persistent rule violations. **Root Cause:** Leadership and teachers have not met to create a set of universal school rules, expectations and consequences to be implemented consistently.

**Problem Statement 2:** 50% of teachers feel they experience more than a few interruptions that interfere with student learning. **Root Cause:** Leadership and teachers have not consistently embedded and practiced procedures, routines, and engagement in lessons.

# Priority Problem Statements

**Problem Statement 1:** 3rd grade STAAR Reading meets for 2022 was at 12.12%, and the district goal was 47%

**Root Cause 1:** Breaking down the early reading skills standards for each grade level vertically was not addressed or analyzed by leadership and teachers to fully engage in tier 1 instruction.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Percentage of students in grade K-5 meeting or exceeding growth projections in MAP Growth Math is 32% at mid-year.

**Root Cause 2:** There was a lack of uniformity and guidance of clarity for how to share data and expectations with students

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** As of April, In Lexia, there has only been 27% movement of students into grade level material. 51% of students have failed to reach working in grade level materials.

**Root Cause 3:** Leadership has not prioritized and provided the support to attend Lexia professional development in order to positively impact student outcomes.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Pre-K and K Students in 2022-2023 school year have a high percentage of absences. PreK has 60% chronically absent students and Kinder with 42%

**Root Cause 4:** Leadership and Teachers have not prioritized communicating with parents the expectations for parents

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Most frequent report in branching minds is persistent rule violations.

**Root Cause 5:** Leadership and teachers have not met to create a set of universal school rules, expectations and consequences to be implemented consistently.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

#### **Parent/Community Data**

- Parent engagement rate

#### **Support Systems and Other Data**

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



# District Goals

Revised/Approved: June 13, 2023

**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 93.2% to 96% by May 2024.

\*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 100% to 100% by May 2024.

\*Increase the percentage of Economically Disadvantaged PK students who score On Track on Circle Phonological Awareness in English from 91.7% to 94% by May 2024.

**Evaluation Data Sources:** Circle CLI  
FWISD End of Year CIP Companion Guide

**Strategy 1:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students by developing opportunities for teachers to engage in thoughtful, effective lesson development and execution during PLCs, walkthroughs, observations, and coaching & feedback.

**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

**Title I:**  
2.4, 2.5, 2.6

**- TEA Priorities:**  
Build a foundation of reading and math

**- ESF Levers:**  
Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Track and monitor enrollment, attendance, and implementation of Creative Curriculum trainings to ensure 100% of teachers are implementing with fidelity by conducting at least 2 walkthroughs every 6 weeks. <b>Intended Audience:</b> Teachers, CIC <b>Provider / Presenter / Person Responsible:</b> Principal and AP Early Learning Specialist <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> Early Learning Department <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 3rd grade STAAR Reading meets for 2022 was at 12.12%, and the district goal was 47% <b>Root Cause:</b> Breaking down the early reading skills standards for each grade level vertically was not addressed or analyzed by leadership and teachers to fully engage in tier 1 instruction.

**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 45.9% to 51% by May 2024.

\*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 44.4% to 50% by May 2024.

\*Increase the percentage of Economically Disadvantaged students who Meet or Exceed grade level expectations on key MAP Fluency indicators from 44.62% to 50% in English and 47.1% to 52% in Spanish by May 2024.

**Evaluation Data Sources:** NWEA MAP Fluency  
FWISD End of Year CIP Companion Guide

**Strategy 1:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students by developing opportunities for teachers to engage in thoughtful, effective lesson development and execution during PLCs, walkthroughs, observations, and coaching & feedback.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English and Spanish.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Data will be analyzed on a biweekly schedule using DDI practices and protocols. Lexia reports and/or exit tickets will be analyzed to reteach or adjust instruction and interventions for students making limited progress and, when needed, MTSS plans will be developed and implemented. <b>Intended Audience:</b> Teachers, CIC, Data Analyst, Counselor <b>Provider / Presenter / Person Responsible:</b> Data Analyst Principal AP CIC Teachers <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> Literacy Department <b>Delivery Method:</b> In Person Learning	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 3rd grade STAAR Reading meets for 2022 was at 12.12%, and the district goal was 47% <b>Root Cause:</b> Breaking down the early reading skills standards for each grade level vertically was not addressed or analyzed by leadership and teachers to fully engage in tier 1 instruction.

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

**School Performance Objective 3:** \*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 42.2% to 50% by May 2024.

\*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 47.4% to 52.5% by May 2024.

\*Increase the percentage of Economically Disadvantaged students from 40.9% to 46% in English and from 44.4% to 50% by May 2024.

**Evaluation Data Sources:** NWEA MAP Growth Reading  
FWISD End of Year CIP Companion Guide

**Strategy 1:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students by developing opportunities for teachers to engage in thoughtful, effective lesson development and execution during PLCs, walkthroughs, observations, and coaching & feedback.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English and Spanish.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**  
2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Data will be analyzed on a biweekly schedule using DDI practices and protocols. Lexia reports and/or exit tickets will be analyzed to reteach or adjust instruction and interventions for students making limited progress and, when needed, MTSS plans will be developed and implemented. <b>Intended Audience:</b> Teachers, CIC, Data Analyst, Counselor <b>Provider / Presenter / Person Responsible:</b> Data Analyst Principal AP CIC Teachers <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> Literacy Department <b>Delivery Method:</b> In Person Learning  <b>Funding Sources:</b> Paper - Title I (211) - 211-11-6399-04E-154-30-510-000000-24F10 - \$1,152.61, Tutoring supplies - SCE (199 PIC 24) - 199-11-6399-001-154-24-313-000000- - \$474	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Title I Teacher Assistant will aid school in supporting quality tier 1 instruction by supporting PLCs, testing, MTSS/ARDs coverage, administration, and planning periods. <b>Intended Audience:</b> Teachers, Students <b>Provider / Presenter / Person Responsible:</b> Title I TA <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> - Title I (211) - 211-11-6129-04E-154-30-510-000000-24F10 - \$22,399	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 2:** Improve student growth and achievement by implementing after school tutoring groups for students who are underperforming and considered identified as at risk.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English and Spanish.

**Staff Responsible for Monitoring:** Leadership team

Grade level Leads

Data Analyst

Instructional Coach





**Title I:**

2.6

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> 1. Identify students for tutoring by Oct. 2 2. Recruit teachers for tutoring by Oct. 6 3. Create a tutoring schedule for first semester by Oct. 15 4. Create tutoring groups and inform parents by Oct. 15. Begin tutoring schedule by week of Oct. 23 <b>Intended Audience:</b> Administration Teachers Students Parents <b>Provider / Presenter / Person Responsible:</b> Leadership Team <b>Date(s) / Timeframe:</b> Aug.1 - December 30 <b>Delivery Method:</b> In person  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6116-001-154-24-313-000000- - \$2,500		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**School Performance Objective 3 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> 3rd grade STAAR Reading meets for 2022 was at 12.12%, and the district goal was 47% <b>Root Cause:</b> Breaking down the early reading skills standards for each grade level vertically was not addressed or analyzed by leadership and teachers to fully engage in tier 1 instruction.
<b>Problem Statement 2:</b> Percentage of students in grade K-5 meeting or exceeding growth projections in MAP Growth Math is 32% at mid-year. <b>Root Cause:</b> There was a lack of uniformity and guidance of clarity for how to share data and expectations with students
School Processes & Programs
<b>Problem Statement 1:</b> As of April, In Lexia, there has only been 27% movement of students into grade level material. 51% of students have failed to reach working in grade level materials. <b>Root Cause:</b> Leadership has not prioritized and provided the support to attend Lexia professional development in order to positively impact student outcomes.

**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 95.5% to 98.5% by May 2024.  
Increase the percentage of Economically Disadvantaged students from 97.2% to 98.5% by May 2024.

**Evaluation Data Sources:** CLI Circle Data  
FWISD End of Year CIP Companion Guide

**Strategy 1:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students by developing opportunities for teachers to engage in thoughtful, effective lesson development and execution during PLCs, walkthroughs, observations, and coaching & feedback.

**Strategy's Expected Result/Impact:** Increase the percentage of PK students who score On Track on Circle Math





**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**  
2.4, 2.5, 2.6

**- TEA Priorities:**  
Build a foundation of reading and math

**- ESF Levers:**  
Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Track, and monitor enrollment, attendance, and implementation of Creative Curriculum trainings to ensure 100% of teachers are implementing with fidelity by conducting at least 2 walkthroughs every 6 weeks. <b>Intended Audience:</b> Teachers, CIC <b>Provider / Presenter / Person Responsible:</b> Principal and AP Early Learning Specialist <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> Early Learning Department <b>Delivery Method:</b> N/A		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**School Performance Objective 1 Problem Statements:**



### Student Learning

**Problem Statement 1:** 3rd grade STAAR Reading meets for 2022 was at 12.12%, and the district goal was 47% **Root Cause:** Breaking down the early reading skills standards for each grade level vertically was not addressed or analyzed by leadership and teachers to fully engage in tier 1 instruction.

**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 XX% to XX% (+15%) by May 2023.

Increase the percentage of Economically Disadvantaged Kinder students who score On Track on TX-KEA Math from XX% to XX% (+15%) by May 2023.  
Increase the percentage of Kinder students who meet Math RIT grade norm from 41% to 59%.

**Evaluation Data Sources:** No Data- TX-KEA data cancelled for 2023 EOY  
MAP Growth Math- Percent Met RIT Score Norm Report

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

**Strategy's Expected Result/Impact:** Increase the percentage of Kinder students who are performing at grade level standard

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**  
2.4, 2.5, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: At 3 and 6 weeks progress reporting periods, weekly formative assessments will be analyzed to adjust instruction and interventions for students making limited progress and, when needed, MTSS plans will be developed and implemented.				

<p><b>Intended Audience:</b> Teachers, CIC, Data Analyst, Counselor</p> <p><b>Provider / Presenter / Person Responsible:</b> Data Analyst Principal AP CIC Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2023- May 2024</p> <p><b>Collaborating Departments:</b> Literacy Department</p> <p><b>Delivery Method:</b> In Person Learning</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Student Learning
<p><b>Problem Statement 2:</b> Percentage of students in grade K-5 meeting or exceeding growth projections in MAP Growth Math is 32% at mid-year. <b>Root Cause:</b> There was a lack of uniformity and guidance of clarity for how to share data and expectations with students</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 3:** Increase the percentage of Kindergarten- Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 46.9% to 52% by May 2024.  
Increase the percentage of Economically Disadvantaged students from 46.8% to 51.8% by May 2024.

**Evaluation Data Sources:** MAP Growth Math  
FWISD End of Year CIP Companion Guide

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

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten- Grade 5 students who Meet or Exceed projected growth on MAP Growth Math.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**  
2.4, 2.5, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details		Reviews			
Action Step 1: Data will be analyzed on a biweekly schedule usig DDI practices and protocols. Lexia reports and/or exit tickets will be analyzed to reteach or adjust instruction and interventions for students making limited progress and, when needed, MTSS plans will be developed and implemented.		Formative			Summative
		Nov	Jan	Mar	June





<p><b>Intended Audience:</b> Teachers, CIC, Data Analyst, Counselor</p> <p><b>Provider / Presenter / Person Responsible:</b> Data Analyst Principal AP CIC Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2023- May 2024</p> <p><b>Collaborating Departments:</b> Literacy Department</p> <p><b>Delivery Method:</b> In Person Learning</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 2:** Improve student growth and achievement by implementing after school tutoring groups for students who are underperforming and considered identified as at risk.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Math.

**Title I:**  
2.6  
- **TEA Priorities:**  
Build a foundation of reading and math

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 1. Identify students for tutoring by Oct. 2 2. Recruit teachers for tutoring by Oct. 6 3. Create a tutoring schedule for first semester by Oct. 15 4. Create tutoring groups and inform parents by Oct. 15. Begin tutoring schedule by Oct. 23 <b>Intended Audience:</b> Adminstration Teachers Students Parents <b>Provider / Presenter / Person Responsible:</b> Leadership Team <b>Date(s) / Timeframe:</b> Aug.1 - December 30 <b>Delivery Method:</b> In person  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6116-001-154-24-313-000000- - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Percentage of students in grade K-5 meeting or exceeding growth projections in MAP Growth Math is 32% at mid-year. <b>Root Cause:</b> There was a lack of uniformity and guidance of clarity for how to share data and expectations with students

**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 18% to 33% by June 2024.

Increase the percentage of African American students from 22% to 37% by May 2024.

**Evaluation Data Sources:** 2023 STAAR Reading scores

**Strategy 1:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading





**Staff Responsible for Monitoring:** Instructional Leadership Team  
Classroom Teachers  
Data Analyst

**Title I:**  
2.4, 2.5, 2.6

**- TEA Priorities:**  
Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**  
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Campus Leadership team will review student data to track and monitor the progress of all students and collaborate with teachers to develop effective instruction in response to the data. <b>Intended Audience:</b> Campus Leadership Team <b>Provider / Presenter / Person Responsible:</b> Administration Data Analyst CIC <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> ADQ <b>Delivery Method:</b> In Person Meeting  <b>Funding Sources:</b> - Title I (211) - 211-13-6119-04E-154-30-510-000000-24F10 - \$80,370		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			





**Strategy 2:** Provide support in the development of second language acquisition skills to help build teachers capacity in providing content-based language instruction for emergent bilingual students.

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade EB students receiving a growth point of 1 or higher on STAAR Reading.

**Staff Responsible for Monitoring:** Instructional Leadership Team  
CIC  
Lead ESL/DL Content Teacher

**Title I:**  
2.5, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Incorporate ELPS discussion and support during PLC's to ensure teachers are incorporating second language acquisition skill development into lesson planning. <b>Intended Audience:</b> Classroom Teachers <b>Provider / Presenter / Person Responsible:</b> CIC Lead DL/ESL Teacher <b>Date(s) / Timeframe:</b> Aug 2023- May 2024 <b>Collaborating Departments:</b> Bilingual Department <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Strategy 3:** Provide support in the development of Special education instructional skills to help build teachers capacity in providing differentiated instruction for special education students.





**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade SPED students receiving a growth point of 1 or higher on STAAR Reading

**Staff Responsible for Monitoring:** Teachers  
CIC

**Title I:**  
2.5, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**



**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Incorporate special education instructional skills discussion and support during PLCS to ensure teachers are incorporating differentiation into lesson planning. <b>Intended Audience:</b> Classroom Teachers <b>Provider / Presenter / Person Responsible:</b> CIC <b>Date(s) / Timeframe:</b> Aug 2023- May 2024 <b>Collaborating Departments:</b> Special Education Department <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Instructional Materials - SPED (199 PIC 23) - - \$2,000, General Supplies - SPED (199 PIC 23) - - \$3,439		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

**School Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> 3rd grade STAAR Reading meets for 2022 was at 12.12%, and the district goal was 47% <b>Root Cause:</b> Breaking down the early reading skills standards for each grade level vertically was not addressed or analyzed by leadership and teachers to fully engage in tier 1 instruction.
<b>Problem Statement 2:</b> Percentage of students in grade K-5 meeting or exceeding growth projections in MAP Growth Math is 32% at mid-year. <b>Root Cause:</b> There was a lack of uniformity and guidance of clarity for how to share data and expectations with students

**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 18% to 33% by June 2024.

Increase the percentage of African American students from 11% to 26% by May 2024.

**Evaluation Data Sources:** 2023 STAAR Math scores

**Strategy 1:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

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

**Staff Responsible for Monitoring:** Instructional Leadership Team

Classroom Teachers

Data Analyst

**Title I:**

2.4, 2.5, 2.6





- **TEA Priorities:**

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

- **ESF Levers:**

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

**Problem Statements:** Student Learning 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Campus Leadership team will review student data to track and monitor the progress of all students and collaborate with teachers to develop effective instruction in response to the data. <b>Intended Audience:</b> Campus Leadership Team <b>Provider / Presenter / Person Responsible:</b> Administration Data Analyst <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> ADQ <b>Delivery Method:</b> In Person Meeting  <b>Funding Sources:</b> GT Enrichment supplies - Gifted & Talented (199 PIC 21) - - \$130		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**Strategy 2:** Provide support in the development of second language acquisition skills to help build teachers capacity in providing content-based language

instruction for emergent bilingual students.

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade EB students receiving a growth point of 1 or higher on STAAR Math.

**Staff Responsible for Monitoring:** Instructional Leadership Team  
CIC  
Lead ESL/DL Content Teacher

**Title I:**  
2.5, 2.6  
- **TEA Priorities:**  
Build a foundation of reading and math  
- **ESF Levers:**  
Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Incorporate ELPS discussion and support during PLCS to ensure teachers are incorporating second language acquisition skill development into lesson planning. <b>Intended Audience:</b> Classroom Teachers <b>Provider / Presenter / Person Responsible:</b> CIC Lead DL/ESL Teacher <b>Date(s) / Timeframe:</b> Aug 2023- May 2024 <b>Collaborating Departments:</b> Bilingual Department <b>Delivery Method:</b> In Person		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					





**Strategy 3:** Provide support in the development of Special education instructional skills to help build teachers capacity in providing differentiated instruction for special education students.

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade SPED students receiving a growth point of 1 or higher on STAAR Reading

**Staff Responsible for Monitoring:** Teachers  
CIC

**Title I:**  
2.5, 2.6  
- **TEA Priorities:**  
Build a foundation of reading and math  
- **ESF Levers:**  
Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Incorporate special education instructional skills discussion and support during PLC's to ensure teachers are incorporating differentiation into lesson planning. <b>Intended Audience:</b> Classroom Teachers <b>Provider / Presenter / Person Responsible:</b> CIC <b>Date(s) / Timeframe:</b> Aug 2023- May 2024 <b>Collaborating Departments:</b> Special Education Department <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**School Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> 3rd grade STAAR Reading meets for 2022 was at 12.12%, and the district goal was 47% <b>Root Cause:</b> Breaking down the early reading skills standards for each grade level vertically was not addressed or analyzed by leadership and teachers to fully engage in tier 1 instruction.
<b>Problem Statement 2:</b> Percentage of students in grade K-5 meeting or exceeding growth projections in MAP Growth Math is 32% at mid-year. <b>Root Cause:</b> There was a lack of uniformity and guidance of clarity for how to share data and expectations with students

**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 29.9% to 24% by May 2024.

**Evaluation Data Sources:** Attendance data  
FWISD Data Dashboard

**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 the number and percentage of students who have excessive absences.

**Staff Responsible for Monitoring:** Campus Leadership Team  
SST Team  
FES  
Office Team  
Classroom Teachers

**Title I:**

4.1, 4.2





**- TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

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

**Problem Statements:** Demographics 1 - Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> By Sept. 2023, convene and schedule Campus Attendance Committee every 6 weeks to engage in the development of an attendance incentive program as well as the following daily supports: home visits, warm calls, attendance restoration, attendance petitions, and daily electronic notifications via Blackboard. <b>Intended Audience:</b> Campus Attendance Committee <b>Provider / Presenter / Person Responsible:</b> FES AP <b>Date(s) / Timeframe:</b> Aug 2023- May 2024 <b>Collaborating Departments:</b> SST <b>Delivery Method:</b> In Person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

## School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Pre-K and K Students in 2022-2023 school year have a high percentage of absences. PreK has 60% chronically absent students and Kinder with 42% <b>Root Cause:</b> Leadership and Teachers have not prioritized communicating with parents the expectations for parents
Perceptions
<b>Problem Statement 1:</b> Most frequent report in branching minds is persistent rule violations. <b>Root Cause:</b> Leadership and teachers have not met to create a set of universal school rules, expectations and consequences to be implemented consistently.

**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 12 to 10 by May 2024.  
Decrease the number of discipline referrals for African American students from 67% (8/12) to 42% (5/12) by May 2024.

**Evaluation Data Sources:** Focus Discipline 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 the overall number of discipline referrals by school personnel.

**Staff Responsible for Monitoring:** Campus Leadership Team  
SST Team  
FES  
Classroom Teachers

**Title I:**

4.1, 4.2

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college

**- ESF Levers:**

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

**Problem Statements:** Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

**Action Step 1:** By August 31, identify Student Support Team (SST) members, establish SST committee, and outline routine meeting schedule dates/times. By October 2023, analyze relevant data with SST to identify students with high numbers of disciplinary actions/suspensions, perform root cause analyses, assign caseloads to relevant staff, and provide follow-up support.

**Intended Audience:** SST

**Provider / Presenter / Person Responsible:** SST

**Date(s) / Timeframe:** August 2023- May 2024 (Twice a month)

**Collaborating Departments:** Multiple

**Delivery Method:** In person

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide classroom/behavior management professional development for teachers within the first 6 weeks of school and follow-up with coaching, observation, and feedback. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Administration CIC <b>Date(s) / Timeframe:</b> First 6 weeks <b>Collaborating Departments:</b> Intervention <b>Delivery Method:</b> In-person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Pre-K and K Students in 2022-2023 school year have a high percentage of absences. PreK has 60% chronically absent students and Kinder with 42% <b>Root Cause:</b> Leadership and Teachers have not prioritized communicating with parents the expectations for parents
Perceptions
<b>Problem Statement 1:</b> Most frequent report in branching minds is persistent rule violations. <b>Root Cause:</b> Leadership and teachers have not met to create a set of universal school rules, expectations and consequences to be implemented consistently.



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

**School Performance Objective 3:** Decrease the number of out-of-school suspensions for African American students from 4 to 3 by May 2023.

**Evaluation Data Sources:** Focus data  
FWISD data dashboard

**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 the number of out-of-school suspensions for African American students

**Staff Responsible for Monitoring:** Campus Leadership Team  
SST Team  
Classroom Teachers

**Title I:**

4.1, 4.2





**- TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college

**- ESF Levers:**

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

**Problem Statements:** Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> By August 31, identify Student Support Team (SST) members, establish SST committee, and outline routine meeting schedule dates/times. By October 2023, analyze relevant data with SST to identify students with high numbers of disciplinary actions/suspensions, perform root cause analyses, assign caseloads to relevant staff, and provide follow-up support. <b>Intended Audience:</b> SST <b>Provider / Presenter / Person Responsible:</b> SST <b>Date(s) / Timeframe:</b> August 2023- May 2024 (Twice a month) <b>Collaborating Departments:</b> Multiple <b>Delivery Method:</b> In person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**School Performance Objective 3 Problem Statements:**

### Perceptions

**Problem Statement 1:** Most frequent report in branching minds is persistent rule violations. **Root Cause:** Leadership and teachers have not met to create a set of universal school rules, expectations and consequences to be implemented consistently.

**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 by 10 people at each event by May 2024.

**Evaluation Data Sources:** FES  
Student Support Services/Parent Partnerships- Campus Resources At-A-Glance

**Strategy 1:** Foster collaborative partnerships (High-Impact Tutoring, PTA, Campus Data Analyst, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.





**Strategy's Expected Result/Impact:** Increase the number of student and parent engagement activities during and outside of regular school hours

**Staff Responsible for Monitoring:** Campus Leadership Team  
SST Team  
FES

**Title I:**  
4.1, 4.2  
**- TEA Priorities:**  
Recruit, support, retain teachers and principals, Connect high school to career and college  
**- ESF Levers:**  
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> By August 31, develop a communication and promotion plan including Smore, Marquee, flyers, newsletters, Blackboard, etc. of targeted activities and events for the school year. Monitor plan for continuous improvement every 6 weeks.  <b>Intended Audience:</b> Students and Families <b>Provider / Presenter / Person Responsible:</b> Multiple PTA FES Campus Staff <b>Date(s) / Timeframe:</b> Aug 2023-May 2024 <b>Collaborating Departments:</b> Multiple <b>Delivery Method:</b> In person Social Media Smore Newsletter				

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Family/literacy STEAM night will be promoted by multiple methods and held in April to increase family engagement in school community activities. <b>Intended Audience:</b> School Community <b>Provider / Presenter / Person Responsible:</b> Leadership Team and Teachers <b>Date(s) / Timeframe:</b> April 25, 2024 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> After School Event  <b>Funding Sources:</b> - Parent Engagement - 211-61-6299-04L-154-30-510-000000-24F10 - \$800, - Parent Engagement - 211-61-6499-04L-154-30-510-000000-24F10 - \$500, - Parent Engagement - 211-61-6399-04L-154-30-510-000000-24F10 - \$974	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

#### School Performance Objective 4 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Pre-K and K Students in 2022-2023 school year have a high percentage of absences. PreK has 60% chronically absent students and Kinder with 42% <b>Root Cause:</b> Leadership and Teachers have not prioritized communicating with parents the expectations for parents
Perceptions
<b>Problem Statement 1:</b> Most frequent report in branching minds is persistent rule violations. <b>Root Cause:</b> Leadership and teachers have not met to create a set of universal school rules, expectations and consequences to be implemented consistently.

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Paper	Supplies and materials for instructional use	211-11-6399-04E-154-30-510-000000-24F10	\$1,152.61
1	3	1	2		Teacher Assistant	211-11-6129-04E-154-30-510-000000-24F10	\$22,399.00
3	1	1	1		Data Analyst	211-13-6119-04E-154-30-510-000000-24F10	\$80,370.00
Sub-Total							\$103,921.61
Budgeted Fund Source Amount							\$103,921.61
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Tutoring supplies	Supplies and materials for instructional use	199-11-6399-001-154-24-313-000000-	\$474.00
1	3	2	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-154-24-313-000000-	\$2,500.00
2	3	2	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-154-24-313-000000-	\$2,500.00
Sub-Total							\$5,474.00
Budgeted Fund Source Amount							\$5,474.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2		Family Science Night	211-61-6299-04L-154-30-510-000000-24F10	\$800.00
4	4	1	2		Snacks for Parents to promote participation	211-61-6499-04L-154-30-510-000000-24F10	\$500.00
4	4	1	2		Supplies and materials for parental involvement	211-61-6399-04L-154-30-510-000000-24F10	\$974.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$2,274.00
Budgeted Fund Source Amount							\$2,274.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	GT Enrichment supplies	MISC CONTRACTED SERVICES		\$130.00
Sub-Total							\$130.00
Budgeted Fund Source Amount							\$130.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	3	1	General Supplies	GENERAL SUPPLIES		\$3,439.00
3	1	3	1	Instructional Materials	INSTRUCTIONAL MATERIALS		\$2,000.00
Sub-Total							\$5,439.00
Budgeted Fund Source Amount							\$5,439.00
+/- Difference							\$0.00
Grand Total Budgeted							\$117,238.61
Grand Total Spent							\$117,238.61
+/- Difference							\$0.00