Fort Worth Independent School District

168 Springdale Elementary School

2023-2024 Improvement Plan

Mission Statement

Springdale Elementary is committed to encouraging and fostering academic, emotional, and social success in all students. We aim to do this with the help of our faculty, families, and community through providing opportunities for entervention and enrichment based on each student's individual needs and goals.

Vision

Preparing all of our students for their future.

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Comprehensive Needs Assessment

Revised/Approved: April 17, 2023

Demographics

Demographics Summary

Springdale Elementary school is located in the Carter-Riverside area and is a neighborhood school within the Fort Worth ISD. Springdale Student enrollment for the 2022 - 2023 school year has held steady around 408 students for most of the year. This is a slight decline from the previous school year of an enrollment of 428 students, however, this mirrors the decline in enrollment across the district. Fort Worth ISD enrollment has steadily declined over the last 6 years due to the increase in alternative schooling options, mainly the competing charter schools opening in the metroplex. Despite the decline in enrollment, Springdale's attendance rate was 92.06 for the Fall 2022 semester which was above district average. The Springdale student population is predominantly Hispanic, with 92.1% of students in this ethnicity group. The remaining student population consists of 4.2% white, 1.4% Asian, and 1.4 % African American. Springdale Elementary is a Title I campus, meaning that a majority of our students' families are below the national poverty level, with 96% of our students qualifying as economically disadvantaged and receiving free or reduced lunch. Springdale is an EE-5th grade campus, with Early Childhood Special Education for students as young as 3 years old. Our special education programs educate students in one self-contained special education class for the early childhood special education (ECSE) students and the rest receive services in inclusion classes. Our special education students range in variety of diagnosis with 7.4% of our student population participating in one of our programs or models, including speech. Likewise, we have 6.2% of our students identified as having dyslexia and receiving interventions and or strategies to help them be successful in their learning. In addition to special education and dyslexia programs, Springdale offers a gifted and talented program for grades kindergarten through fifth grade with 7.4% of our students identified as gifted and talented. All kindergarten and first grade students participate in three high-level, open-ended activities created to provoke gifted behaviors throughout the school year. Classroom teachers and gifted teachers lead the activity and observe for gifted characteristics. A universal screener, planned experiences enables all students to be assessed for or discovered with gifted potential. 63% of the student population are English language learners. The student mobility rate has steadily declined over the last few years from 16.6% in 2017 to 4% in the school year 2022-23.

The campus mission statement is, "Springdale Elementary is committed to encouraging and fostering academic, emotional, and social success in all students. We aim to do this with the help of our faculty, families, and community through providing opportunities for intervention and enrichment based on each student's individual needs and goals." The vision statement is "Preparing all of our students for their future." The philosophy of the school is to provide an education that is based on a balance between academics, social emotional skills, and building well-rounded character traits.

During the 2020 -2022 school years, with the COVID-19 protocols and the campus being closed to all visitors, our combined volunteer hours dropped considerably. For the 2022-2023 school year, Springdale parent and community volunteer hours have improved and volunteers amassed 997 or more hours volunteering on campus. The volunteers consist primarily of parents and support from our school partners, The

Starr Conspiracy and Chat-n-Chew.

Demographics Strengths

Access to our Parent Engagement Specialist has improved as this position has remained full time for the 2022-2023 school year. Staff is now better able to consult and collaborate with this position in planning for student needs and achievement. Support for all students has subsequently improved. Our Parent Engagement Specialist works closely with our data clerk and assistant principal to monitor student attendance and make phone calls home to check in with parents to encourage and share the importance of student attendance.

An additional strength noted is the diversity of student populations, including but not limited to our special education students, English language learners, range of socio-economic classes, and students of varying and multiple races.

Also, in meeting student needs we are utilizing two computer-based programs, Lexia Core 5 and Nessy, to serve both our identified dyslexic students and our students with reading difficulties as part of their intervention strategies. Nessy was used for the fall semester, however Lexia Core 5 use continues to present. Kindergarten through fifth grade students utilize Dreambox to support development of math skills. Our identified gifted and talent pool students access Renzulli learning, an online program, as well as meeting with their Gifted and Talented teacher to receive enrichment lessons and planned experiences that meet their learning needs. Our bilingual certified and ESL certified teachers provide specific language supports for our English language learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The attendance rate for the first semester is 92%   **Root Cause:** Lack of consistent school procedures to address chronic absenteeism

Problem Statement 2 (Prioritized): As a campus we are under-identifying students with dyslexia based on our current Dyslexia student population; out of 289 1st -5th grade students, only 18 are currently identified as dyslexic, which is 6.2% as opposed to the recommended 10%.   **Root Cause:** MAP fluency foundational skills data is not being utilized to early identify and screen students below expected grade-level performance at BOY and EOY in grades K-3

Student Learning

Student Learning Summary

The students at Springdale Elementary are given beginning of the year assessments to identify each student's academic strengths and opportunities for improvement. In addition, students are assessed in the middle of the year to track academic growth and monitor achievement. This middle of the year assessment allows for progress monitoring and comparison with the beginning of the year data collected. Beginning and middle of year assessments include CLI Engage, MAP Fluency, and MAP Growth in both reading and math. At various points throughout the year, 3rd-5th grade students are also progress monitored through the use of TEA STAAR Interim Benchmark exams. This data is used throughout the school year to target specific areas for reteaching and acceleration of instruction. At the end of the year, students are assessed again to measure academic achievement throughout the school year. In addition to assessments already mentioned, the end of year assessments also include state-mandated STAAR assessments for grades 3-5. TELPAS is a yearly state assessment given at mid-year for our EL population that can be compared to results from previous years to monitor growth in language acquisition for students that speak a language other than English.

Additional accelerated learning opportunities were provided this school year to all students K-5th grade. Students that were identified as needing additional support through EOY STAAR scores from the 2021-2022 school year or through BOY MAP data, were targeted to participate in our High Impact Tutoring (HIT) for reading and/or math and our Saturday Learning Quest (SLQ) program held at Springdale throughout the school year (14 Saturdays).

Current testing data for the 2022 - 2023 school year:

MAP Growth - Math
End of Year 2022-23
168 - Springdale ES

Percent Met RIT Score Norm by Grade Level

EOY National Norm Mean RIT Scores	
KG	157
01	176
02	189
03	201
04	211
05	219
06	223
07	227
08	230
Alg I	237

Grade Level	BOY			MOY			EOY			BOY-to-EOY	
	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
KG	53	137	38	53	149	43	51	156	45	5	19
01	46	155	33	47	162	23	48	174	38	-10	19
02	62	171	35	62	176	27	61	184	39	-8	13
03	65	185	46	62	193	44	64	201	56	-2	16
04	46	194	37	48	197	33	45	205	40	-4	11
05	73	205	42	73	210	41	72	214	51	-1	9

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Percent Met RIT Score Norm by Grade Level

EOY National Norm Mean RIT Scores	
KG	153
01	171
02	186
03	197
04	205
05	211
06	215
07	218
08	222

Grade Level	BOY			MOY			EOY			BOY-to-EOY	
	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
KG	18	136	50	19	148	42	18	159	67	17	23
01	27	153	48	28	160	32	30	167	33	-15	14
02	62	162	19	62	168	21	61	174	16	-3	12
03	65	181	37	62	188	39	64	194	50	13	13
04	46	191	37	48	195	35	45	201	56	19	10
05	73	199	41	73	204	40	72	209	58	17	10
All	291	178	36	292	184	34	290	190	45	9	12

Fort Worth INDEPENDENT SCHOOL DISTRICT

Percent Met RIT Score Norm by Grade Level

EOY National Norm Mean RIT Scores	
KG	152
01	166
02	183
03	189
04	198
05	204

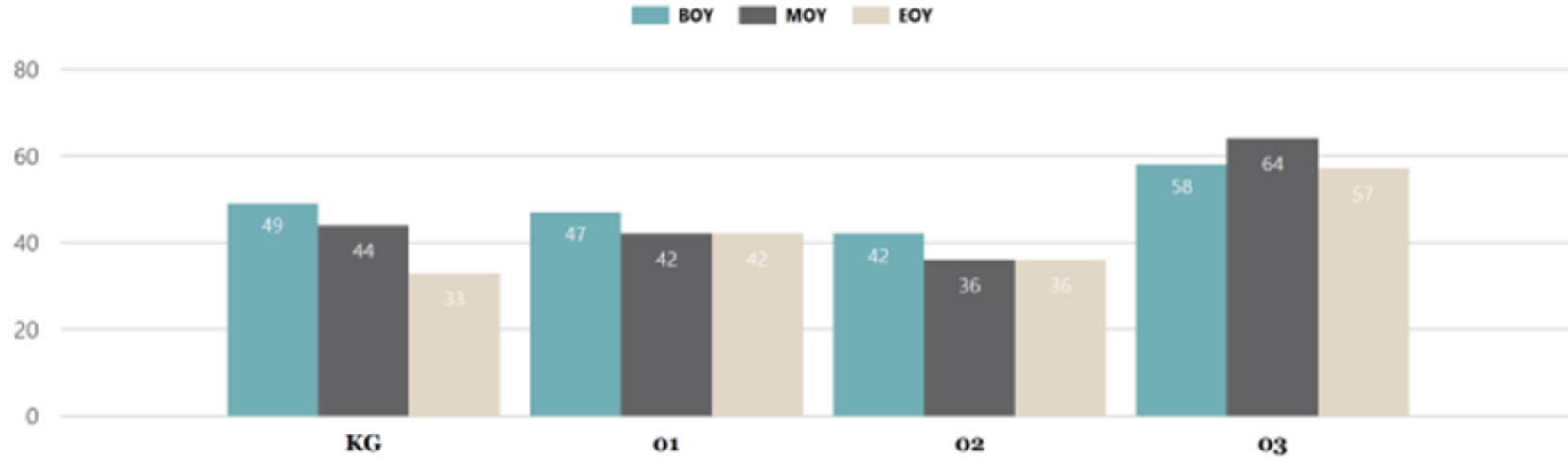|	BOY			MOY			EOY			BOY-to-EOY	
Grade Level	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
KG	35	133	49	34	141	44	33	147	33	-5	14
01	19	147	47	19	158	42	19	164	42	-5	17
02	31	163	42	33	169	36	33	175	36	-6	12
03	38	183	58	36	191	64	37	191	57	6	8
All	123	158	50	128	167	45	124	171	43	-5	13

Student Learning Strengths

When looking at the 2022-2023 MAP Reading English data by student groups, it is noted that all student groups had an increase in the Average RIT score at end of year, with our white population showing the most improvement with a 25% increase in the Average RIT score at the end of year. When looking at the 2022-2023 MAP Math data by student groups, it is noted that all student groups had an increase in the Average RIT score at end of year. When looking at the percent met BOY-to-EOY Projected Growth by Student Group, 70% of the white population met projected growth, followed by English Learners population at 56% met projected growth.

Springdale Elementary 2022-2023 Interim Window 3 Administration data shows 72% of 3rd grade and 82 % of 4th grade students performing at or above the Approaches level in Reading. Springdale Elementary 2022-2023 Interim Window 4 Administration data shows 82% of 5th grade students performing at or above the Approaches level in Math. Springdale is performing about the District in 3rd grade Math & Reading, 4th grade Reading and 5th grade Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MOY campus MAP math data shows a decline in the percent of students who met RIT score norm by grade-level in first grade (33% to 23%), second (35% to 27%), and third grade (46% to 44%)   **Root Cause:** Teachers managing the challenge of implementing a new district curriculum (Eureka) including consistent use of manipulatives, anchor charts, math academic vocabulary and Eureka strategies

Problem Statement 2 (Prioritized): MOY MAP growth reading English data shows a decline in the percent of students who met RIT score norm by grade-level in kindergarten (50% to 42%), first grade (48% to 32%), fourth grade (37% to 35%) and fifth grade (41% to 40%)   **Root Cause:** There is a lack of emphasis on systematic and explicit instruction in the skills component of Amplify and use of small group intervention based on Lexia data

Problem Statement 3 (Prioritized): According to 2022-2023 CLI Engage Wave 2 data, 40% of our PK students need support in phonological awareness (rhyming, alliteration, onset

rime, and syllabication)   **Root Cause:** Lack of teacher support, instructional materials, and resources to supplement the limited amount of phonics components provided in the current curriculum

School Processes & Programs

School Processes & Programs Summary

Springdale Elementary has effective teams. The Administrative team consists of the Principal, Assistant Principal, Counselor, Instructional Coach, and the Title-I teacher. This team meets regularly to review and plan campus operations, weekly calendar items, instructional updates, and assessment information. Our Grade-Level Lead Teacher Team meets with their respective grade-level peers for grade-level specific planning, concerns, and to share out campus information with teams as needed. Systems in place are monitored and adjusted on a consistent basis to impact both teacher effectiveness and student growth. Traditionally, Springdale Elementary has had a high amount of solidarity and team-planning on campus. We have utilized staff meetings and PLC meetings to create unity and foster collaboration. Springdale Elementary follows the district curriculum when planning instruction. We utilize the Professional Learning Community model for reviewing our progress and planning actions related to that progress or lack thereof. Teachers follow data protocols in order to identify areas of need. Eagle progress is monitored by reviewing failure reports, through discussion during scheduled data and MTSS meetings dedicated to intervention planning and documentation. In school year 2021-22, Springdale piloted the Amplify reading curriculum and Lexia Core 5 in order to meet the instructional needs of our students and enhance reading instruction on our campus. This school year, Springdale has continued to deepen understanding and improved in confidence of implementation of both Amplify and Lexia Core 5.

Our campus master schedule allows for a common planning at each grade level to facilitate collaboration among grade level peers for planning and to discuss grade level needs. All staff have been trained on Restorative Practices and TBRI techniques. Springdale teachers regularly receive training and information on addressing the social-emotional needs of our students. This year we continued to utilize the SEL program, Character Strong, which has had tremendous impact with students in classes that used it with fidelity. Not all teachers used the program as planned and monitoring of this will need to be done next year.

When analyzing attendance data for both students and teachers, teacher attendance has improved since pandemic data. Student attendance improved from last school year and has continued to improve across the 2022-23 school year for all grade levels. A system for monitoring attendance of students and staff has continued to be a priority this school year to yield a higher impact on student achievement. Attendance incentives for Eagle Scholars, classes, and grade-levels were implemented midyear and a significant increase in attendance occurred. ESSER funds are being used to provide incentives for grade levels who showed an improvement in their attendance. Additionally, individual students with perfect attendance for a given six-week period have been awarded prizes through other funding. This school year, due to absences and vacancies in a special needs unit, we have been placing multiple staff daily in the room to provide class coverage. Doing this has taken away from the duties these professionals would be doing for their position (Title-teacher, instructional coach, counselor, dyslexia teacher, special education teachers and assistant, family engagement specialist, as well as the principal and assistant principal). No one provides better instruction than the teacher of record for the class, therefore, it is imperative that our teachers report to work each day and that we are fully staffed.

While over the last several years training in Social Emotional Learning had increased, this past year there was a decline in the number of staff training in this area.There has also been a decline in the number of restorative circles for conflict resolution and relationship reparation. While daily SEL task-based guidance lessons and activities have occurred each day through morning announcements and guidance lessons have continued to take place for PK-5, the number of teachers providing daily SEL time in the classrooms has decreased. Daily check-ins with students by teachers have also declined.

This year we had four content related Family Nights as well as both Meet the Teacher and Open House. We will be seeking to increase the number of community related activities for next year. A goal for Springdale Elementary is to garner more staff involvement in student-centered committees that promote the positive school climate and culture that exists at Springdale. More clubs and after school extracurricular activities will be added after school to enhance the learning environment for our Eagle Scholars. The addition of the Clayton After School program has helped moved us in this direction.

School Processes & Programs Strengths

Springdale Elementary has an experienced administrative and teaching staff. The administrative team coaches and guides staff to make the best instructional plans for individual student growth and achievement. Components such as daily classroom schedules, campus calendar, discipline, curriculum, and interventions are strategically planned to meet the needs of all Eagle Scholars. If some instructional programs, schedules, or interventions are not working, the team at Springdale monitors and adjusts to meet the needs of the staff, the students, and the community.

- Chromebooks are available for each student to use

- Various instructional resources are available for all student groups

- Eagle Scholars have access to computer programs and platforms such as: Dreambox (math), LexiaCore5 (reading), myON (access to newsletters, books, articles, etc), Xello (career development), Universal Handwriting, Renzulli Learning (gifted student group), Nessy and Lexiacore5 (dyslexia service, Nessy was only for the first semester), Google Meet, Google Classroom, Kahoot, etc.

- Character Strong, an online resource for SEL, is available to support teachers and students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The District 2022-2023 Discipline Report as of the Fourth Six Weeks shows an increase in the number of school suspensions from 0 to 5 suspensions   **Root Cause:** Lack of clear PBIS system of support for staff and students

Problem Statement 2 (Prioritized): There were 18 incomplete and pending student referral packets for evaluation through special education after the 45 day cut-off window to complete a special education evaluation occurred   **Root Cause:** SST/MTSS processes and procedures put in place were not followed with fidelity

Perceptions

Perceptions Summary

At Springdale Elementary, we are committed to encouraging and fostering the academic, emotional, and social success of all students. We aim to do this with the help of our faculty, families, and community through providing opportunities for intervention and enrichment based on each student's individual needs and goals. The staff created our vision and mission statements together and reflects our shared value of developing each student as a whole person.

Springdale Elementary has created a climate of collegiality, collaboration, and professionalism that has proven to attract and keep highly qualified teachers. The climate is built around a strong and passionate commitment that is tied to our shared mission and beliefs. Teachers have an active voice in campus decision-making and are respected as instructional leaders. Teachers strive to instill a love for life-long learning. Teachers do this with goal-setting, and establishing a growth mindset to ensure students can develop to their maximum potential. Springdale strives to meet the needs of all student groups which include bilingual, ESL, dyslexia, speech, special education, and gifted and talented students.

In addition to academic growth, Springdale focuses on the social/emotional development of students. The school fosters a safe environment and healthy student-teacher relationships. We have implemented the use of the Character Strong program that focuses on character development and social emotional skills through daily practice. While only 83% of students report having someone at home that they can count on, 80.2% of students report that the adults at Springdale care about them. Most students report feeling safe and are eager to attend our campus. They report a sense of belonging here. Our attendance for this past year is 92.06% which is above district average and has been increasing across the school year.

There is also a need to continue strengthening teacher-student relationships and for teachers to provide daily SEL supports, particularly in light of the continued impact of COVID-19 on our Springdale families. And while students improved in their perceived ability to self-manage and calm after being upset from last school year, there was a decline in the number of students (only 57.6 %) reporting being able to disagree with others without starting an argument.

According to the Spring 2023 Teacher Perception Campus Survey, 40.7% of teachers feel that the school does not effectively handle student discipline and behavior problems. A clearer PBIS system will be implemented to support staff and student

Additionally, there is a need to increase opportunities to learn about people from different races, ethnicities and cultures and to increase support for teachers to be confident in having honest conversations with students about race.

Perceptions Strengths

- With the help and support of our school partner, Chat-n-Chew, we are implementing a food pantry and clothing closet that parents and other community members help run to help increase parental engagement and support.

- Use of TBRI, Character Strong, and Restorative Practices function to improve the overall climate of the students and staff. These practices should be continued to support social emotional development. Encore staff have worked closely with the school counselor to provide regular and frequent support of student self-regulation.

- Positive communications to parents and community include Social Media, Websites, Newsletters from Character Strong, use of Blackboard and Class Dojo.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There has been a decrease in the number of opportunities of engagement for families from 10+ events pre-Covid to 5 events in the last year
Root Cause: Decrease in the number of opportunities and lack of planning and promotion for scheduled events

Problem Statement 2 (Prioritized): According to the Spring 2023 Counselor Pre-Test data, only 57.6% of K-5th grade students believe they are able to disagree with others without starting an argument   **Root Cause:** Lack of concentrated focus within the school counseling program on conflict resolution skills and school wide implementation of daily SEL by teachers

Problem Statement 3 (Prioritized): According to the Spring 2023 Teacher Perception Campus Survey, 40.7% of teachers feel that the school does not effectively handle student discipline and behavior problems   **Root Cause:** Lack of clear PBIS system of support for staff and students

Priority Problem Statements

Problem Statement 1: The attendance rate for the first semester is 92%

Root Cause 1: Lack of consistent school procedures to address chronic absenteeism

Problem Statement 1 Areas: Demographics

Problem Statement 2: As a campus we are under-identifying students with dyslexia based on our current Dyslexia student population; out of 289 1st -5th grade students, only 18 are currently identified as dyslexic, which is 6.2% as opposed to the recommended 10%.

Root Cause 2: MAP fluency foundational skills data is not being utilized to early identify and screen students below expected grade-level performance at BOY and EOY in grades K-3

Problem Statement 2 Areas: Demographics

Problem Statement 3: MOY campus MAP math data shows a decline in the percent of students who met RIT score norm by grade-level in first grade (33% to 23%), second (35% to 27%), and third grade (46% to 44%)

Root Cause 3: Teachers managing the challenge of implementing a new district curriculum (Eureka) including consistent use of manipulatives, anchor charts, math academic vocabulary and Eureka strategies

Problem Statement 3 Areas: Student Learning

Problem Statement 4: MOY MAP growth reading English data shows a decline in the percent of students who met RIT score norm by grade-level in kindergarten (50% to 42%), first grade (48% to 32%), fourth grade (37% to 35%) and fifth grade (41% to 40%)

Root Cause 4: There is a lack of emphasis on systematic and explicit instruction in the skills component of Amplify and use of small group intervention based on Lexia data

Problem Statement 4 Areas: Student Learning

Problem Statement 5: According to 2022-2023 CLI Engage Wave 2 data, 40% of our PK students need support in phonological awareness (rhyming, alliteration, onset rime, and syllabication)

Root Cause 5: Lack of teacher support, instructional materials, and resources to supplement the limited amount of phonics components provided in the current curriculum

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The District 2022-2023 Discipline Report as of the Fourth Six Weeks shows an increase in the number of school suspensions from 0 to 5 suspensions

Root Cause 6: Lack of clear PBIS system of support for staff and students

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There were 18 incomplete and pending student referral packets for evaluation through special education after the 45 day cut-off window to complete a special education evaluation occurred

Root Cause 7: SST/MTSS processes and procedures put in place were not followed with fidelity

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: According to the Spring 2023 Counselor Pre-Test data, only 57.6% of K-5th grade students believe they are able to disagree with others without starting an argument

Root Cause 8: Lack of concentrated focus within the school counseling program on conflict resolution skills and school wide implementation of daily SEL by teachers

Problem Statement 8 Areas: Perceptions

Problem Statement 9: According to the Spring 2023 Teacher Perception Campus Survey, 40.7% of teachers feel that the school does not effectively handle student discipline and behavior problems

Root Cause 9: Lack of clear PBIS system of support for staff and students

Problem Statement 9 Areas: Perceptions

Problem Statement 10: There has been a decrease in the number of opportunities of engagement for families from 10+ events pre-Covid to 5 events in the last year

Root Cause 10: Decrease in the number of opportunities and lack of planning and promotion for scheduled events

Problem Statement 10 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

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
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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
- Budgets/entitlements and expenditures 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 95% to 96% by May 2024.
*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 97% to 98% by May 2024.
*Increase the percentage of regular program students who score On Track on Circle Phonological Awareness from 95% to 96% by May 2024.

> **Evaluation Data Sources:** Circle Phonological Awareness Data (CLI Engage)

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Creative Curriculum) and data with PK teachers using the gradual release model and assessment aligned with the Creative Curriculum.

> **Strategy's Expected Result/Impact:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 95% to 96%, and in Spanish from 97% to 98%.
>
> **Staff Responsible for Monitoring:** PK teachers, PK teacher assistants, Administrators, Campus Instructional Coach, Early Learning Specialist, Data Analyst
>
> **Title I:**
> 2.6
> - **TEA Priorities:**
> Recruit, support, retain teachers and principals, Build a foundation of reading and math
> - **ESF Levers:**
> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
>
> **Problem Statements:** Student Learning 2, 3

Action Step 1 Details	Reviews			
Action Step 1: Ensure high-quality teaching staff to lead PK classrooms by ensuring PK teachers and teaching assistants enroll, attend, and progress through priority professional learning for Creative Curriculum and other aspects of teaching PK (small groups, interest areas, etc.).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: PK Teachers, PK teaching assistants				
Provider / Presenter / Person Responsible: Administrators				
Date(s) / Timeframe: Staffing set by June 29, 2023, Professional Learning monitored by administrators each six weeks				
Collaborating Departments: Early Learning, Professional Learning Department, CIC, Administrators				
Delivery Method: Face-to-Face and Virtual Meetings				

Action Step 2 Details	Reviews			
Action Step 2: By August 11, develop and publicize the PLC schedules for the 2023-2024 school year.	**Formative**			**Summative**
Intended Audience: PK Teachers, Teaching Assistants	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Texas Lesson Study/Region XI Representative, Campus Instructional Coach, Administrators				
Date(s) / Timeframe: August 11, 2023				
Collaborating Departments: Teachers, Leadership Team, Region XI Staff				
Delivery Method: Face-to-Face				

Action Step 3 Details	Reviews			
Action Step 3: Calendar PLC cycle for PK teachers and teaching assistants revolving around Themed Units and the components of Creative Curriculum	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: PK Teachers, PK Teaching Assistants				
Provider / Presenter / Person Responsible: Early Learning Specialist, Data Analyst, CIC, Administrators				
Date(s) / Timeframe: August 2023-May 2024				
Collaborating Departments: Early Learning, Leadership Team				
Delivery Method: Face-to-Face				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Strategy 2: Improve the quality and alignment of the Interest Areas and the use of small group instruction to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

    Strategy's Expected Result/Impact: Increase the percentage of regular program students who score On Track on Circle Phonological Awareness from 95% to 96% by May 2024

    Staff Responsible for Monitoring: PK Teachers, PK teacher assistants, Administrators, CIC, Data Analyst

    Title I:

2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 3

Action Step 1 Details	Reviews			
Action Step 1: Calendar PLC cycle for PK teachers and teaching assistants ensuring a focus of 50% on implementing literacy strategies/phonological awareness through the use of Creative Curriculum (small groups, interest areas, etc.) using daily observation, analysis of student work, and CLI data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: PK Teachers, PK Teaching Assistants **Provider / Presenter / Person Responsible:** Early Learning Specialist, CIC, Administrators **Date(s) / Timeframe:** August 2023-May 2024 **Collaborating Departments:** Early Learning, Leadership Team **Delivery Method:** Face-to-Face				

Action Step 2 Details	Reviews			
Action Step 2: Conduct Walk-throughs and host coaching conversations to ensure accountability in the implementation of the Creative Curriculum as discussed in PLCs and as instructed in professional learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, Campus Instructional Coach **Provider / Presenter / Person Responsible:** Early Learning Specialist, Campus Instructional Coach, Administrators **Date(s) / Timeframe:** August 2023 - May 2024 **Delivery Method:** Face-to-Face				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: MOY MAP growth reading English data shows a decline in the percent of students who met RIT score norm by grade-level in kindergarten (50% to 42%), first grade (48% to 32%), fourth grade (37% to 35%) and fifth grade (41% to 40%)   **Root Cause**: There is a lack of emphasis on systematic and explicit instruction in the skills component of Amplify and use of small group intervention based on Lexia data
Problem Statement 3: According to 2022-2023 CLI Engage Wave 2 data, 40% of our PK students need support in phonological awareness (rhyming, alliteration, onset rime, and syllabication)   **Root Cause**: Lack of teacher support, instructional materials, and resources to supplement the limited amount of phonics components provided in the current curriculum

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 64% to 68% 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 36% to 42% by May 2024.
*Increase the percentage of dual language program students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 36% to 42% by May 2024.

   Evaluation Data Sources: MAP Fluency Kindergarten - 3rd Grade, English and Spanish

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all K-3 classrooms through professional learning sessions, planning, materials, and extended day.

   Strategy's Expected Result/Impact: Improve the quality and alignment of small group instruction to Amplify to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

   Staff Responsible for Monitoring: Teachers, Campus Instructional Coach, Administrators

   Title I:
   2.4, 2.5, 2.6
    - **TEA Priorities:**
   Recruit, support, retain teachers and principals, Build a foundation of reading and math
    - **ESF Levers:**
   Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

   Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure focus of 70% of Literacy PLCs focus on literacy best practices for instructional delivery, lesson/unit internalization, planning and best practices for Amplify teachers, led in part by the Campus Instructional Coach and Texas Lesson Study/Region XI.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Amplify Teachers **Provider / Presenter / Person Responsible:** Texas Lesson Study/Region XI Representative, CIC, Leadership Team **Date(s) / Timeframe:** August 2023-May 2024 **Collaborating Departments:** Region XI, Leadership Team, Teachers, Literacy Department **Delivery Method:** Face-to-Face				

Action Step 2 Details	Reviews			
Action Step 2: Ensure focus of 30% of Literacy PLCs focus on reviewing and analyzing student work analysis from Amplify, led in part by the Campus Instructional Coach and Data Analyst.	Formative			Summative
Intended Audience: Amplify Teachers **Provider / Presenter / Person Responsible:** CIC, Adminstrators **Date(s) / Timeframe:** September 2023-May 2024 **Collaborating Departments:** Leadership Team, Literacy Department **Delivery Method:** Face-to-Face	Nov	Jan	Mar	June

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✗ **Discontinue**

Strategy 2: Examine processes in place to mitigate learning loss of Special Education students by identifying learning gaps and accelerated instruction available to improve student performance and help students attain a standard growth on the basis of the student's IEP

Strategy's Expected Result/Impact: Special Education students will demonstrate a standard growth on the basis of their IEP

Staff Responsible for Monitoring: Special Education Inclusion Teachers, General Education Teachers, Data Analyst, Administrators

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Results Driven Accountability**

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Maximize instructional learning for students by ensuring master schedule planning is completed and students placed with special educations supports on the first instructional day of the school year.	Formative			Summative
Intended Audience: Special Education Teachers, Classroom Teachers **Provider / Presenter / Person Responsible:** Administrators, CIC, Data Anyalyst **Date(s) / Timeframe:** August 2023-May 2024 **Collaborating Departments:** Special Education **Delivery Method:** Face-to-Face	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Inclusion teachers will attend PLCs with targeted grade levels to increase identified special education levels of performance.	**Formative**			**Summative**
Intended Audience: Special Education Teachers, Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: CIC, Administrators				
Date(s) / Timeframe: August 2023-May 2024				
Collaborating Departments: Special Education				
Delivery Method: Face-to-Face				

Action Step 3 Details	Reviews			
Action Step 3: Provide accelerated learning opportunities for students after school using Lexia Core 5, DreamBox Learning, Fast Focus/Texas Tornado	**Formative**			**Summative**
Intended Audience: Targeted students in need of acceleration	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers, Instructional Coach, Data Analyst, Special Ed Teachers, Administrators				
Date(s) / Timeframe: September - May				
Delivery Method: In-person after school				
Funding Sources: Accelerated Instructional Opportunities - Title I (211) - 211-11-6117-04E-168-30-510-000000-24F10 - $1,336.50				

Action Step 4 Details	Reviews			
Action Step 4: Purchase resources, supplies, and materials needed to differentiate instruction and meet the varied learning needs of special education students to master state standards - FUNDING SOURCE (199 PIC 23 - $3,086.00)	**Formative**			**Summative**
Intended Audience: Identified Special Education Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Special Education Teachers, Financial Secretary, Administrators				
Date(s) / Timeframe: August - January				
Funding Sources: Purchase resources, supplies, and materials needed to differentiate instruction and meet varied learning needs of special education students - SPED (199 PIC 23) - - $3,086				

0% No Progress	100% Accomplished	➡ Continue/Modify	✕ Discontinue

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The attendance rate for the first semester is 92%   **Root Cause**: Lack of consistent school procedures to address chronic absenteeism

Student Learning
Problem Statement 2: MOY MAP growth reading English data shows a decline in the percent of students who met RIT score norm by grade-level in kindergarten (50% to 42%), first grade (48% to 32%), fourth grade (37% to 35%) and fifth grade (41% to 40%)   **Root Cause**: There is a lack of emphasis on systematic and explicit instruction in the skills component of Amplify and use of small group intervention based on Lexia data

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 57% to 62% 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 39% to 46% by May 2024.
*Increase the percentage of special education students who meet or exceed projected growth on MAP Growth Reading from 53% to 58% by May 2024.

Evaluation Data Sources: MAP Growth Reading, Kindergarten -5th Grade, English and Spanish

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

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 57% to 62% by May 2024

Staff Responsible for Monitoring: Administrators, CIC, Teachers

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Results Driven Accountability**

Problem Statements: Student Learning 2, 3

Action Step 1 Details	Reviews			
Action Step 1: By August 7, 2023, develop a cycle of Peer Observations and feedback of Amplify content and share with staff by September 1, 2023.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Amplify Teachers, Special Education Inclusion Teachers **Provider / Presenter / Person Responsible:** CIC, Administrators **Date(s) / Timeframe:** August 2023-May2024 **Collaborating Departments:** Region 11 Service Center **Delivery Method:** Face-to-Face				

Action Step 2 Details	Reviews			
Action Step 2: Purchase district-approved supplemental resources such as Renaissance STAR/AR and I-station Spanish to improve student performance data related to literacy.	Formative			Summative
Intended Audience: Teachers, students, instructional teams	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Approved Vendors, Financial Secretary, Librarian **Date(s) / Timeframe:** December 2023 **Delivery Method:** Online program **Funding Sources:** Renaissance STAR/AR - Title I (211) - 211-11-6399-04E-168-30-510-000000-24F10 - $5,188.10				

Action Step 3 Details	Reviews			
Action Step 3: Purchase resources, supplies, and materials needed to differentiate instructions for at risk students to master state standards	Formative			Summative
Intended Audience: Teachers and Students	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Approved vendors, Financial secretary, Classroom Teachers, Administrators **Date(s) / Timeframe:** Throughout the school year **Collaborating Departments:** Content Committees, ILT, Grade Level Leads, Instructional Coach **Funding Sources:** Purchase resources, supplies, and materials needed to differentiate instructions for at risk students to master state standards - SCE (199 PIC 24) - 199-11-6399-001-168-24-313-000000- - $6,188				

Action Step 4 Details	Reviews			
Action Step 4: Host Campus Literacy Night to promote achievement in reading.	Formative			Summative
Intended Audience: Students, Parents, Springdale Community	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Teachers, CIC, Data Analyst, Administrators **Date(s) / Timeframe:** One evening during the school year **Delivery Method:** Face-to-Face				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Strategy 2: Support the special education teacher's use of curricula, data, resources and tools to plan and implement specially designed instruction and craft appropriate learning goals based on student's current levels of performance.

Strategy's Expected Result/Impact: Increase the percentage of special education students who meet or exceed projected growth on MAP Growth Reading from 53% to 58% by May 2024.

Staff Responsible for Monitoring: Special Ed Teachers, Data Analyst, CIC, Administrators

Title I:

2.4, 2.5, 2.6
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Results Driven Accountability**

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

Action Step 1 Details	Reviews			
Action Step 1: Promote and encourage the administration, interpretation and application of MAP data to inform present levels of performance, instructional programming, targets, and professional learning. **Intended Audience:** Special Education Teachers **Provider / Presenter / Person Responsible:** Special Ed teachers, Data Analyst, CIC, Administrators **Date(s) / Timeframe:** Throughout the school year (BOY, MOY, EOY)	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	**Reviews**			
Action Step 2: Provide one opportunity per six weeks, for Amplify and Special Education Inclusion teachers to complete a Peer Observation and provide feedback to colleagues. **Intended Audience:** Amplify Teachers, Special Ed Inclusion Teachers **Provider / Presenter / Person Responsible:** CIC, Administrators **Date(s) / Timeframe:** September 2023-May 2023 **Collaborating Departments:** Literacy **Delivery Method:** Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: As a campus we are under-identifying students with dyslexia based on our current Dyslexia student population; out of 289 1st -5th grade students, only 18 are currently identified as dyslexic, which is 6.2% as opposed to the recommended 10%. **Root Cause**: MAP fluency foundational skills data is not being utilized to early identify and screen students below expected grade-level performance at BOY and EOY in grades K-3
Student Learning
Problem Statement 1: MOY campus MAP math data shows a decline in the percent of students who met RIT score norm by grade-level in first grade (33% to 23%), second (35% to 27%), and third grade (46% to 44%) **Root Cause**: Teachers managing the challenge of implementing a new district curriculum (Eureka) including consistent use of manipulatives, anchor charts, math academic vocabulary and Eureka strategies

Student Learning

Problem Statement 2: MOY MAP growth reading English data shows a decline in the percent of students who met RIT score norm by grade-level in kindergarten (50% to 42%), first grade (48% to 32%), fourth grade (37% to 35%) and fifth grade (41% to 40%)   **Root Cause**: There is a lack of emphasis on systematic and explicit instruction in the skills component of Amplify and use of small group intervention based on Lexia data

Problem Statement 3: According to 2022-2023 CLI Engage Wave 2 data, 40% of our PK students need support in phonological awareness (rhyming, alliteration, onset rime, and syllabication)   **Root Cause**: Lack of teacher support, instructional materials, and resources to supplement the limited amount of phonics components provided in the current curriculum

School Processes & Programs

Problem Statement 2: There were 18 incomplete and pending student referral packets for evaluation through special education after the 45 day cut-off window to complete a special education evaluation occurred   **Root Cause**: SST/MTSS processes and procedures put in place were not followed with fidelity

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 79% to 84% by May 2024.
Increase the percentage of English ED students who score On Track on Circle Math from 77% to 82% by May 2024.

    Evaluation Data Sources: Circle Math - CLI Engage

Strategy 1: Continue to develop the capacity of PK teachers to effectively implement the Creative Curriculum to develop critical thinking and problem-solving to maximize student learning and instruction

    Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math from 79% to 84% by May 2024.

    Staff Responsible for Monitoring: Pre-K teachers, Early Learning Specialist, CIC, Data Analyst, Administrators

    Title I:
2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

    Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Calendar PLC cycle for PK teachers and teaching assistants ensuring a focus of 50% on implementing Math strategies through the use of Creative Curriculum (small groups, interest areas, etc.), using daily observation, analysis of student work, and CLI data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Intended Audience: PK Teachers and PK assistants
    Provider / Presenter / Person Responsible: Early Learning Specialist, Data Analyst, CIC, Administrators
    Date(s) / Timeframe: August 2023 - May 2024
    Collaborating Departments: Early Learning, Leadership Team
    Delivery Method: Face-to-Face, Virtual Meetings				

Action Step 2 Details	Reviews			
Action Step 2: Develop a system to progress monitor math achievement for PK students each 6 weeks period (screener to track counting, shapes, numbers, and operations).	**Formative**			**Summative**
Intended Audience: PK Teachers, PK Teaching Assistants, Data Analyst	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: PK teacher, PK teaching assistant, Data Analyst **Date(s) / Timeframe:** End of each 6 weeks period **Collaborating Departments:** Early Learning Department, Mathematics Department, Leadership Team **Delivery Method:** Face-to-Face				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: MOY campus MAP math data shows a decline in the percent of students who met RIT score norm by grade-level in first grade (33% to 23%), second (35% to 27%), and third grade (46% to 44%)   **Root Cause**: Teachers managing the challenge of implementing a new district curriculum (Eureka) including consistent use of manipulatives, anchor charts, math academic vocabulary and Eureka strategies

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 BOY TX-KEA Math from 38% to 40% by May 2024. Increase the percentage of regular program Kinder students who score On Track on BOY TX-KEA Math from 37% to 40% by May 2024.

> **Evaluation Data Sources:** BOY TX-KEA Math Data, no other TX-KEA data points available this year

Strategy 1: Improve Tier 1 Math Instruction using Eureka Math to focus on math fluency and concept attainment by utilizing the FWISD PLC Framework with Kindergarten teachers to increase achievement and learning outcomes

> **Strategy's Expected Result/Impact:** Build teacher capacity in planning and delivering instruction to increase the percentage of Kinder students who are On Track on TX-KEA Math.
>
> **Staff Responsible for Monitoring:** Kindergarten Teachers, CIC, Data Analyst, Math Specialist, Administrators
>
> **Title I:**
> 2.4, 2.5, 2.6
> - **TEA Priorities:**
> Recruit, support, retain teachers and principals, Build a foundation of reading and math
> - **ESF Levers:**
> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
> - **Results Driven Accountability**
>
> **Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Ensure high-quality teaching staff to lead Kindergarten classrooms by ensuring Kindergarten teachers enroll, attend, and progress through priority professional learning for Eureka and other aspects of teaching Kindergarten (small groups, Dreambox, etc.).		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Intended Audience: Kindergarten Teachers, Special Education Inclusion Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** Staffing set by June 29, 2023, Professional Learning monitored by administrators each six weeks **Collaborating Departments:** Early Learning, Professional Learning Department, CIC, Administrators **Delivery Method:** Face-to-Face and Virtual Meetings					

Action Step 2 Details	Reviews			
Action Step 2: Calendar PLC cycle for Kindergarten teachers revolving around effective implementation of Eureka, DreamBox, and small group instruction	Formative			Summative
Intended Audience: Kindergarten Teachers, Special Education Inclusion Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Early Learning Specialist, Data Analyst, CIC, Administrators				
Date(s) / Timeframe: August 2023-May 2024				
Collaborating Departments: Early Learning, Leadership Team				
Delivery Method: Face-to-Face				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: MOY campus MAP math data shows a decline in the percent of students who met RIT score norm by grade-level in first grade (33% to 23%), second (35% to 27%), and third grade (46% to 44%)   **Root Cause**: Teachers managing the challenge of implementing a new district curriculum (Eureka) including consistent use of manipulatives, anchor charts, math academic vocabulary and Eureka strategies

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 57% to 62% by May 2024.

Increase the percentage of economically disadvantaged students who Meet or Exceed projected growth on MAP Growth from 56% to 62% by May 2024.

Evaluation Data Sources: K-5 MAP Growth Math, Springdale CIP Companion Guide, EOY 2022-2023

Strategy 1: Improve Tier 1 Math Instruction using Eureka Math to focus on math fluency and concept attainment by utilizing the FWISD PLC Framework with Kinder - 5th grade math teachers to increase achievement and learning outcomes

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 57% to 62% by May 2024.

Staff Responsible for Monitoring: Kindergarten - 5th grade teachers, Special Education Inclusion Teachers, Data Analyst, CIC, Administrators

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Results Driven Accountability**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Calendar PLC cycle for K-5th grade teachers ensuring a focus of 50% on implementing best instructional practices in mathematics using Eureka and DreamBox (small groups, Eureka components, etc.) using daily observation, analysis of student work, and MAP data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Kindergarten-5th grade teachers, Special Education Inclusion Teachers **Provider / Presenter / Person Responsible:** CIC, Texas Lesson Study/Region XI Representative, **Date(s) / Timeframe:** August 2023-May 2024 **Collaborating Departments:** Region XI, Mathematics Department, CIC, Data Analyst, Administrators **Delivery Method:** Face-to-Face				

Action Step 2 Details	Reviews			
Action Step 2: Conduct walk-throughs and host coaching conversations to ensure accountability in the implementation of Eureka and DreamBox as discussed in PLCs and as instructed in professional learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: K-5 teachers, Special Education Inclusion Teachers, Campus Instructional Coach, Data Analyst, Administrators **Provider / Presenter / Person Responsible:** Campus Instructional Coach, Administrators **Date(s) / Timeframe:** August 2023 - May 2024 **Delivery Method:** Face-to-Face				

Action Step 3 Details	Reviews			
Action Step 3: Ensure every teacher has access to materials, supplies, and resources needed to support curriculum and technology.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: K-5 Teachers **Provider / Presenter / Person Responsible:** Campus Instructional Coach, Financial Secretary, Administrators **Date(s) / Timeframe:** August 2023 - May 2024 **Collaborating Departments:** Approved Vendors, Grade-Level/Content Leads, ILT **Delivery Method:** In Person				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Strategy 2: Develop the capacity of K-5 mathematics teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 57% to 62% by May 2024.

Staff Responsible for Monitoring: Kindergarten - 5th grade teachers, Data Analyst, CIC, Administrators

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Results Driven Accountability**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Develop a system to monitor the fidelity of DreamBox usage and celebrate student achievement in the program.	**Formative**			**Summative**
Intended Audience: Kindergarten-5th grade teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: ILT, Data Analyst, CIC, Administrators				
Date(s) / Timeframe: August 2023-May 2024				
Collaborating Departments: Leadership Team				
Delivery Method: Face-to-Face				

Action Step 2 Details	Reviews			
Action Step 2: Create Master Schedule that allows extra time for DreamBox and small group math instruction to ensure one year of math growth in all students	**Formative**			**Summative**
Intended Audience: K-5 Math Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Instructional Coach, Special Education Teachers, Gen Ed Teachers, Administrators				
Date(s) / Timeframe: Master Schedule completed before August 11, 2023				

Action Step 3 Details	Reviews			
Action Step 3: Host Campus Math Night to promote mathematics achievement (fluency, number sense, operations, etc.).	**Formative**			**Summative**
Intended Audience: Springdale Community	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Teachers, Campus Instructional Coach, Administrators				
Date(s) / Timeframe: one evening between August 2023 and May 2024				
Collaborating Departments: Office of Instructional Initiatives and School Supports				
Delivery Method: In Person				

Action Step 4 Details	Reviews			
Action Step 4: Provide extra duty pay so that students can host data conferences facilitated by teacher with parents at BOY and MOY - engage families regarding student progress and achievement.	**Formative**			**Summative**
Intended Audience: Teachers, Parents	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Teachers, CIC, Data Analyst, Financial Secretary				
Date(s) / Timeframe: Beginning and Middle of Year				
Delivery Method: Face-to-Face				
Funding Sources: Extra Duty Pay outside of contract day to meet with parents - Title I (211) - 211-61-6116-04L-168-30-510-000000-24F10 - $6,350				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: MOY campus MAP math data shows a decline in the percent of students who met RIT score norm by grade-level in first grade (33% to 23%), second (35% to 27%), and third grade (46% to 44%)   **Root Cause**: Teachers managing the challenge of implementing a new district curriculum (Eureka) including consistent use of manipulatives, anchor charts, math academic vocabulary and Eureka strategies

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 40% to 42% by May 2023.
Increase the percentage of special education students from 3% to 8% by May 2023.

HB3 District Goal

Evaluation Data Sources: Springdale Companion Guide, 3-5 STAAR Reading results

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: Increase the percentage of students scoring at the Meets or Above rating on the STAAR reading assessment.

Staff Responsible for Monitoring: Campus Instructional Coach, Administrators

Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Instructional Leadership Team, Campus Instructional Coach, and Administrators will ensure the campus lesson plan format and lesson planning process is aligned to the FWISD curriculum framework **Intended Audience:** K-5 Teachers **Provider / Presenter / Person Responsible:** Instructional Leadership Team, Campus Instructional Coach, Administrators **Date(s) / Timeframe:** August 2023	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			
Action Step 2: Feedback for T-TESS Domain 2, Instruction, including Dimensions 2.1 - 2.4 will be given to teachers and recorded in Eduphoria Strive	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2023 - May 2024				

Action Step 3 Details	Reviews			
Action Step 3: Purchase resources, supplies, and materials needed to differentiate instruction for students enrolled in dual language and ESL programs to master state standards.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Dual Language/ESL Teachers and students **Provider / Presenter / Person Responsible:** Dual Language/ESL Teachers, LPAC Committee, Financial Secretary, Instructional Coach, Administrators **Date(s) / Timeframe:** Throughout the school year **Funding Sources:** Purchase resources, supplies, and materials needed to differentiate instruction for students enrolled in dual language and ESL programs to master state standards. - BEA (199 PIC 25) - 199-61-6399-001-168-25-313-000000 - $3,825				

Action Step 4 Details	Reviews			
Action Step 4: Purchase resources, supplies, and materials needed to differentiate and extend the learning and instruction for students identified as Gifted and Talented	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Gifted and Talented Identified Students **Provider / Presenter / Person Responsible:** Teachers, Administrators, Financial Secretary **Date(s) / Timeframe:** Throughout the school year **Funding Sources:** Purchase resources, supplies, and materials to differentiate and extend learning and instruction for GT students - Gifted & Talented (199 PIC 21) - - $374				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: MOY MAP growth reading English data shows a decline in the percent of students who met RIT score norm by grade-level in kindergarten (50% to 42%), first grade (48% to 32%), fourth grade (37% to 35%) and fifth grade (41% to 40%)   **Root Cause**: There is a lack of emphasis on systematic and explicit instruction in the skills component of Amplify and use of small group intervention based on Lexia data

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 38% to 40% by May 2023.
Increase the percentage of special education students scoring at Meets or above on STAAR Math from 7% to 12% by May 2023.

Evaluation Data Sources: Springdale Companion Guide, 3-5 STAAR Math data

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: Build teacher capacity for targeted instructional planning and delivery based on data sets to increase the percentage of students in grades 3-5 scoring at meets or above on the STAAR reading assessment

Staff Responsible for Monitoring: Data Analyst, Campus Instructional Coach, Administrators

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Results Driven Accountability**

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

Action Step 1 Details		Reviews			
Action Step 1: The data analyst will compile formative and summative data reports to share with teachers. He will also assist teachers and the ILT in the data analysis and action planning		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Intended Audience: PK-5 Teachers **Provider / Presenter / Person Responsible:** Data Analyst, Campus Instructional Coach, Administrators **Date(s) / Timeframe:** August 2023 - May 2024 **Delivery Method:** Face-to-Face **Funding Sources:** Data Analyst - Title I (211) - 211-13-6119-04E-168-30-510-000000-24F10 - $83,711					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The attendance rate for the first semester is 92%   **Root Cause**: Lack of consistent school procedures to address chronic absenteeism
Problem Statement 2: As a campus we are under-identifying students with dyslexia based on our current Dyslexia student population; out of 289 1st -5th grade students, only 18 are currently identified as dyslexic, which is 6.2% as opposed to the recommended 10%.   **Root Cause**: MAP fluency foundational skills data is not being utilized to early identify and screen students below expected grade-level performance at BOY and EOY in grades K-3

Student Learning
Problem Statement 1: MOY campus MAP math data shows a decline in the percent of students who met RIT score norm by grade-level in first grade (33% to 23%), second (35% to 27%), and third grade (46% to 44%)   **Root Cause**: Teachers managing the challenge of implementing a new district curriculum (Eureka) including consistent use of manipulatives, anchor charts, math academic vocabulary and Eureka strategies
Problem Statement 2: MOY MAP growth reading English data shows a decline in the percent of students who met RIT score norm by grade-level in kindergarten (50% to 42%), first grade (48% to 32%), fourth grade (37% to 35%) and fifth grade (41% to 40%)   **Root Cause**: There is a lack of emphasis on systematic and explicit instruction in the skills component of Amplify and use of small group intervention based on Lexia data
Problem Statement 3: According to 2022-2023 CLI Engage Wave 2 data, 40% of our PK students need support in phonological awareness (rhyming, alliteration, onset rime, and syllabication)   **Root Cause**: Lack of teacher support, instructional materials, and resources to supplement the limited amount of phonics components provided in the current curriculum

School Processes & Programs
Problem Statement 1: The District 2022-2023 Discipline Report as of the Fourth Six Weeks shows an increase in the number of school suspensions from 0 to 5 suspensions   **Root Cause**: Lack of clear PBIS system of support for staff and students
Problem Statement 2: There were 18 incomplete and pending student referral packets for evaluation through special education after the 45 day cut-off window to complete a special education evaluation occurred   **Root Cause**: SST/MTSS processes and procedures put in place were not followed with fidelity

Perceptions
Problem Statement 1: There has been a decrease in the number of opportunities of engagement for families from 10+ events pre-Covid to 5 events in the last year   **Root Cause**: Decrease in the number of opportunities and lack of planning and promotion for scheduled events
Problem Statement 2: According to the Spring 2023 Counselor Pre-Test data, only 57.6% of K-5th grade students believe they are able to disagree with others without starting an argument   **Root Cause**: Lack of concentrated focus within the school counseling program on conflict resolution skills and school wide implementation of daily SEL by teachers
Problem Statement 3: According to the Spring 2023 Teacher Perception Campus Survey, 40.7% of teachers feel that the school does not effectively handle student discipline and behavior problems   **Root Cause**: Lack of clear PBIS system of support for staff and 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 8% to 6% by May 2024.

Evaluation Data Sources: Focus Attendance Data

Strategy 1: Develop, implement, and monitor a plan to identify and address chronic absenteeism.

Strategy's Expected Result/Impact: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 8% to 6% by May 2024.

Staff Responsible for Monitoring: Classroom Teacher, Counselor, Data Analyst, Family Engagement Specialist, Administrators

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- **Results Driven Accountability**

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
	Formative			Summative
Action Step 1: Identify targets, plans of action and campus-wide activities to promote increased attendance.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Teachers				
Provider / Presenter / Person Responsible: Attendance Committee, Administrators				
Date(s) / Timeframe: August 2023-May 2024				
Collaborating Departments: Student Engagement & School Completion, Student Support Services				
Delivery Method: Face-to-Face				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The attendance rate for the first semester is 92%   **Root Cause**: Lack of consistent school procedures to address chronic absenteeism

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 22 to 18 by May 2024.
Decrease the number of discipline referrals by school personnel for Hispanic students from 20 to 18 by May 2024.

Evaluation Data Sources: ADQ Cycle Reports, Focus Suspension Data

Strategy 1: Continue to improve campus culture through team-building by fostering cross-grade-level relationships, building student leadership capacity, and increasing students' sense of belonging and self-worth.

Strategy's Expected Result/Impact: An increase in positive campus culture and a decrease in the overall number of discipline referrals by school personnel from 22 to 18 by May 2024.

Staff Responsible for Monitoring: Teachers, Counselor, Family Engagement Specialist, Data Analyst, Administrators

Title I:
2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - **Results Driven Accountability**

Problem Statements: School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Continue Reading Buddies - PK-5th grade - one day per month. Share expectations and dates with staff.	Formative			Summative
Intended Audience: Students	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Student to student, facilitated by teachers				
Date(s) / Timeframe: August 2023-May 2024				
Collaborating Departments: Administrators, Teachers				
Delivery Method: Face-to-Face				

Action Step 2 Details	Reviews			
Action Step 2: Implement the RCA House System.	**Formative**			**Summative**
Intended Audience: School Community	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Administrators, RCA Cohort 1				
Date(s) / Timeframe: August 2023-2024				
Collaborating Departments: Leadership Team				
Delivery Method: Face-to-Face				

Action Step 3 Details	Reviews			
Action Step 3: Send additional team to RCA House Professional Development Conference to assist in the first year implementation of the House System	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: School Community				
Provider / Presenter / Person Responsible: Administrators, House Leads				
Date(s) / Timeframe: September 28-29 or January 18-19				
Collaborating Departments: Administrators, Teachers, CIC, Counselor				
Delivery Method: Face-to-Face				
Funding Sources: Travel to Ron Clark Academy for Assistant Principal - Title I (211) - 211-23-6411-04E-168-30-510-000000-24F10 - $1,000, Travel to Ron Clark Academy for Teachers - Title I (211) - 211-13-6411-04E-168-30-510-000000-24F10 - $5,000, Ron Clark Academy House Professional Development Conference - Assistant Principal - Title I (211) - 211-23-6411-04E-168-30-510-000000-24F10 - $1,000, Ron Clark Academy House Professional Development Conference - Teachers - Title I (211) - 211-13-6411-04E-168-30-510-000000-24F10 - $5,000, Substitutes to cover classes for teachers attending Ron Clark Academy Professional Development - Title I (211) - 211-11-6112-0PD-168-30-510-000000-24F10 - $480				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Strategy 2: Continue to refine Springdale's PBIS system by strengthening teacher capacity to increase student ability to resolve conflict.

Strategy's Expected Result/Impact: An increase in positive campus culture and a decrease in the overall number of discipline referrals by school personnel from 22 to 18 by May 2024

Staff Responsible for Monitoring: Administrators, Discipline Committee, SST members, Grade-Level Leads, Counselor

Title I:
2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
Action Step 1: Create and establish a PBIS committee.	**Formative**			**Summative**
Intended Audience: Springdale Staff	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Assistant Principal and Counselor				
Date(s) / Timeframe: August 2023, meetings once per six weeks				
Collaborating Departments: Student Support Services				
Delivery Method: Face-to-Face				

Action Step 2 Details	Reviews			
Action Step 2: Develop a process for the PBIS system.	**Formative**			**Summative**
Intended Audience: Springdale Staff	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: PBIS Committee				
Date(s) / Timeframe: September 2023				
Collaborating Departments: Student Support Services				
Delivery Method: Face-to-Face				

Action Step 3 Details	Reviews			
Action Step 3: Present and implement updated PBIS system, and monitor fidelity of implementation every six weeks.	**Formative**			**Summative**
Intended Audience: Springdale Staff	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: PBIS Committee				
Date(s) / Timeframe: August 2023-May 2024				
Collaborating Departments: Student Support Services				
Delivery Method: Face-to-Face				

Action Step 4 Details	Reviews			
Action Step 4: Share data at EOY to check for success of initiative.	**Formative**			**Summative**
Intended Audience: Springdale Staff	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: PBIS Committee				
Date(s) / Timeframe: May 2024				
Collaborating Departments: Student Support Services, Administrators				
Delivery Method: Face-to-Face				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The District 2022-2023 Discipline Report as of the Fourth Six Weeks shows an increase in the number of school suspensions from 0 to 5 suspensions   **Root Cause**: Lack of clear PBIS system of support for staff and students

Perceptions
Problem Statement 2: According to the Spring 2023 Counselor Pre-Test data, only 57.6% of K-5th grade students believe they are able to disagree with others without starting an argument   **Root Cause**: Lack of concentrated focus within the school counseling program on conflict resolution skills and school wide implementation of daily SEL by teachers
Problem Statement 3: According to the Spring 2023 Teacher Perception Campus Survey, 40.7% of teachers feel that the school does not effectively handle student discipline and behavior problems   **Root Cause**: Lack of clear PBIS system of support for staff and students

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

School Performance Objective 3: Maintain the number of out-of-school suspensions for African American students on our campus from 0 to 0 by May 2024.

Evaluation Data Sources: Focus Suspension Data

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

Strategy's Expected Result/Impact: 100% of classrooms will utilize an SEL instructional time-block incorporating explicit instruction on social-emotional skills

Staff Responsible for Monitoring: Teachers, Counselor, CIC, SST Team, Administrators

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - **Results Driven Accountability**

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

Action Step 1 Details	Reviews			
Action Step 1: Provide Classroom Walks to identify ways to create a safe, supportive and culturally responsive learning environment. By the end of the first six weeks, teachers will establish relational agreements, clear routines and procedures, calming corners, and daily posted objectives.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers				
Provider / Presenter / Person Responsible: Administrators, Counselor				
Date(s) / Timeframe: August 2023 - May 2024				
Collaborating Departments: Student Support Services				
Delivery Method: Face-to-Face				

Action Step 2 Details	Reviews			
	Formative			Summative
Action Step 2: By the end of the first six weeks, teachers will establish relational agreements, clear routines and procedures, calming corners, and daily posted objectives.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Administrators, Counselor **Date(s) / Timeframe:** August 2023-October 2023 **Collaborating Departments:** Student Support Services **Delivery Method:** Face-to-Face				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

School Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: The District 2022-2023 Discipline Report as of the Fourth Six Weeks shows an increase in the number of school suspensions from 0 to 5 suspensions   **Root Cause**: Lack of clear PBIS system of support for staff and students

Perceptions
Problem Statement 2: According to the Spring 2023 Counselor Pre-Test data, only 57.6% of K-5th grade students believe they are able to disagree with others without starting an argument   **Root Cause**: Lack of concentrated focus within the school counseling program on conflict resolution skills and school wide implementation of daily SEL by teachers
Problem Statement 3: According to the Spring 2023 Teacher Perception Campus Survey, 40.7% of teachers feel that the school does not effectively handle student discipline and behavior problems   **Root Cause**: Lack of clear PBIS system of support for staff and students

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 5 to 9 by May 2024.

Evaluation Data Sources: Parent engagement events held during 2022-23

Strategy 1: Provide opportunities for parents to engage in academic and social events within the Springdale community.

Strategy's Expected Result/Impact: Increase the number of parents engagement activities during and outside of the the regular school day.

Staff Responsible for Monitoring: Leadership Team, Teachers, Counselor, Family Engagement Specialist

Title I:
4.1, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Create a calendar of parent engagement activities, including opportunities to engage in academic and social conversations with the school community. **Intended Audience:** Teachers, School Community **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 11, 2023 **Collaborating Departments:** Grade-level Team Leads, Campus Content Committees, Instructional Coach, Librarian, Administrators **Delivery Method:** Face-to-Face	**Formative**			**Summative**
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide opportunities for families to participate in House System events. **Intended Audience:** School Community **Provider / Presenter / Person Responsible:** House Leads, Administrators **Date(s) / Timeframe:** Throughout school year **Collaborating Departments:** House Leads, Grade-Level Leads, Administrators **Delivery Method:** Face-to-Face	**Formative**			**Summative**
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Provide opportunity for families to participate in Family STEAM Night at Springdale Elementary	Formative			Summative
Intended Audience: School Community	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Fort Worth Museum of Science and History				
Date(s) / Timeframe: October 5, 2023				
Collaborating Departments: Partnerships, Science department, Lead Science Teacher, Campus Science Committee				
Delivery Method: Face-to-Face				
Funding Sources: Family STEAM Night - Parent Engagement - 211-61-6299-04L-168-30-510-000000-24F10 - $800				

Action Step 4 Details	Reviews			
Action Step 4: Purchase snacks, plates, utensils, cups, and napkins for parent engagement events.	Formative			Summative
Intended Audience: School Community	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Leadership Team				
Date(s) / Timeframe: Throughout the school year.				
Collaborating Departments: Purchasing, Leadership Team, Event Committees				
Delivery Method: Face-to-Face				
Funding Sources: Purchase snacks, plates, utensils, cups, and napkins for parent engagement events. - Parent Engagement - 211-61-6499-04L-168-30-510-000000-24F10 - $750				

Action Step 5 Details	Reviews			
Action Step 5: Purchase printer ink/toner and paper for flyers and posters and supplies and materials to engage students and parents	Formative			Summative
Intended Audience: Students and Parents	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Approved Vendor, financial secretary, administrators				
Date(s) / Timeframe: Throughout the school year				
Funding Sources: Purchase printer ink/toner for flyers and posters and supplies and materials to engage students and parents - Parent Engagement - 211-61-6399-04L-168-30-510-000000-24F10 - $748				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

School Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: The attendance rate for the first semester is 92% **Root Cause**: Lack of consistent school procedures to address chronic absenteeism

Perceptions
Problem Statement 1: There has been a decrease in the number of opportunities of engagement for families from 10+ events pre-Covid to 5 events in the last year **Root Cause**: Decrease in the number of opportunities and lack of planning and promotion for scheduled events

Campus Funding Summary

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<tr><td colspan="7" align="center">Title I (211)</td></tr>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
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<tr><td>4</td><td>2</td><td>1</td><td>3</td><td>Substitutes to cover classes for teachers attending Ron Clark Academy Professional Development</td><td>Subs for professional development</td><td>211-11-6112-0PD-168-30-510-000000-24F10</td><td>$480.00</td></tr>
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<tr><td>1</td><td>3</td><td>1</td><td>3</td><td>Purchase resources, supplies, and materials needed to differentiate instructions for at risk students to master state standards</td><td>Supplies and materials for instructional use</td><td>199-11-6399-001-168-24-313-000000-</td><td>$6,188.00</td></tr>
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SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						+/- Difference	$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	3	Family STEAM Night	Family Science Night	211-61-6299-04L-168-30-510-000000-24F10	$800.00
4	4	1	4	Purchase snacks, plates, utensils, cups, and napkins for parent engagement events.	Snacks for Parents to promote participation	211-61-6499-04L-168-30-510-000000-24F10	$750.00
4	4	1	5	Purchase printer ink/toner for flyers and posters and supplies and materials to engage students and parents	Supplies and materials for parental involvement	211-61-6399-04L-168-30-510-000000-24F10	$748.00
						Sub-Total	$2,298.00
						Budgeted Fund Source Amount	$2,298.00
						+/- Difference	$0.00

BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	3	Purchase resources, supplies, and materials needed to differentiate instruction for students enrolled in dual language and ESL programs to master state standards.	Supplies and materials - parent/community	199-61-6399-001-168-25-313-000000	$3,825.00
						Sub-Total	$3,825.00
						Budgeted Fund Source Amount	$3,825.00
						+/- Difference	$0.00

Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	4	Purchase resources, supplies, and materials to differentiate and extend learning and instruction for GT students	GENERAL SUPPLIES		$374.00
						Sub-Total	$374.00
						Budgeted Fund Source Amount	$374.00

Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						+/- Difference	$0.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	4	Purchase resources, supplies, and materials needed to differentiate instruction and meet varied learning needs of special education students	GENERAL SUPPLIES		$3,086.00
						Sub-Total	$3,086.00
						Budgeted Fund Source Amount	$3,086.00
						+/- Difference	$0.00
						Grand Total Budgeted	$124,836.60
						Grand Total Spent	$124,836.60
						+/- Difference	$0.00

Addendums

MAP Growth - Math
End of Year 2022-23
168 - Springdale ES

Fort Worth INDEPENDENT SCHOOL DISTRICT

Average RIT Score by Grade Level

Legend: BOY | MOY | EOY

Chart values by grade level (BOY, MOY, EOY):
- KG: 137, 149, 156
- 01: 155, 162, 174
- 02: 171, 176, 184
- 03: 185, 193, 201
- 04: 194, 197, 205
- 05: 205, 210, 214

EOY National Norm Mean RIT Scores	
KG	157
01	176
02	189
03	201
04	211
05	219
06	223
07	227
08	230
Alg I	237

	BOY		MOY		EOY		BOY-to-EOY
Grade Level	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	Diff Avg RIT
KG	53	137	53	149	51	156	19
01	46	155	47	162	48	174	19
02	62	171	62	176	61	184	13
03	65	185	62	193	64	201	16
04	46	194	48	197	45	205	11
05	73	205	73	210	72	214	9

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with <10 testers not included; includes Alg I

nwea map

MAP Growth - Math

End of Year 2022-23
168 - Springdale ES

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Percent Met RIT Score Norm by Grade Level

EOY National Norm Mean RIT Scores	
KG	157
01	176
02	189
03	201
04	211
05	219
06	223
07	227
08	230
Alg I	237

	BOY			MOY			EOY			BOY-to-EOY	
Grade Level	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
KG	53	137	38	53	149	43	51	156	45	5	19
01	46	155	33	47	162	23	48	174	38	-10	19
02	62	171	35	62	176	27	61	184	39	-8	13
03	65	185	46	62	193	44	64	201	56	-2	16
04	46	194	37	48	197	33	45	205	40	-4	11
05	73	205	42	73	210	41	72	214	51	-1	9

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with <10 testers not included; includes Alg I

nwea map

Fort Worth INDEPENDENT SCHOOL DISTRICT

Percent Met BOY-to-EOY Projected Growth by Grade Level

Legend: ■ BOY-to-MOY ■ BOY-to-EOY
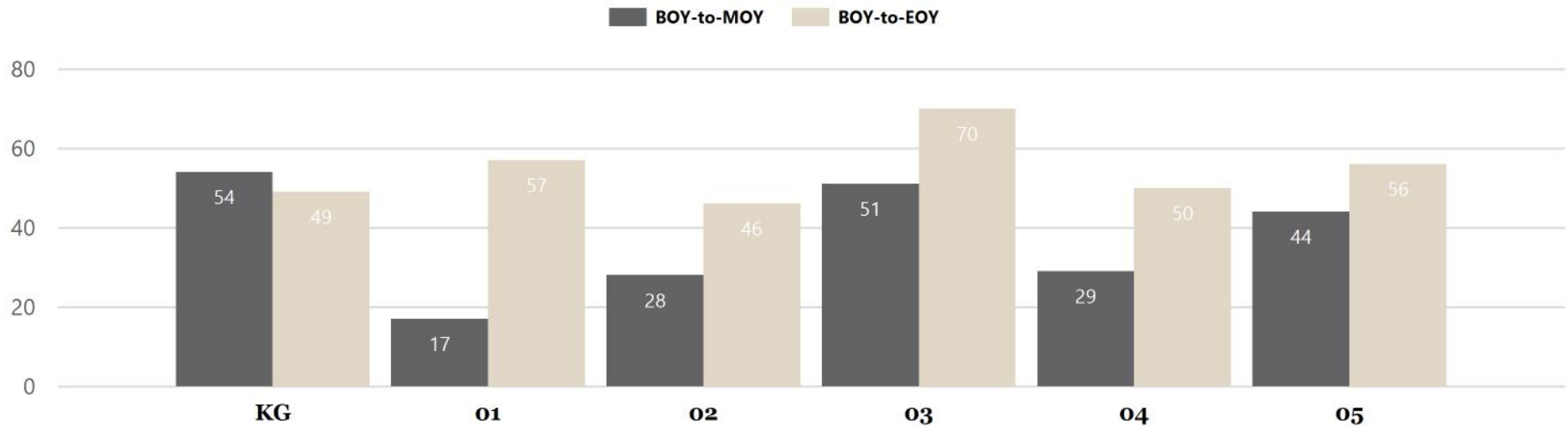
Grade Level	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
KG	52	54	51	49
01	46	17	46	57
02	60	28	59	46
03	61	51	64	70
04	45	29	44	50
05	72	44	71	56

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with <10 testers not included; includes Alg I

nwea map

MAP Growth - Math

End of Year 2022-23

168 - Springdale ES

Percent Met BOY-to-EOY Projected Growth by Student Group
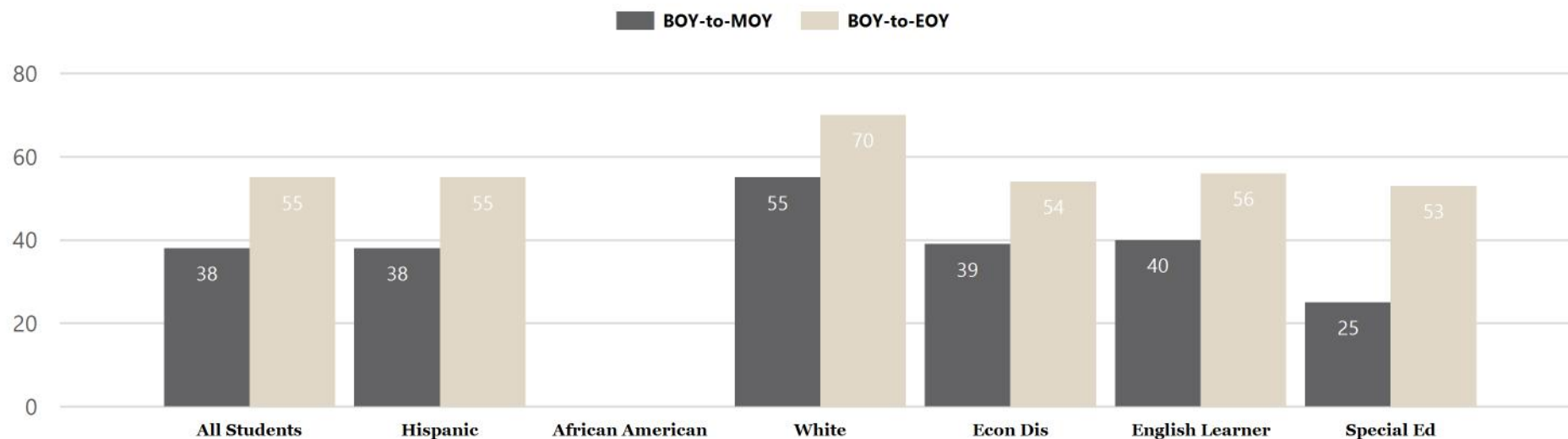
	BOY-to-MOY		BOY-to-EOY	
Student Group	N	% Met Projected Growth	N	% Met Projected Growth
All Students	336	38	335	55
Hispanic	312	38	312	55
African American	4		4	
White	11	55	10	70
Econ Dis	313	39	312	54
English Learner	214	40	212	56
Special Ed	40	25	43	53

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

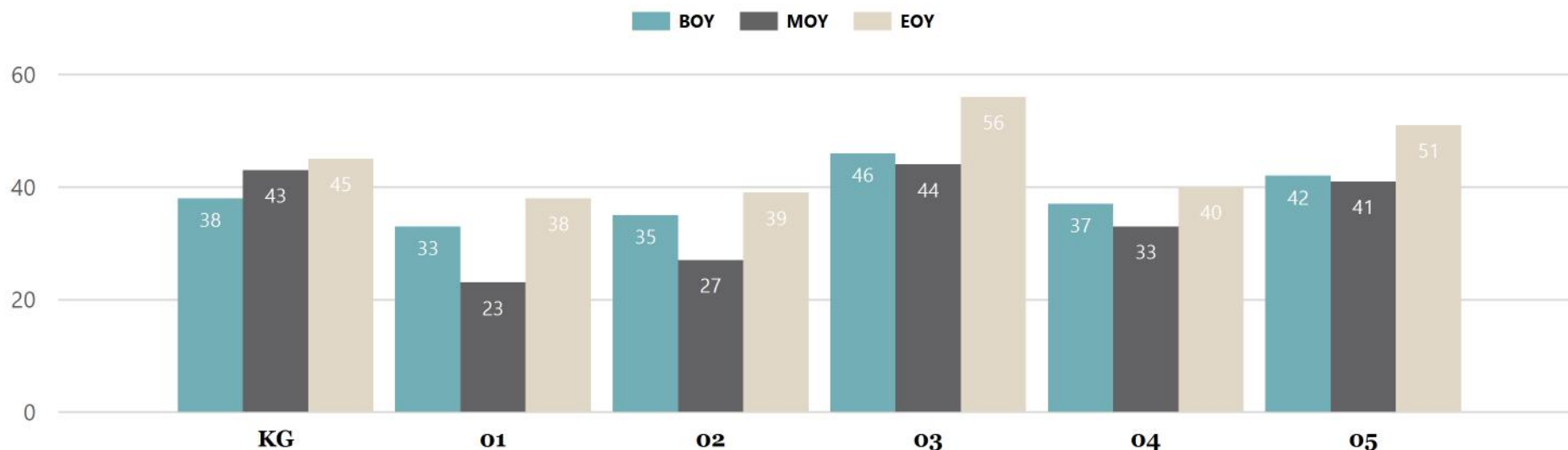*Results for groups with <10 testers not included; includes Alg I*

MAP Growth - Reading English

End of Year 2022-23
168 - Springdale ES

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Average RIT Score by Grade Level

| BOY | MOY | EOY |

EOY National Norm Mean RIT Scores	
KG	153
01	171
02	186
03	197
04	205
05	211
06	215
07	218
08	222

	BOY		MOY		EOY		BOY-to-EOY
Grade Level	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	Diff Avg RIT
KG	18	136	19	148	18	159	23
01	27	153	28	160	30	167	14
02	62	162	62	168	61	174	12
03	65	181	62	188	64	194	13
04	46	191	48	195	45	201	10
05	73	199	73	204	72	209	10
All	291	178	292	184	290	190	12

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

*Results for groups with <10 testers not included; includes Alg I*

nwea map

MAP Growth - Reading English
End of Year 2022-23
168 - Springdale ES

Fort Worth INDEPENDENT SCHOOL DISTRICT

Average RIT Score by Student Group

Legend: BOY | MOY | EOY

EOY National Norm Mean RIT Scores	
KG	153
01	171
02	186
03	197
04	205
05	211
06	215
07	218
08	222

Student Group	BOY		MOY		EOY		BOY-to-EOY
	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	Diff Avg RIT
All Students	291	178	292	184	290	190	12
Hispanic	266	178	268	184	268	189	11
African American	4		4		4		
White	12	172	11	186	10	197	25
Econ Dis	266	178	269	183	267	189	11
English Learner	163	182	172	187	170	193	11
Special Ed	31	171	34	175	36	182	11

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

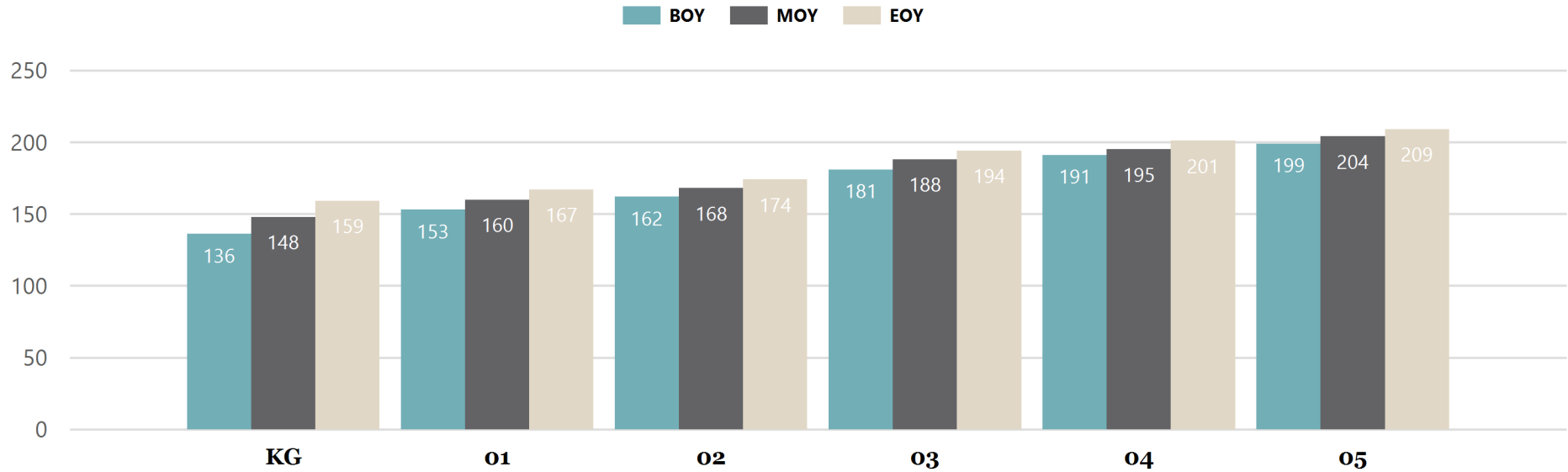*Results for groups with <10 testers not included; includes Alg I*

MAP Growth - Reading English
End of Year 2022-23
168 - Springdale ES

Percent Met RIT Score Norm by Grade Level

Legend: BOY | MOY | EOY

EOY National Norm Mean RIT Scores	
KG	153
01	171
02	186
03	197
04	205
05	211
06	215
07	218
08	222

Grade Level	BOY			MOY			EOY			BOY-to-EOY	
	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
KG	18	136	50	19	148	42	18	159	67	17	23
01	27	153	48	28	160	32	30	167	33	-15	14
02	62	162	19	62	168	21	61	174	16	-3	12
03	65	181	37	62	188	39	64	194	50	13	13
04	46	191	37	48	195	35	45	201	56	19	10
05	73	199	41	73	204	40	72	209	58	17	10
All	291	178	36	292	184	34	290	190	45	9	12

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

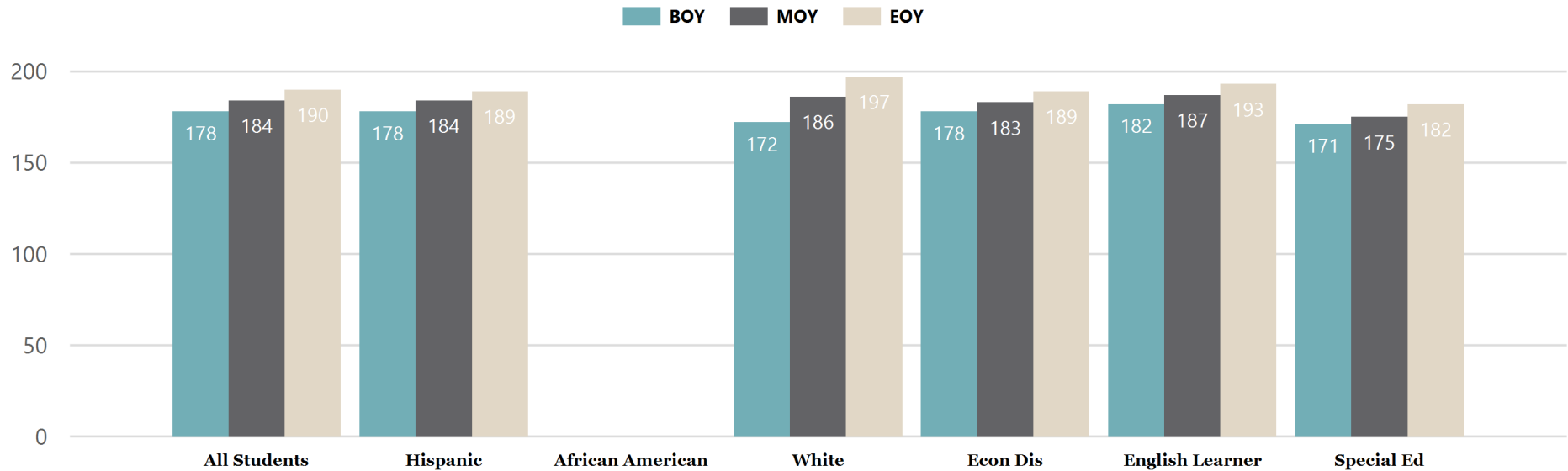*Results for groups with <10 testers not included; includes Alg I*

MAP Growth - Reading English

End of Year 2022-23
168 - Springdale ES

Percent Met RIT Score Norm by Student Group

Legend: BOY | MOY | EOY

EOY National Norm Mean RIT Scores	
KG	153
01	171
02	186
03	197
04	205
05	211
06	215
07	218
08	222

Student Group	BOY			MOY			EOY			BOY-to-EOY	
	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
All Students	291	178	36	292	184	34	290	190	45	9	12
Hispanic	266	178	36	268	184	34	268	189	44	8	11
African American	4			4			4				
White	12	172	33	11	186	45	10	197	60	27	25
Econ Dis	266	178	36	269	183	34	267	189	46	10	11
English Learner	163	182	34	172	187	35	170	193	47	13	11
Special Ed	31	171	6	34	175	12	36	182	22	16	11

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

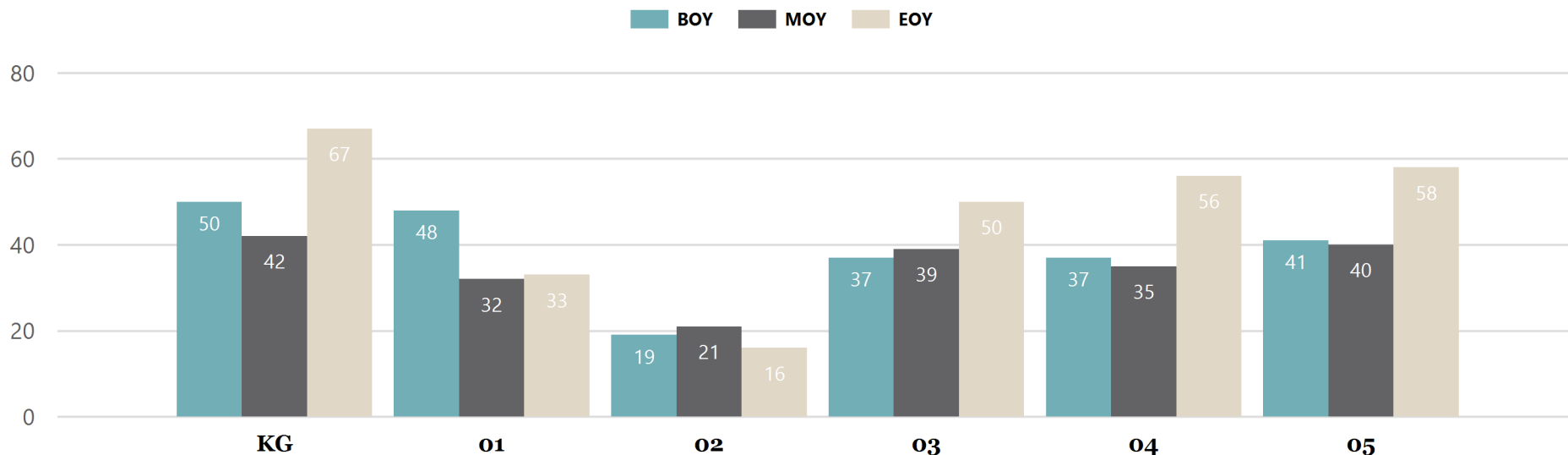*Results for groups with <10 testers not included; includes Alg I*

MAP Growth - Reading English

End of Year 2022-23

168 - Springdale ES

Percent Met BOY-to-EOY Projected Growth by Grade Level
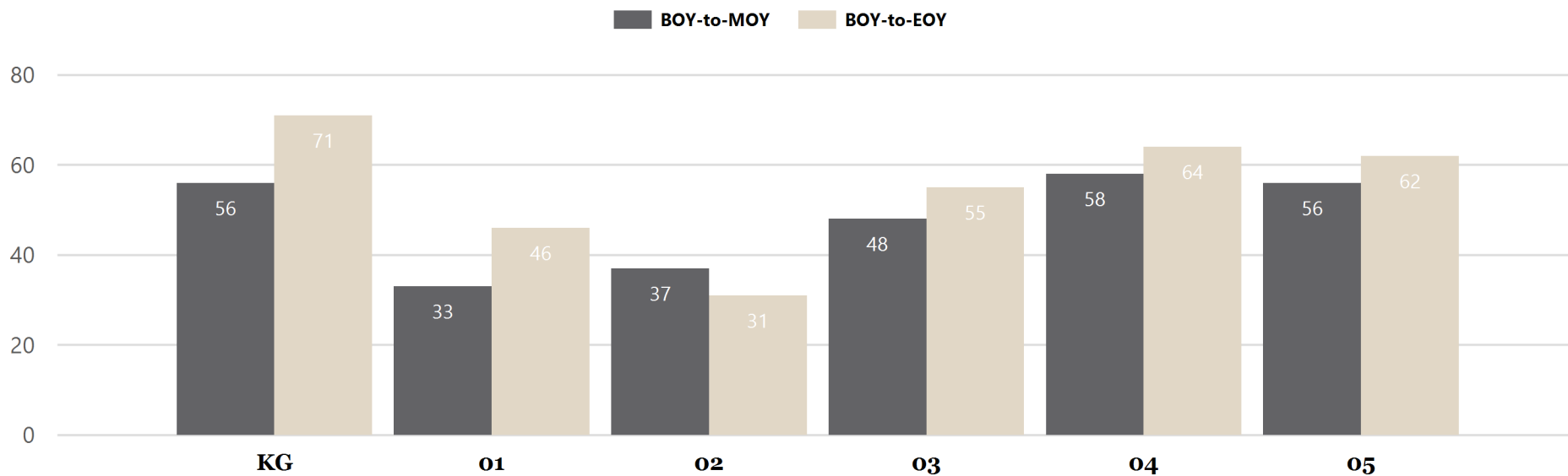
■ BOY-to-MOY   ■ BOY-to-EOY

Grade Level	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
KG	18	56	17	71
01	27	33	28	46
02	60	37	59	31
03	61	48	64	55
04	45	58	44	64
05	72	56	71	62
All	283	48	283	53

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

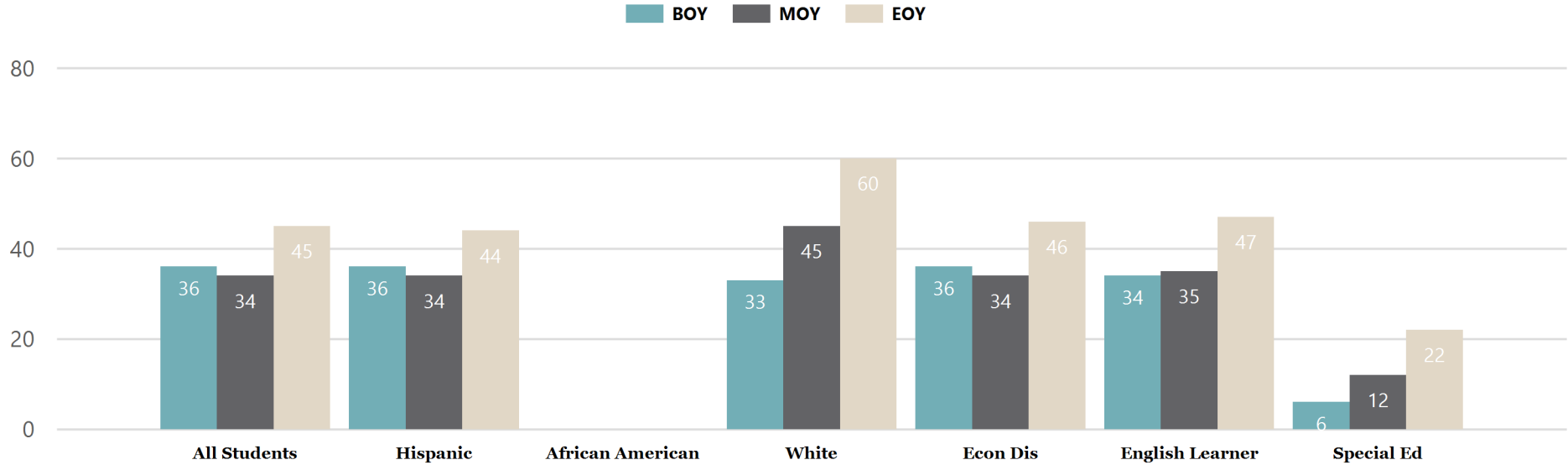*Results for groups with <10 testers not included; includes Alg I*

MAP Growth - Reading English
End of Year 2022-23
168 - Springdale ES

Percent Met BOY-to-EOY Projected Growth by Student Group

Legend: ■ BOY-to-MOY ■ BOY-to-EOY

Chart values:

Student Group	BOY-to-MOY	BOY-to-EOY
All Students	48	53
Hispanic	47	51
African American		
White	73	90
Econ Dis	48	54
English Learner	51	54
Special Ed	41	51

Student Group	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
All Students	283	48	283	53
Hispanic	259	47	261	51
African American	4		4	
White	11	73	10	90
Econ Dis	260	48	260	54
English Learner	165	51	164	54
Special Ed	34	41	35	51

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

*Results for groups with <10 testers not included; includes Alg I*

MAP Growth - Reading Spanish

End of Year 2022-23
168 - Springdale ES

Average RIT Score by Grade Level
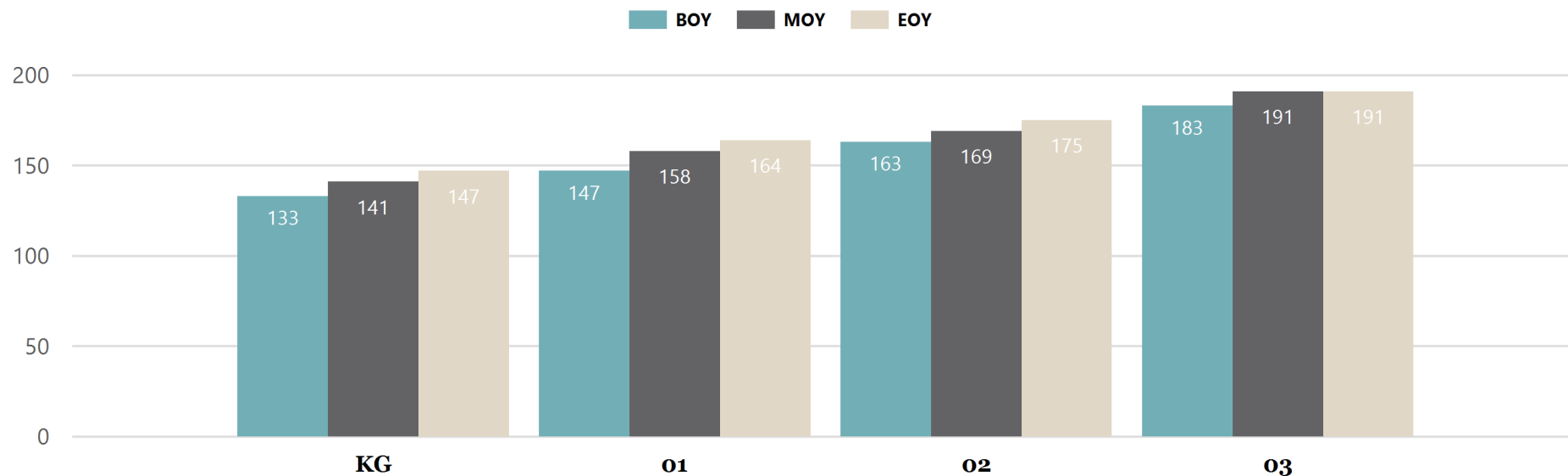
BOY **MOY** **EOY**

EOY National Norm Mean RIT Scores	
KG	152
01	166
02	183
03	189
04	198
05	204

	BOY		MOY		EOY		BOY-to-EOY
Grade Level	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	Diff Avg RIT
KG	35	133	34	141	33	147	14
01	19	147	19	158	19	164	17
02	31	163	33	169	33	175	12
03	38	183	36	191	37	191	8
All	123	158	128	167	124	171	13

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

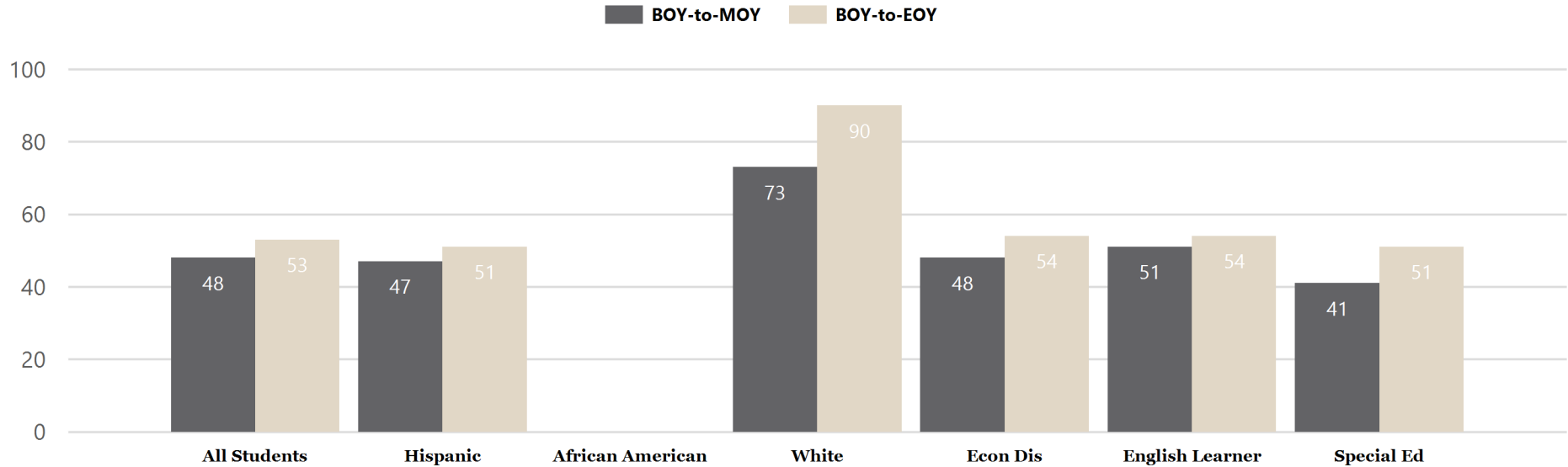*Results for groups with <10 testers not included; includes Alg I*

MAP Growth - Reading Spanish

End of Year 2022-23
168 - Springdale ES

Fort Worth INDEPENDENT SCHOOL DISTRICT

Average RIT Score by Student Group

Legend: ■ BOY ■ MOY ■ EOY

EOY National Norm Mean RIT Scores	
KG	152
01	166
02	183
03	189
04	198
05	204

Student Group	BOY		MOY		EOY		BOY-to-EOY
	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	Diff Avg RIT
All Students	123	158	128	167	124	171	13
Hispanic	122	158	128	167	124	171	13
Econ Dis	118	158	125	167	121	171	13
English Learner	107	159	122	167	118	171	12
Special Ed	6		9		11	150	

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

*Results for groups with <10 testers not included; includes Alg I*

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MAP Growth - Reading Spanish

End of Year 2022-23
168 - Springdale ES

Fort Worth INDEPENDENT SCHOOL DISTRICT

Percent Met RIT Score Norm by Grade Level

Legend: BOY | MOY | EOY

EOY National Norm Mean RIT Scores	
KG	152
01	166
02	183
03	189
04	198
05	204

Grade Level	BOY			MOY			EOY			BOY-to-EOY	
	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
KG	35	133	49	34	141	44	33	147	33	-5	14
01	19	147	47	19	158	42	19	164	42	-5	17
02	31	163	42	33	169	36	33	175	36	-6	12
03	38	183	58	36	191	64	37	191	57	6	8
All	123	158	50	128	167	45	124	171	43	-5	13

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

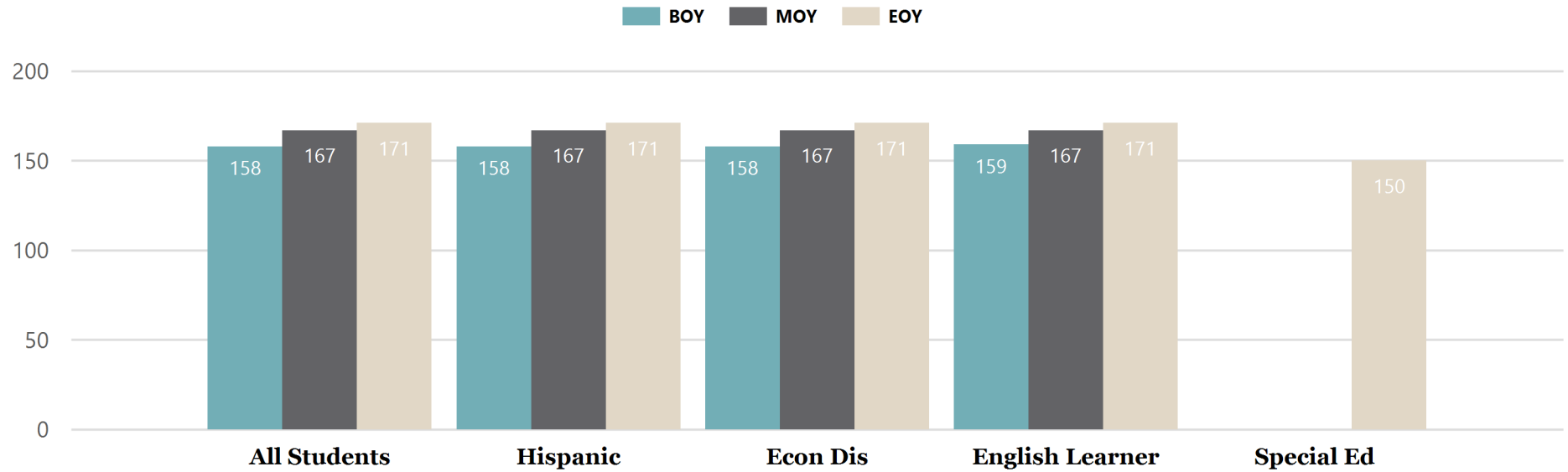*Results for groups with <10 testers not included; includes Alg I*

nwea map

MAP Growth - Reading Spanish

End of Year 2022-23

168 - Springdale ES

Fort Worth INDEPENDENT SCHOOL DISTRICT

Percent Met RIT Score Norm by Student Group

Legend: ■ BOY ■ MOY ■ EOY

EOY National Norm Mean RIT Scores	
KG	152
01	166
02	183
03	189
04	198
05	204

Student Group	BOY			MOY			EOY			BOY-to-EOY	
	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
All Students	123	158	50	128	167	45	124	171	43	-5	13
Hispanic	122	158	50	128	167	45	124	171	43	-5	13
Econ Dis	118	158	50	125	167	45	121	171	42	-5	13
English Learner	107	159	50	122	167	44	118	171	42	-6	12
Special Ed	6			9			11	150	0		

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

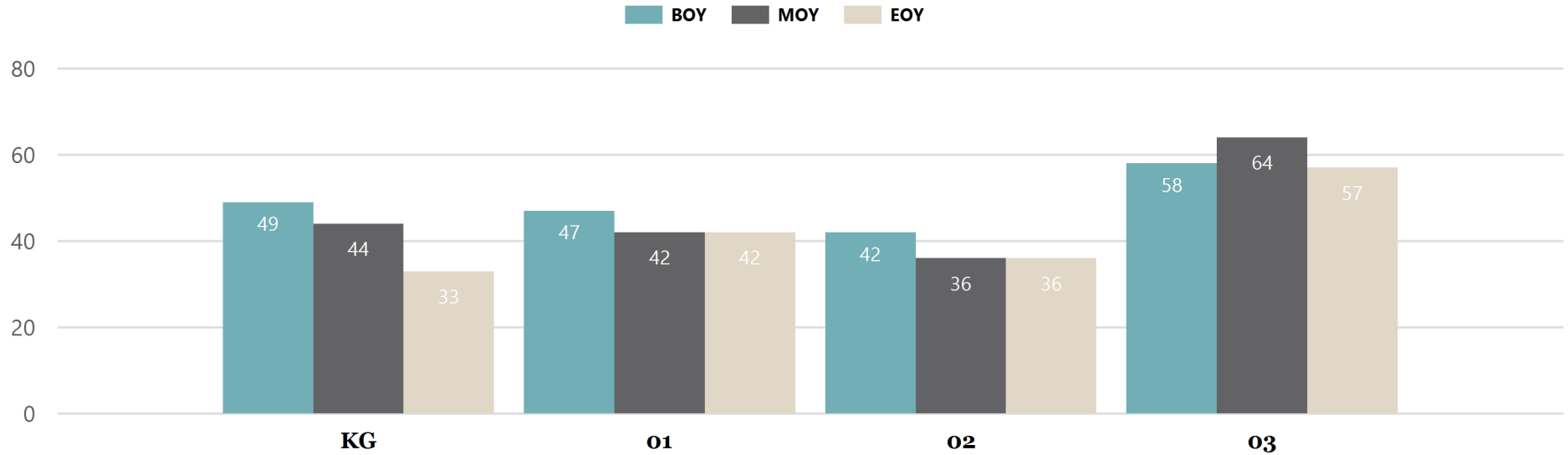*Results for groups with <10 testers not included; includes Alg I*

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MAP Growth - Reading Spanish

End of Year 2022-23
168 - Springdale ES

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Percent Met BOY-to-EOY Projected Growth by Grade Level
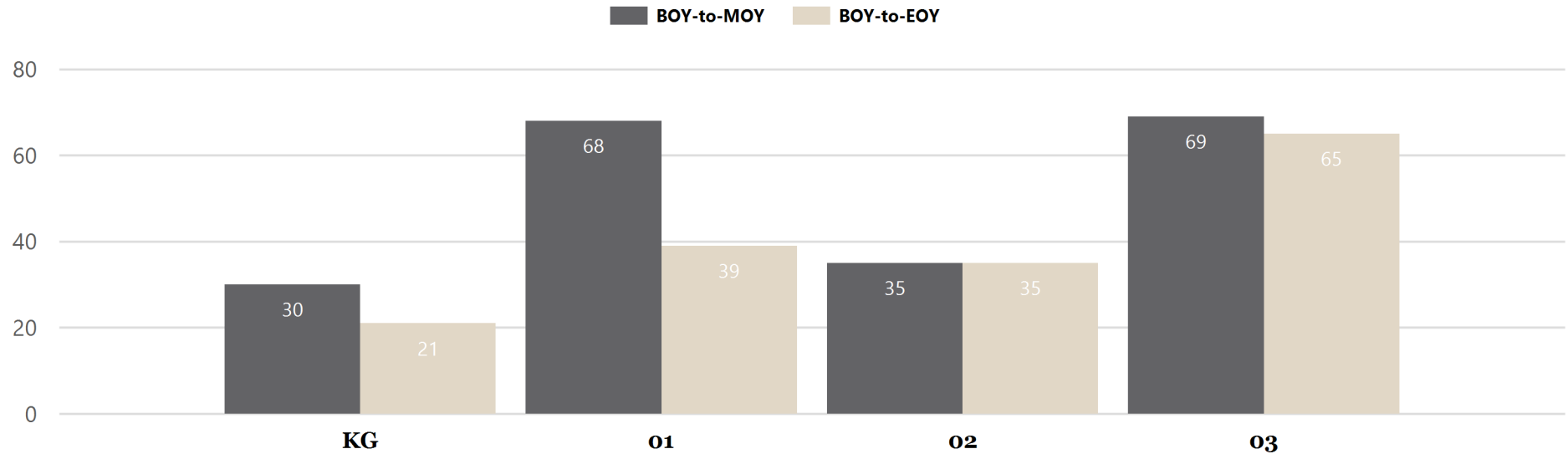
■ BOY-to-MOY   ■ BOY-to-EOY

Grade Level	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
KG	33	30	33	21
01	19	68	18	39
02	31	35	31	35
03	36	69	37	65
All	119	50	119	41

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

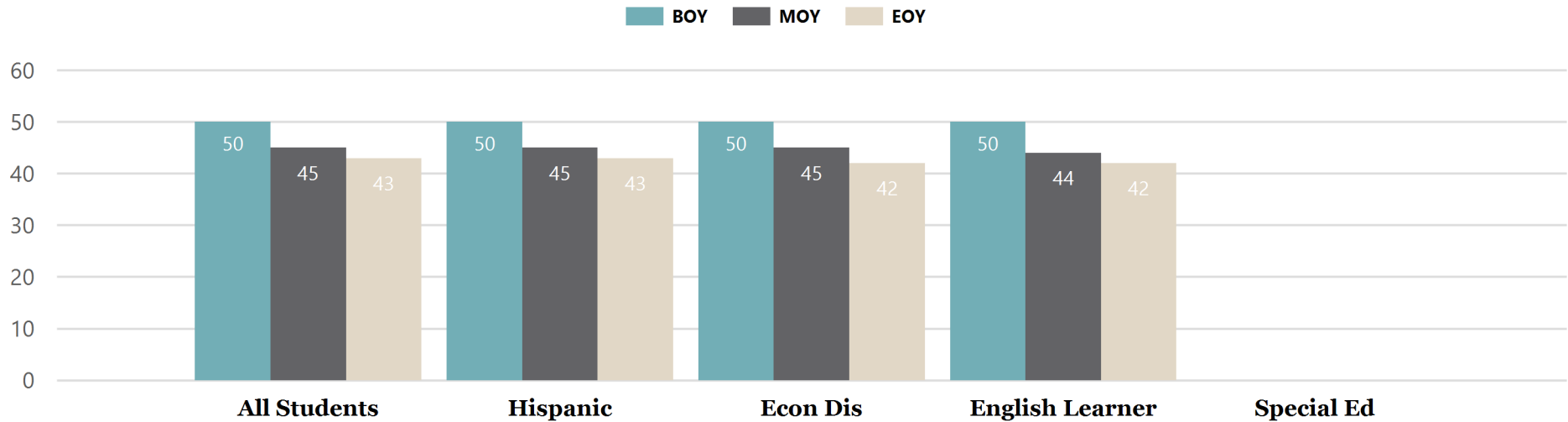*Results for groups with <10 testers not included; includes Alg I*

nwea map

MAP Growth - Reading Spanish
End of Year 2022-23
168 - Springdale ES

Percent Met BOY-to-EOY Projected Growth by Student Group

Legend: ■ BOY-to-MOY   ■ BOY-to-EOY
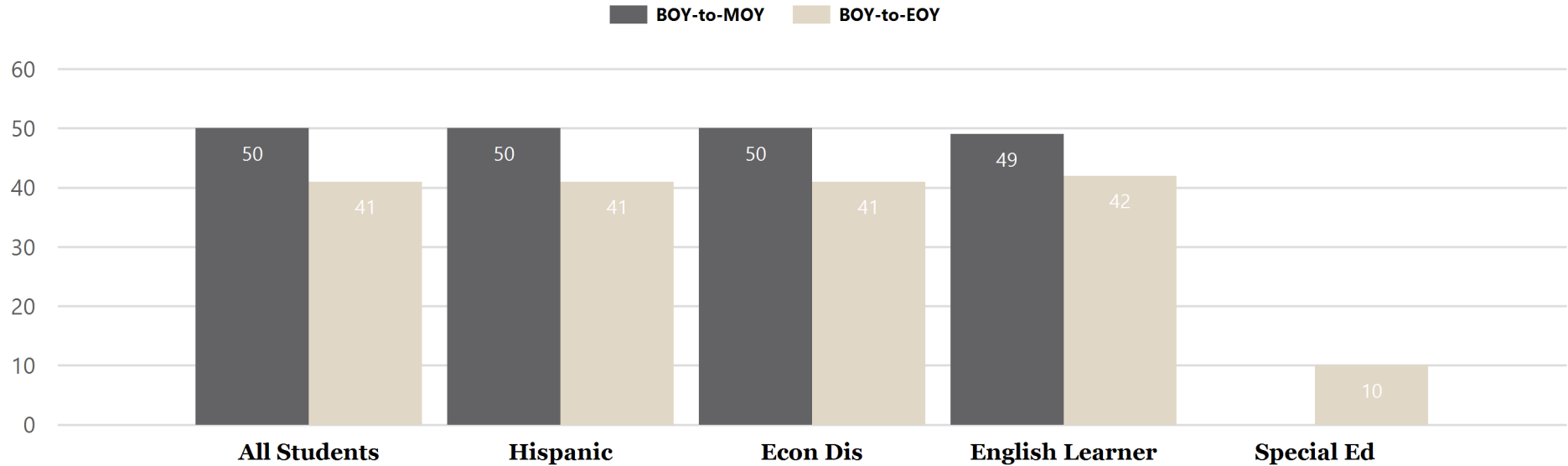
	BOY-to-MOY		BOY-to-EOY	
Student Group	N	% Met Projected Growth	N	% Met Projected Growth
All Students	119	50	119	41
Hispanic	119	50	119	41
Econ Dis	116	50	116	41
English Learner	113	49	113	42
Special Ed	8		10	10

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

*Results for groups with <10 testers not included; includes Alg I*

MAP Growth
Begining of Year 2022-23

168 - Springdale ES
Amon Carter-Riverside Pyramid
Mathematics E

| Grade Level | RITS | | | | Met Projected Growth Fall to Fall | | | |
| | Testers | | Average | | Testers | Percent | Testers | Percent |
	2021-22	2022-23	2021-22	2022-23	2021-22		2022-23	
All	343	311	175	181	282	54	274	57
K	39	18	140	142	0		0	
1	59	47	154	155	52	23	45	22
2	67	62	173	171	65	74	56	68
3	54	65	175	185	47	40	61	36
4	68	46	192	194	65	55	45	78
5	56	73	203	205	53	72	67	76

| Student Groups | RITS | | | | Met Projected Growth Fall to Fall | | | |
| | Testers | | Average | | Testers | Percent | Testers | Percent |
	2021-22	2022-23	2021-22	2022-23	2021-22		2022-23	
All Students	343	311	175	181	282	54	274	57
Hispanic	324	286	175	181	267	54	261	56
African American	1	4			0		0	
White	9	12		181	7		7	
ED	316	286	175	181	259	54	250	57
ELL	220	179	178	186	196	55	174	64
SE	35	32	173	177	32	63	30	53

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via Class Link.

*Results for groups with <10 testers not included; includes Alg I*

nwea map

MAP Growth
Begining of Year 2022-23
168 - Springdale ES
Amon Carter-Riverside Pyramid
Mathematics Spanish S

	RITS				Met Projected Growth Fall to Fall			
	Testers		Average		Testers	Percent	Testers	Percent
Grade Level	2021-22	2022-23	2021-22	2022-23	2021-22		2022-23	
All	12	35	136	134	0		0	
K	12	35	136	134	0		0	

	RITS				Met Projected Growth Fall to Fall			
	Testers		Average		Testers	Percent	Testers	Percent
Student Groups	2021-22	2022-23	2021-22	2022-23	2021-22		2022-23	
All Students	12	35	136	134	0		0	
Hispanic	12	34	136	134	0		0	
White		1					0	
ED	10	35		134	0		0	
ELL	11	32	136	134	0		0	
SE		3					0	

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via Class Link.

Results for groups with <10 testers not included; includes Alg I

MAP Growth
Begining of Year 2022-23
168 - Springdale ES
Amon Carter-Riverside Pyramid
Reading English E

Grade Level	RITS				Met Projected Growth Fall to Fall			
	Testers		Average		Testers	Percent	Testers	Percent
	2021-22	2022-23	2021-22	2022-23	2021-22		2022-23	
All	293	292	175	177	206	62	220	54
K	29	18	137	136	0		0	
1	21	28	152	152	19	32	26	46
2	67	62	165	162	26	58	22	36
3	53	65	176	181	45	78	61	64
4	67	46	192	191	63	62	45	53
5	56	73	196	199	53	62	66	53

Student Groups	RITS				Met Projected Growth Fall to Fall			
	Testers		Average		Testers	Percent	Testers	Percent
	2021-22	2022-23	2021-22	2022-23	2021-22		2022-23	
All Students	293	292	175	177	206	62	220	54
Hispanic	275	267	175	178	191	61	207	55
African American	1	4			0		0	
White	8	12		172	7		7	
ED	266	267	175	177	184	60	198	52
ELL	177	163	180	182	126	64	126	58
SE	35	31	171	171	30	73	29	52

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via Class Link.

Results for groups with <10 testers not included; includes Alg I

MAP Growth
Begining of Year 2022-23

168 - Springdale ES
Amon Carter-Riverside Pyramid
Reading Spanish S

| Grade Level | RITS | | | | Met Projected Growth Fall to Fall | | | |
| | Testers | | Average | | Testers | Percent | Testers | Percent |
	2021-22	2022-23	2021-22	2022-23	2021-22		2022-23	
All	130	123	158	158	0		0	
K	23	35	131	133	0		0	
1	33	19	148	147	0		0	
2	39	31	166	163	0		0	
3	35	38	178	183	0		0	

| Student Groups | RITS | | | | Met Projected Growth Fall to Fall | | | |
| | Testers | | Average | | Testers | Percent | Testers | Percent |
	2021-22	2022-23	2021-22	2022-23	2021-22		2022-23	
All Students	130	123	158	158	0		0	
Hispanic	130	122	158	158	0		0	
White		1					0	
ED	122	118	158	158	0		0	
ELL	123	113	159	158	0		0	
SE	4	6			0		0	

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via Class Link.

Results for groups with <10 testers not included; includes Alg I

Texas Education Agency
2022 School Report Card
SPRINGDALE EL (220905168) - FORT WORTH ISD - TARRANT COUNTY

School Information

District Name:	FORT WORTH ISD
Campus Type:	Elementary
Total Students:	419
Grade Span:	EE - 05

For more information about this campus, see:
https:/TXschools.gov
or the Texas Academic Performance Report at:
https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html
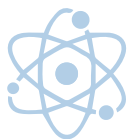
Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

Overall Rating	Student Achievement	School Progress	Closing the Gaps
A	**C**	**A**	**C**
90 of 100	70 of 100	95 of 100	78 of 100
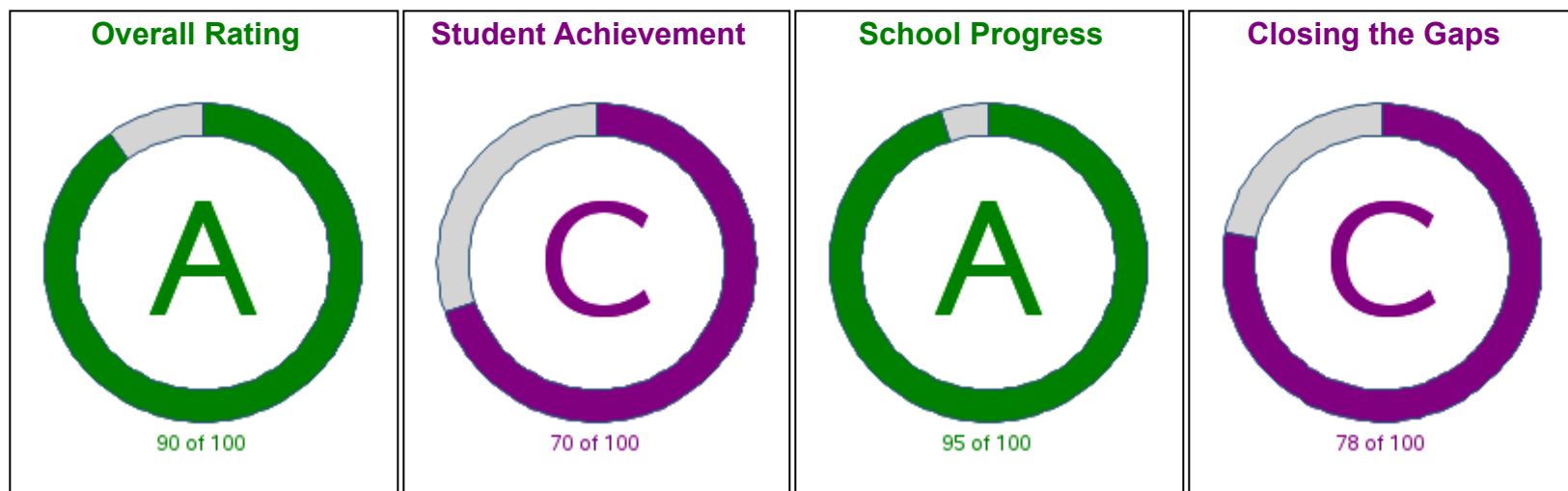
Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.

| Academic Achievement in English/Language Arts/Reading | Academic Achievement in Mathematics | Academic Achievement in Science | Top 25% : Comparative Academic Growth ✓ | Top 25% : Comparative Closing the Gaps | Postsecondary Readiness |

Student Information

This section provides demographic information about SPRINGDALE EL, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2020-21)			
	94.6%	92.8%	95.0%
Enrollment by Race/Ethnicity			
African American	1.0%	20.5%	12.8%
Hispanic	93.1%	64.8%	52.8%
White	3.6%	11.1%	26.3%
American Indian	0.0%	0.1%	0.3%
Asian	1.7%	1.6%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	0.7%	1.8%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	93.1%	85.2%	60.7%
Special Education	11.7%	10.7%	11.6%
Emergent Bilingual/EL	62.8%	37.6%	21.7%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	16.1	17.7	18.7
Grade 1	14.4	17.7	18.7
Grade 2	15.1	17.5	18.6
Grade 3	20.2	17.7	18.7
Grade 4	19.6	17.8	18.8
Grade 5	18.3	19.0	20.2
Grade 6	-	13.9	19.2
Secondary			
English/Language Arts	-	12.1	16.3
Foreign Languages	-	12.6	18.4
Mathematics	-	12.2	17.5
Science	-	13.3	18.5

	Campus	District	State			Campus	District	State
Mobility Rate (2020-21)					Social Studies	-	15.0	19.1
	7.3%	16.5%	13.6%					

School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: **http://tea.texas.gov/financialstandardreports/**

	Campus	District	State
Instructional Expenditure Ratio	n/a	66.4%	64.2%
Instructional Staff Percent	n/a	67.0%	64.9%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$9,129	$11,936	$11,106
Instruction	$6,226	$6,629	$6,358
Instructional Leadership	$163	$208	$186
School Leadership	$634	$669	$654

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2022	74%	60%	**68%**	*	69%	67%	-	50%	-	80%	68%
	2021	67%	50%	**50%**	-	50%	77%	-	44%	-	*	50%
ELA/Reading	2022	75%	62%	**69%**	*	70%	71%	-	*	-	*	70%
	2021	68%	54%	**51%**	-	50%	80%	-	*	-	*	51%
Mathematics	2022	72%	56%	**71%**	*	72%	57%	-	*	-	*	71%
	2021	66%	44%	**58%**	-	58%	80%	-	*	-	*	57%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Science	2022	76%	60%	**56%**	*	55%	*	-	-	-	*	52%
	2021	71%	53%	**42%**	-	41%	*	-	*	-	-	41%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	32%	**38%**	*	39%	40%	-	0%	-	60%	38%
	2021	41%	25%	**24%**	-	24%	31%	-	0%	-	*	22%
ELA/Reading	2022	53%	38%	**41%**	*	42%	29%	-	*	-	*	41%
	2021	45%	30%	**25%**	-	25%	60%	-	*	-	*	24%
Mathematics	2022	42%	25%	**40%**	*	41%	43%	-	*	-	*	41%
	2021	37%	19%	**30%**	-	31%	20%	-	*	-	*	28%
Science	2022	47%	28%	**24%**	*	22%	*	-	-	-	*	20%
	2021	44%	24%	**11%**	-	12%	*	-	*	-	-	8%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	12%	**18%**	*	18%	20%	-	0%	-	60%	17%
	2021	18%	9%	**10%**	-	10%	8%	-	0%	-	*	9%
ELA/Reading	2022	25%	14%	**20%**	*	21%	14%	-	*	-	*	20%
	2021	18%	10%	**11%**	-	11%	20%	-	*	-	*	9%
Mathematics	2022	20%	10%	**18%**	*	18%	14%	-	*	-	*	16%
	2021	18%	7%	**15%**	-	16%	0%	-	*	-	*	14%
Science	2022	21%	9%	**11%**	*	8%	*	-	-	-	*	8%
	2021	20%	7%	**2%**	-	2%	*	-	*	-	-	2%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	69	**91**	-	92	85	-	-	-	-	93
	2019	69	63	**78**	-	78	-	-	90	-	-	79
ELA/Reading	2022	78	75	**89**	-	90	70	-	-	-	-	90
	2019	68	64	**73**	-	71	-	-	100	-	-	73
Mathematics	2022	69	63	**93**	-	93	100	-	-	-	-	95
	2019	70	63	**83**	-	83	-	-	80	-	-	84

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

TEA | School Programs | Assessment and Reporting | Performance Reporting