Fort Worth Independent School District

176 Waverly Park Elementary School

2023-2024 Improvement Plan

Mission Statement

The mission for FWISD and Waverly Park is to prepare ALL students for success in college, career and community leadership.

Vision

At Waverly Park, ALL community members will identify themselves as successful readers.

Value Statement

Integrity, Respect, Hard Work, that is Waverly Park Tiger Way!

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Comprehensive Needs Assessment

Revised/Approved: April 18, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Our process stared asking every group of employees for the problems that they observed at Waverly Park this year.

We are working together to create the target statement and make plans with timelines.

Demographics

Demographics Summary

Introduction
Our Campus Needs Assesment starts every year in mid March at Waverly Park. Big chart papers are placed in the principals office. Each depart/grade has a chart paper to write what they consider a problem to be solved. Admin meets with our PTA in April and May to offer them the chance to express the same. Student Council is asked to share ith the counselor what they think it is working and what it is not. Once the chart papers are collected, the leadership team decides which problems are "us" and what are "me" problems.
Some of the problems are easy to solve and we do not wait until next year. Those needs that required a plan and are affecting our school community, make the cut to this Campus Needs Assesment. IT is a great process of collaboration and refinement. These refinement includes the alignment of our goals, our strategies, our action steps and our resources.
Our enrollment is at the 700 students. Please keep in mind these numbers when valuing the acoomplishments of our staff, parents and community.
Historic information
Waverly Park Elementary is a EE to a 5th-grade public school built in 1959, in the neighborhood known as Mary's creek between West Camp Bowie and Benbrook. Our address is 3604 Cimmaron Trail in Fort Worth, TX. Our students will go to Leonard MS and Western Hills HS. We are proud to be part of the Western Hills Pyramid.

Waverly Park has one of the largest attendance zones in Fort Worth ISD which brings a beautiful representation of the city of Fort Worth. Waverly Park is the Regional School Day for the Deaf and Hard of Hearing which brings a great inclusive enviroment for ALL students. Our diversity is our treasure.

Through the years, the school has changed physically. The blue hallway addition was constructed around the year 2005. The whole block belongs to the school. Waverly Park is surrounded by two partnering churches and two homes developments, Grace Church to the East and Westside Presbyterian Church to the West.

Waverly Park has one of the strongest PTA in FWISD. We have a full board that meets every second Tuesday of the month. There are teacher representatives in the board. We have academics night during the general membership nights. At this time, our PTA has more than $15,000 ready to be utilized effectively for our students.Our PTA has spent over $20,000 in supporting our instruction for the 23-24 school year (Supports to Amplify- knowlegde section- and Eureka) Our school is always looking for parents to join our pta board. Feel free to email them at wavpartpta@gmail.com to be part of this great group of parents.

Attendance and Enrollment under the current leadership

21-22 Overall Rating - B with an Academic Distintion in Science.

20-21 No Rated

19-20 Not Rated

18-19 Overall Rating -C with an Academic Distintions in Science and Reading

17-18 Met Standards

All rating and attendance well above district average.

Attendance	22-23(5 1st six weeks avg,)	21-22	20-21	19-20	18-19
All	93.8	91.4	92.9	95.46	94.8
Hisp	94.1	91.8	93.6	95.80	95.2
AA	91.9	89.3	89.4	94.20	93.4
White	95.0	92.9	95.3	95.97	95.2
SE	93.2	90.7	92.3	94.81	94.0
LEP	94.2	94.5	92.9	95.94	95.7
Enrollment (May 15)	699	709	707	722	731
PTA members	200	150	**75**	350	325
Mobilit Rate	TBD	16.7	15.5	21.5	19.4

Student Enrollemt Breakdown	%
AA	21.5
Hispanic	47.4
White	25.0
Asian	1.4
ED	78.5
Sp. Ed	17.5
EB	22.1

Feel free to email Mr. Baeta if you have questions, comments or concerns at roberto.baetagutierrez@fwisd.org

Demographics Strengths

Waverly Park is a diverse campus.

Waverly Park has maintained an enrollment of over 700 students. Our daily atttendance has only decreased in PK (problem statement) Discpline referals has drastically gone down.

Summary of Strenghts

- Fully certified experienced teacher

- Solid and proactive PTA

- Research based curriculum with campus and district support for implementation of engaging lessons.

- Family Engagement Specialist;Grade level chats connected to all parents in the grade level.

- One on one devices for all students.

- Free Breakfast and Lunch for all students.

- Partneships with agencies.

- PK Master program. PK teachers across FWISD visit Waverly Park to understand our district wide PK intiative.

- After school clubs.

- Fee Based and Sponsored After School Care (YMCA).

- Experience Counselor.

- Regional School Day for the Deaf.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): High percentage of student missing attendance in PK (87.8 %) compared with a strong 94.0 average from Kinder to 5th grade. **Root Cause:** We need to increase the opportunities to reach out to parents and community members about the importance of attendance in PK. Our action plan will include services for families, internal engagement, public communication and promotion as well as professional training and support staff supports at PK level.

Problem Statement 2: Our Teacher efficacy has to keep improving. Teacher efficacy is the level of confidence teachers have in their ability to guide students to success. **Root Cause:** This process has been a priority for our admin who trust the great dedication and talents of our staff members. Our action plan will include teachers ownership during Professional Learning Community (Teachers collaboration), empower our staff and build our teachers capacity through our TTESS system of coaching.

Student Learning

Student Learning Summary

Regading Student learning,
Note to the reader; at the time that this CIP was published our 2023 STAAR data was not released. Prior years indicated a strong growth in Reading and Math especially for our African American students. We moved from a C to B school. The 2023 STAAR results will be incuded here once they are released and analized by our team.

2022- 2023 Early Childhood (Circle Eng& Sp) data and our 2022- 2023 MAP data

Fort Worth Independent School District
CIRCLE Progress Monitoring Pre-K
Campus Reports
2022-2023

As of:
5/11/2023

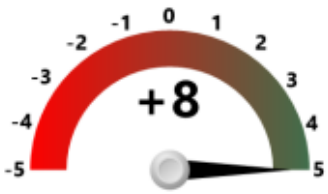
176	WAVERLY PARK EL	Wave 3								
			Out of Range		Needs Support		Monitor		On Track	
Language	Category	# Tested	#	%	#	%	#	%	#	%
English	Alliteration	74	0	0%	24	32%	0	0%	50	68%
	Book and Print Knowledge	73	0	0%	10	14%	0	0%	63	86%
	Counting Sets	74	0	0%	6	8%	0	0%	68	92%
	Early Writing	73	0	0%	2	3%	0	0%	71	97%
	Letter Sounds	74	0	0%	6	8%	0	0%	68	92%
	Listening	37	0	0%	4	11%	0	0%	33	89%
	Math	74	0	0%	3	4%	0	0%	71	96%
	Number Discrimination	74	0	0%	8	11%	0	0%	66	89%
	Number Naming	74	0	0%	10	14%	0	0%	64	86%
	Onset-Rime	73	0	0%	24	33%	0	0%	49	67%
	Operations	74	0	0%	29	39%	0	0%	45	61%
	Phonological Awareness	74	0	0%	8	11%	0	0%	66	89%
	Rapid Letter Naming	74	0	0%	11	15%	0	0%	63	85%
	Rapid Vocabulary	74	0	0%	13	18%	0	0%	61	82%
	Rhyming I	74	0	0%	14	19%	0	0%	60	81%
	Rhyming II	73	0	0%	14	19%	0	0%	59	81%
	Rote Counting	74	0	0%	13	18%	0	0%	61	82%
	Shape Discrimination	74	0	0%	1	1%	0	0%	73	99%
	Shape Naming	74	0	0%	2	3%	0	0%	72	97%
	Social-Emotional	75	0	0%	8	11%	0	0%	67	89%
	Speech Production	72	0	0%	4	6%	0	0%	68	94%

	Story Retelling	73	0	0%	7	10%	0	0%	66	90%
	Syllabication	74	0	0%	12	16%	0	0%	62	84%
	Words in a sentence	72	0	0%	21	29%	0	0%	51	71%

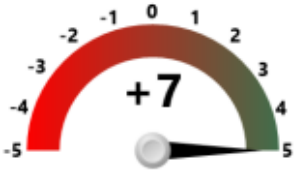
Fort Worth Independent School District
CIRCLE Progress Monitoring Pre-K
Campus Reports
2022-2023

21-22 Wave 3 to 22-23 Wave 3

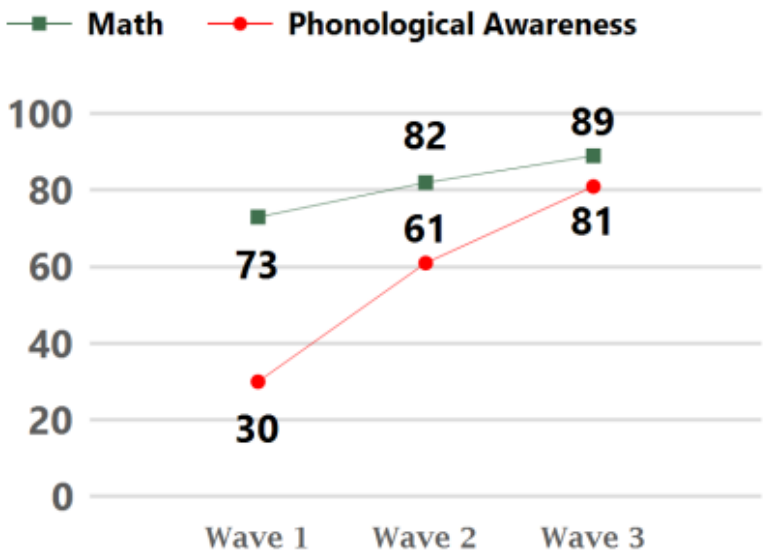
Phonological Awareness Diff



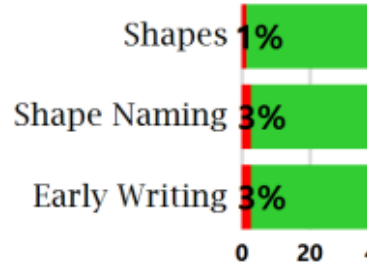
Math Diff



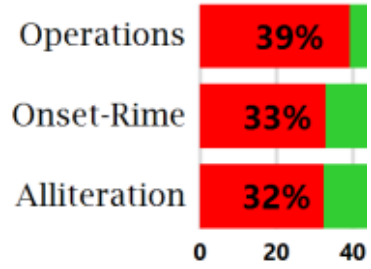
Where were we 2021-2022 ?



Top Categories 22-



Bottom Categories 2



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176	WAVERLY PARK EL	Wave 3								
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Language	Category	# Tested	#	%	#	%	#	%	#	%
Spanish	Alliteration	22	0	0%	6	27%	0	0%	16	73%
	Book and Print Knowledge	22	0	0%	4	18%	0	0%	18	82%
	Counting Sets	22	0	0%	1	5%	0	0%	21	95%
	Early Writing	22	0	0%	2	9%	0	0%	20	91%
	Letter Sounds	22	0	0%	4	18%	0	0%	18	82%
	Listening	22	0	0%	3	14%	0	0%	19	86%
	Math	22	0	0%	1	5%	0	0%	21	95%
	Number Discrimination	22	0	0%	2	9%	0	0%	20	91%
	Number Naming	22	0	0%	1	5%	0	0%	21	95%
	Operations	22	0	0%	12	55%	0	0%	10	45%
	Phonological Awareness	22	0	0%	2	9%	0	0%	20	91%
	Rapid Letter Naming	22	0	0%	4	18%	0	0%	18	82%
	Rapid Vocabulary	22	0	0%	2	9%	0	0%	20	91%
	Rhyming I	22	0	0%	1	5%	0	0%	21	95%
	Rhyming II	22	0	0%	12	55%	0	0%	10	45%
	Rote Counting	22	0	0%	4	18%	0	0%	18	82%
	Shape Discrimination	22	0	0%	1	5%	0	0%	21	95%
	Shape Naming	22	0	0%	0	0%	0	0%	22	100%
	Social-Emotional	22	0	0%	2	9%	0	0%	20	91%
	Speech Production	22	0	0%	3	14%	0	0%	19	86%

	Story Retelling	22	0	0%	2	9%	0	0%	20	91%
	Syllabication	22	0	0%	3	14%	0	0%	19	86%
	Words in a sentence	22	0	0%	3	14%	0	0%	19	86%

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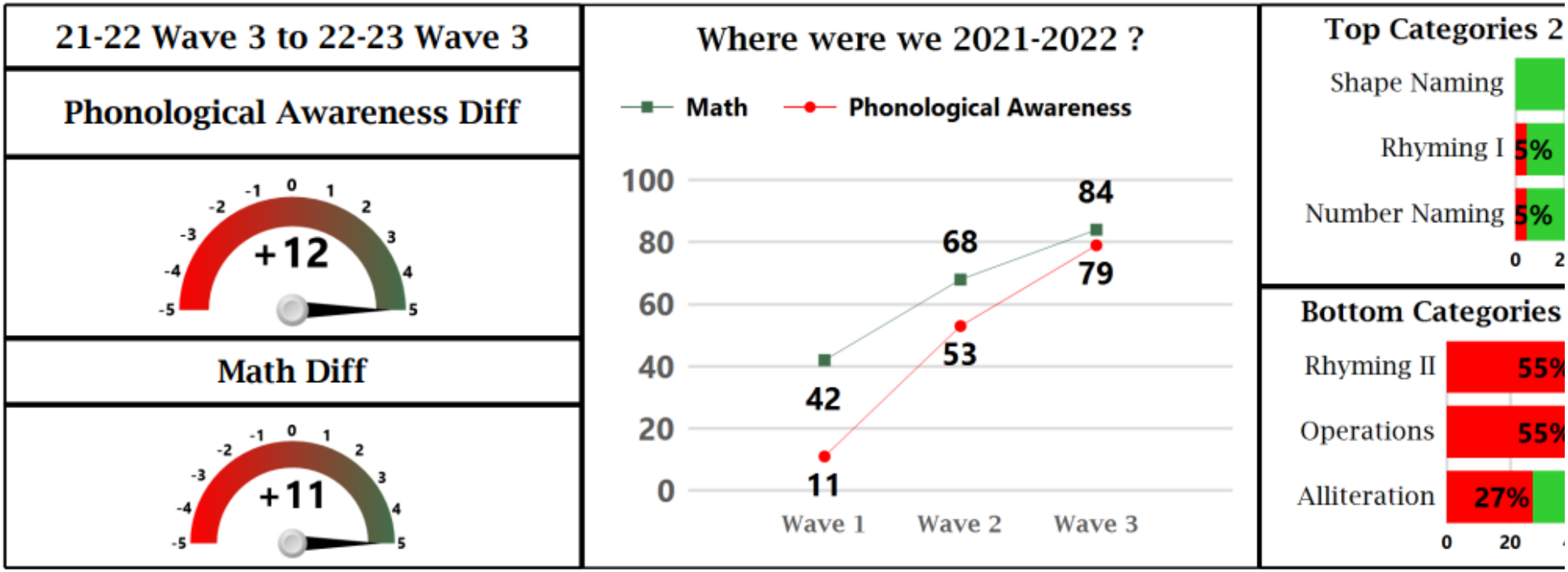


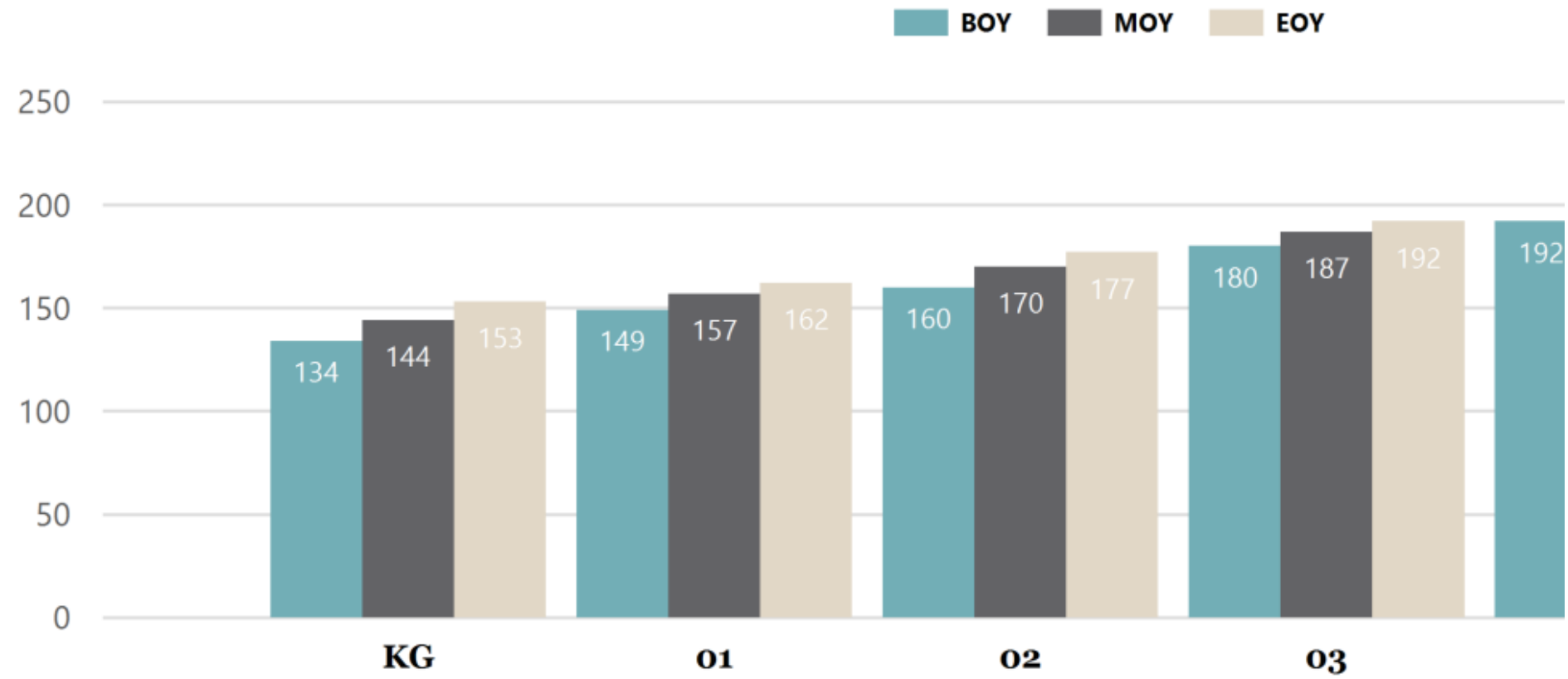
2022- 2023 MAP data

MAP Growth - Reading Englis

End of Year 2022-23

176 - Waverly Park ES

Average RIT Score 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

	BOY		MOY		
Grade Level	N Tested	Avg RIT	N Tested	Avg RIT	N Tes
KG	74	134	74	144	73
01	87	149	89	157	85
02	110	160	115	170	11
03	91	180	97	187	96
04	98	192	100	198	10
05	89	200	88	204	94
All	549	170	563	178	56

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

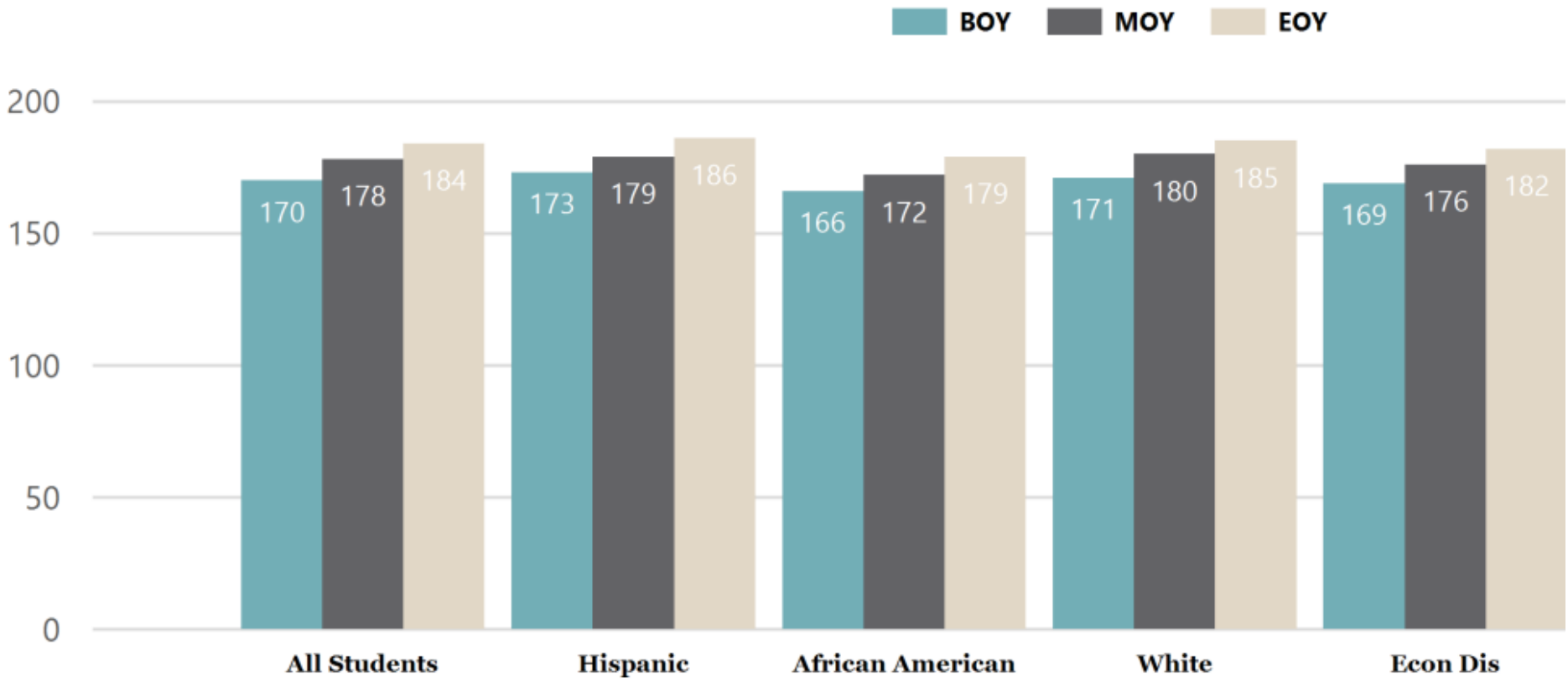
Results for groups with < 10 testers not included; includes Alg I

MAP Growth - Reading Englis

End of Year 2022-23

176 - Waverly Park ES

Average RIT Score by Student Group



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

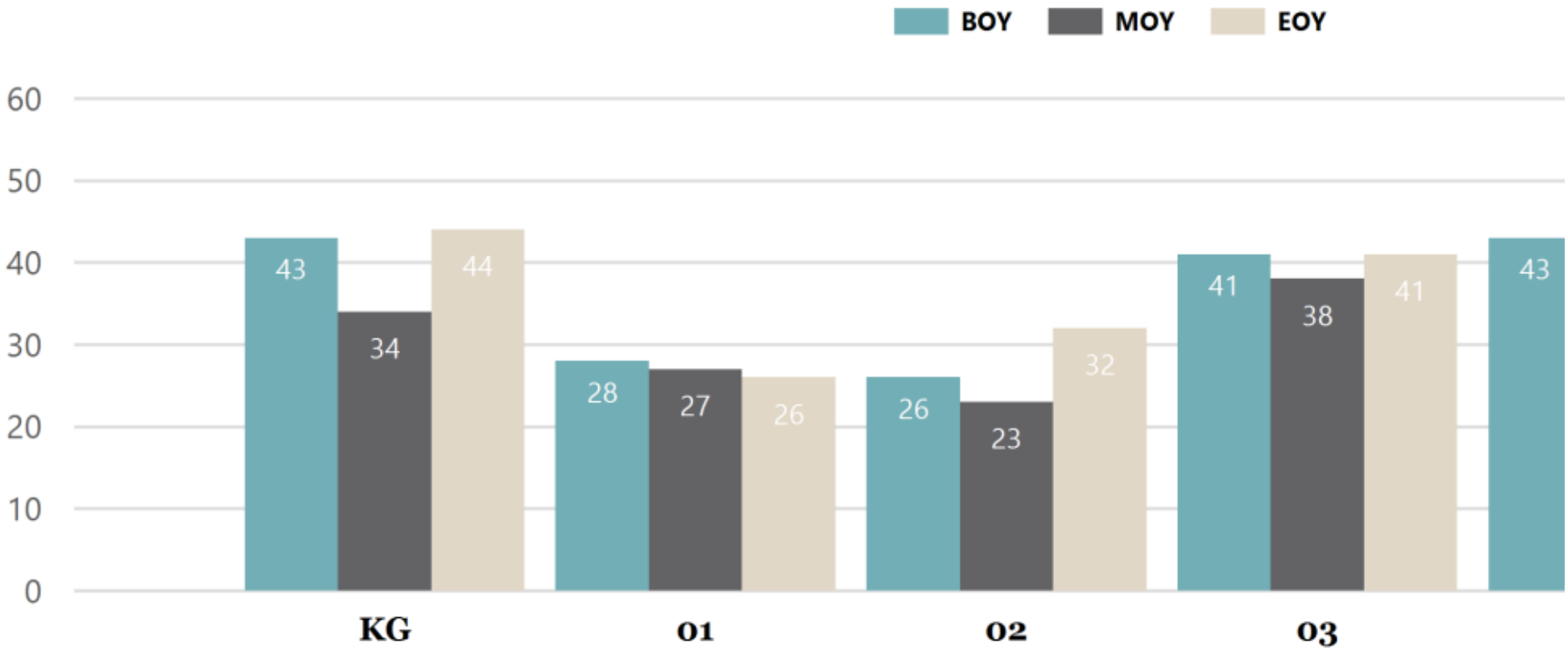
	BOY		MOY	
Student Group	N Tested	Avg RIT	N Tested	Avg RIT
All Students	549	170	563	178
Hispanic	232	173	241	179
African American	141	166	144	172
White	145	171	147	180
Econ Dis	436	169	443	176
English Learner	98	177	100	185
Special Ed	92	157	104	165

MAP Growth - Reading Englis

End of Year 2022-23

176 - Waverly Park ES

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

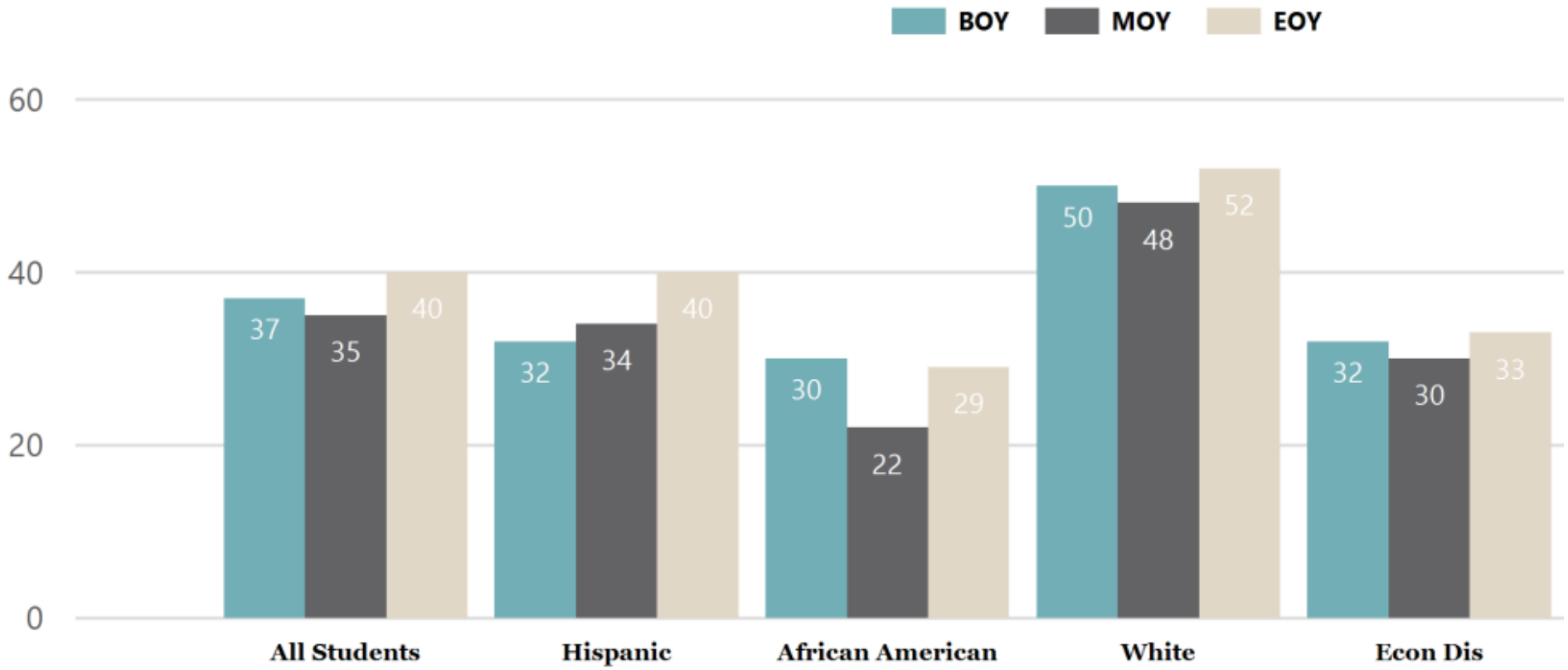
	BOY			MOY				
Grade Level	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg
KG	74	134	43	74	144	34	73	1
01	87	149	28	89	157	27	85	1
02	110	160	26	115	170	23	115	1
03	91	180	41	97	187	38	96	1
04	98	192	43	100	198	47	105	2
05	89	200	44	88	204	41	94	2
All	549	170	37	563	178	35	568	1

MAP Growth - Reading Englis

End of Year 2022-23

176 - Waverly Park ES

Percent Met RIT Score Norm by Student Group



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

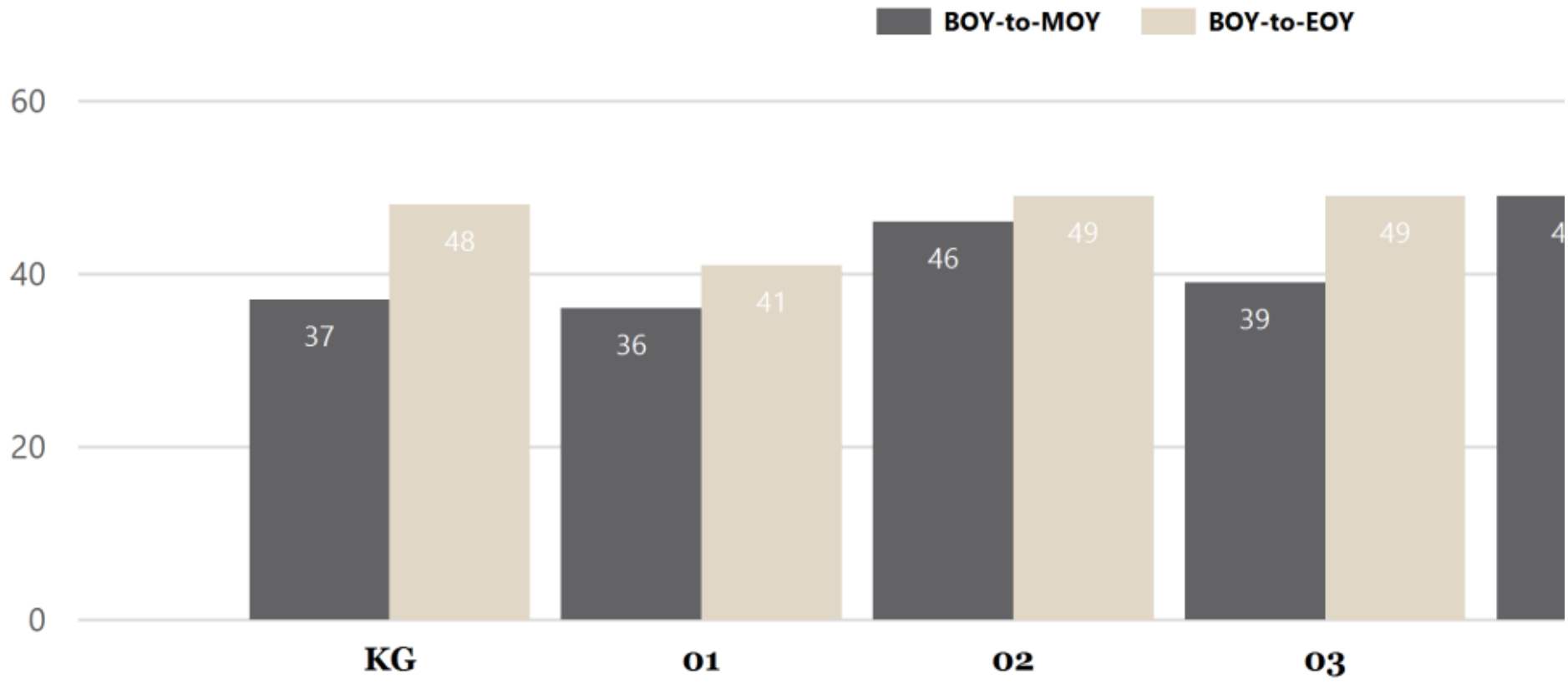
	BOY			MOY			
Student Group	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested
All Students	549	170	37	563	178	35	568
Hispanic	232	173	32	241	179	34	248
African American	141	166	30	144	172	22	140
White	145	171	50	147	180	48	148
Econ Dis	436	169	32	443	176	30	445
English Learner	98	177	27	100	185	29	101
Special Ed	92	157	8	104	165	15	108

MAP Growth - Reading Engli

End of Year 2022-23

176 - Waverly Park ES

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



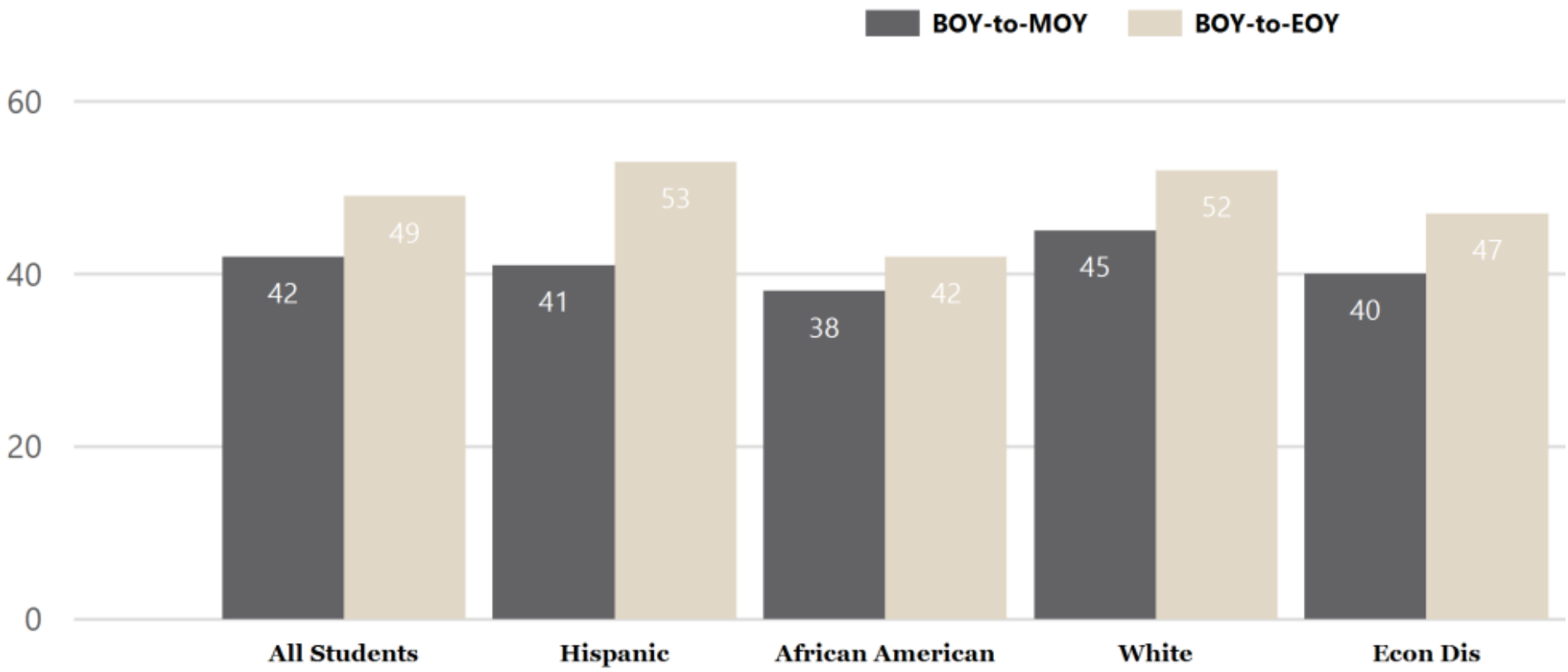
	BOY-to-MOY		BOY-to-EOY	
Grade Level	N	% Met Projected Growth	N	% Met Projected Growth
KG	65	37	62	48
01	84	36	79	41
02	106	46	102	49
03	85	39	83	49
04	94	49	95	56
05	83	40	84	51
All	517	42	505	49

MAP Growth - Reading Englis

End of Year 2022-23

176 - Waverly Park ES

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



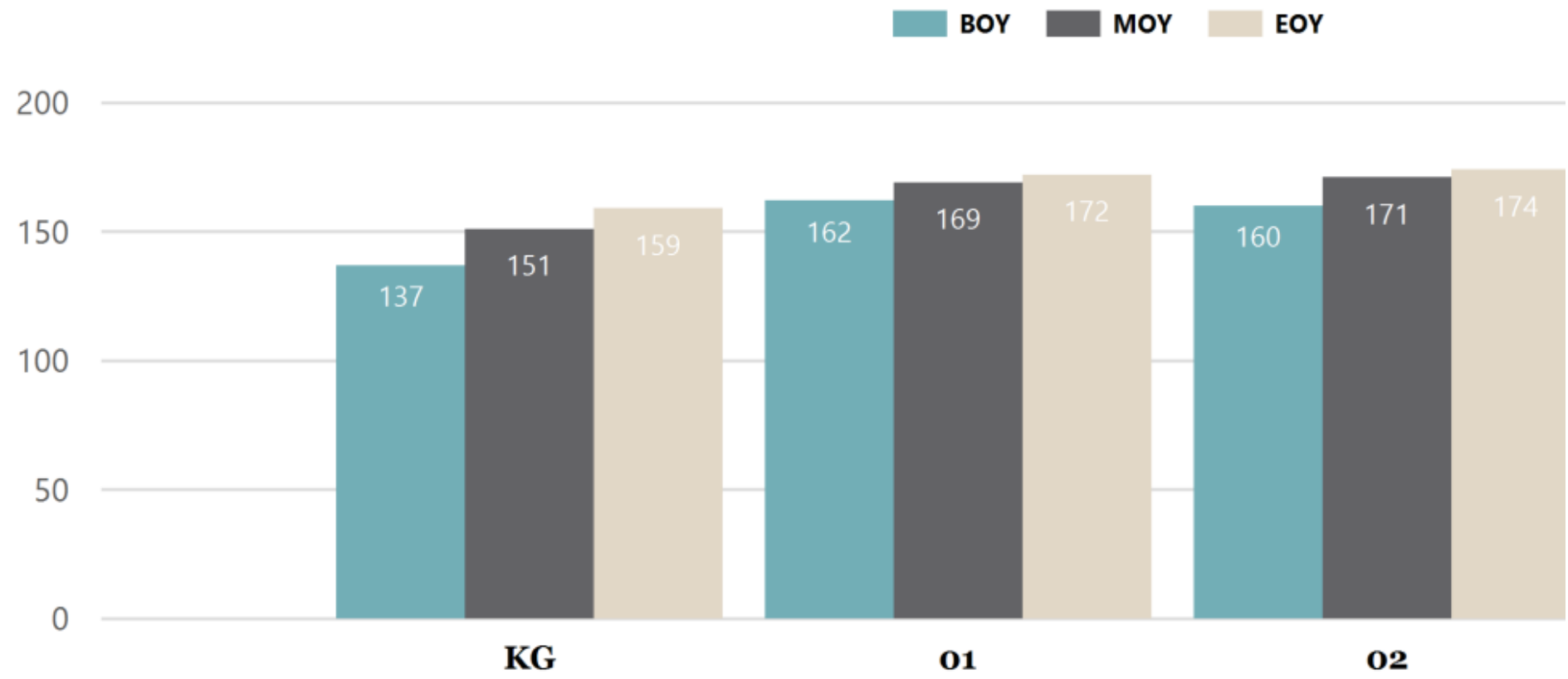
	BOY-to-MOY		BOY-to-EOY	
Student Group	N	% Met Projected Growth	N	% Met Projected Growth
All Students	517	42	505	49
Hispanic	226	41	230	53
African American	127	38	115	42
White	135	45	131	52
Econ Dis	410	40	400	47
English Learner	98	46	98	54
Special Ed	96	38	97	39

MAP Growth - Reading Spanis

End of Year 2022-23

176 - Waverly Park ES

Average RIT Score by Grade Level



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

	BOY		MOY		
Grade Level	N Tested	Avg RIT	N Tested	Avg RIT	N Te
KG	15	137	16	151	1
01	12	162	12	169	1
02	17	160	18	171	1
03	16	181	17	186	1
All	60	160	63	170	6

MAP Growth - Reading Spani

End of Year 2022-23

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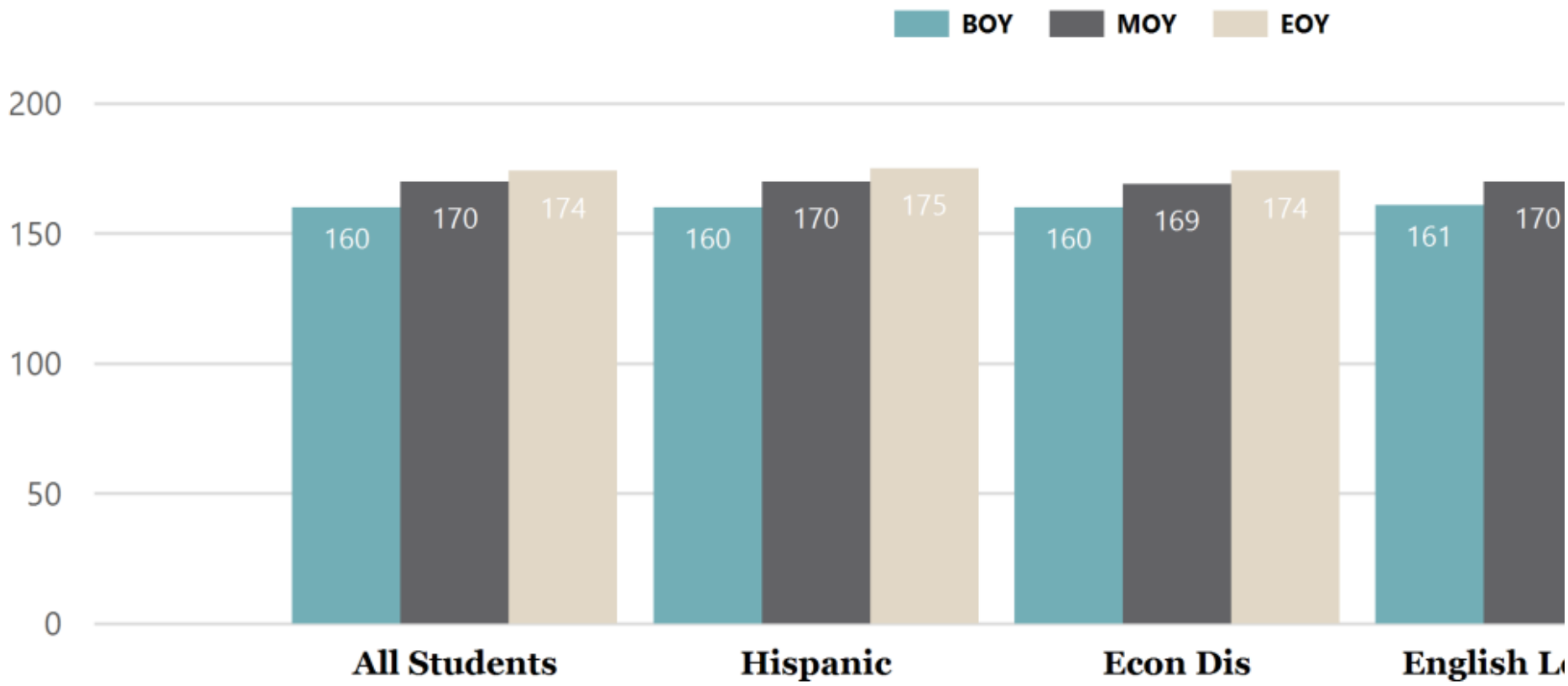
Average RIT Score by Student Group



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

	BOY		MOY	
Student Group	N Tested	Avg RIT	N Tested	Avg RIT
All Students	60	160	63	170
Hispanic	59	160	62	170
Econ Dis	58	160	61	169
English Learner	58	161	62	170
Special Ed	8		7	

MAP Growth - Reading Span

End of Year 2022-23

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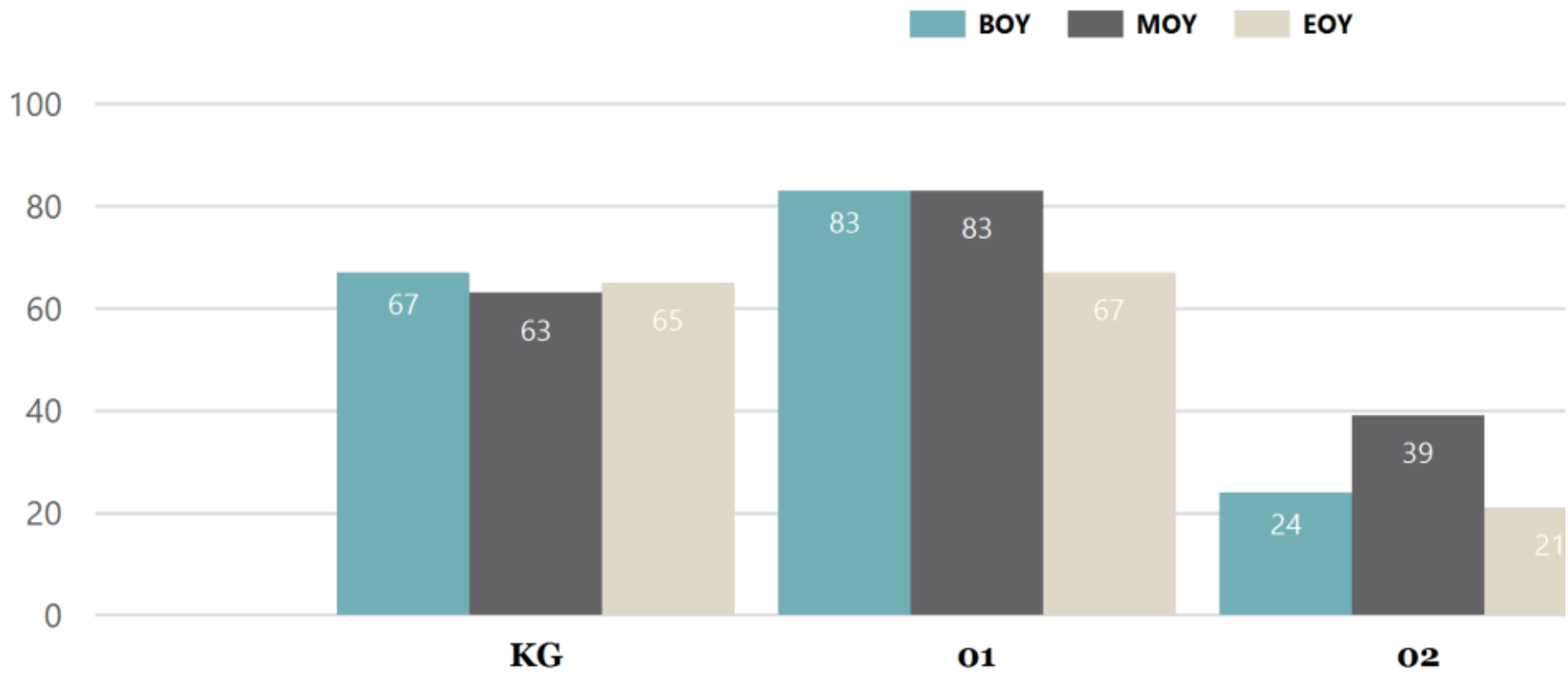
Percent Met RIT Score Norm by Grade Level



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KG	152
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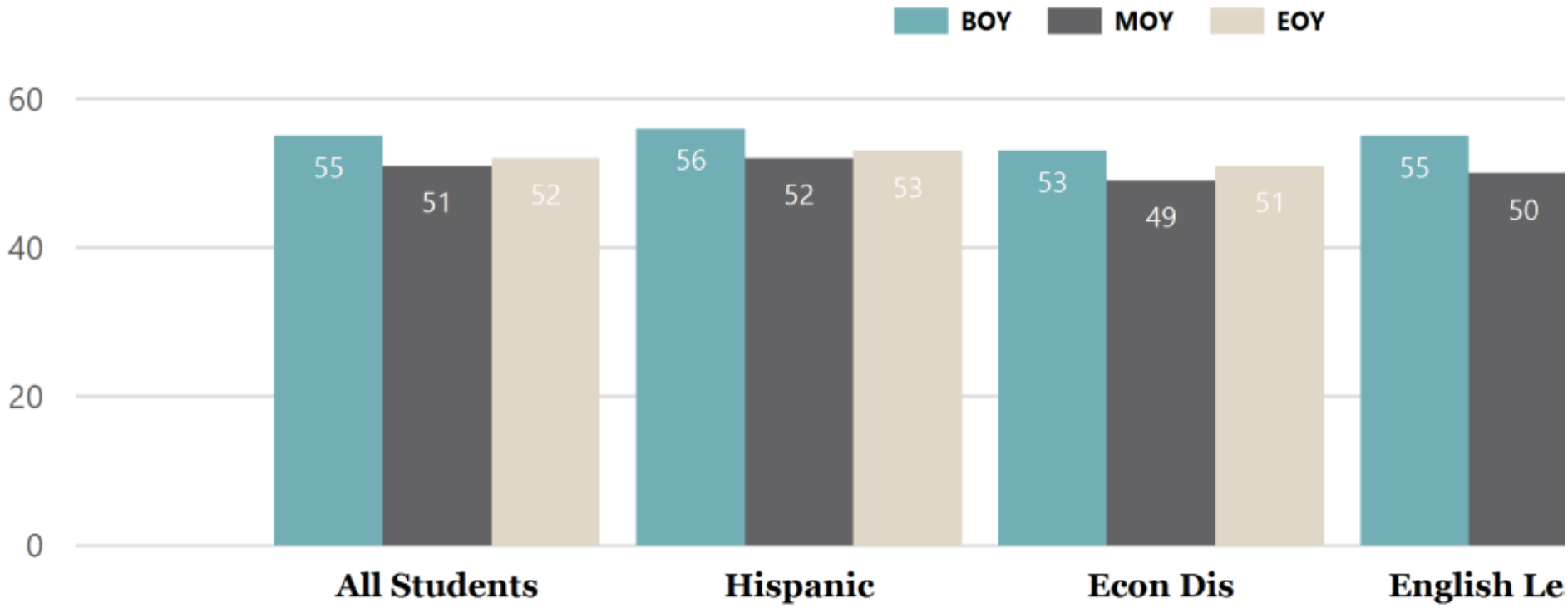
	BOY			MOY			E	
Grade Level	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg
KG	15	137	67	16	151	63	17	15
01	12	162	83	12	169	83	12	17
02	17	160	24	18	171	39	19	17
03	16	181	56	17	186	29	17	19
All	60	160	55	63	170	51	65	17

MAP Growth - Reading Spanis

End of Year 2022-23

176 - Waverly Park ES

Percent Met RIT Score Norm by Student Group



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KG	152
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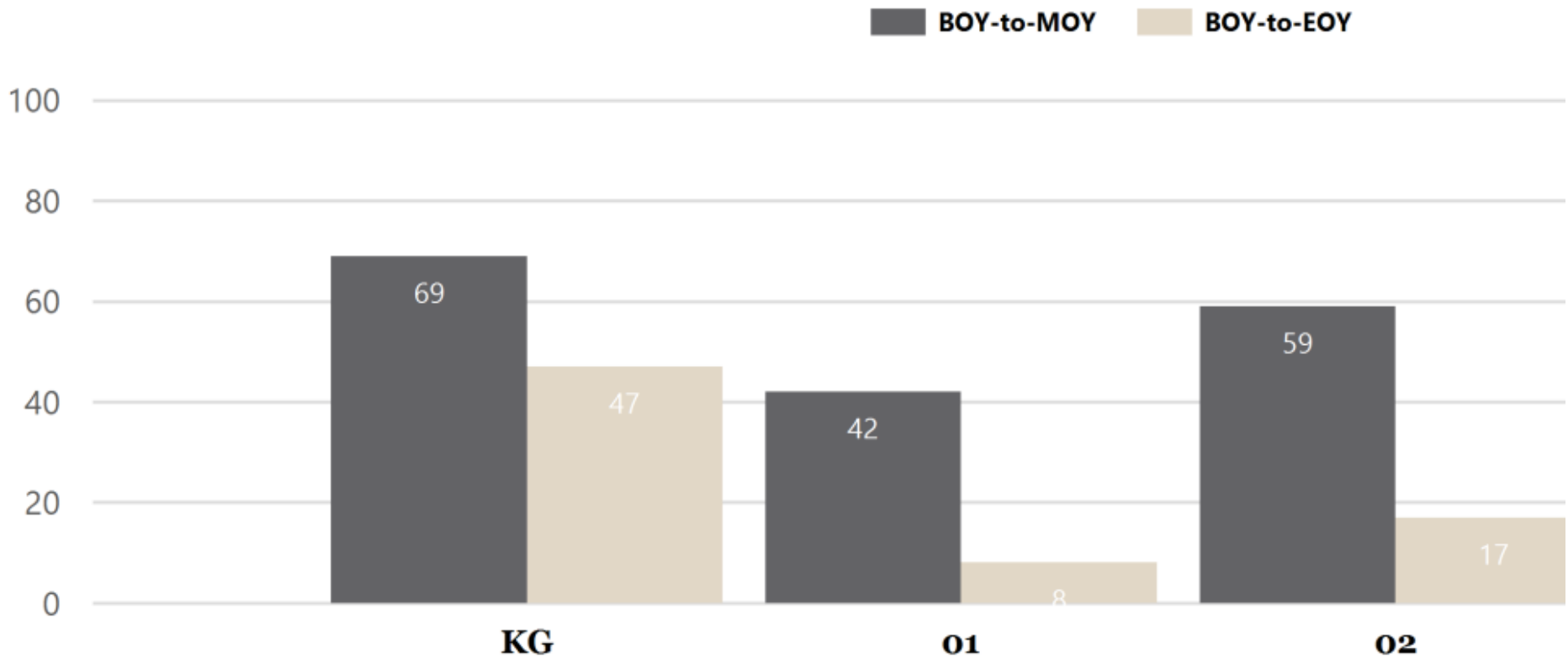
	BOY			MOY				
Student Group	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	
All Students	60	160	55	63	170	51	65	
Hispanic	59	160	56	62	170	52	64	
Econ Dis	58	160	53	61	169	49	63	
English Learner	58	161	55	62	170	50	64	
Special Ed	8			7			9	

MAP Growth - Reading Spanis

End of Year 2022-23

176 - Waverly Park ES

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



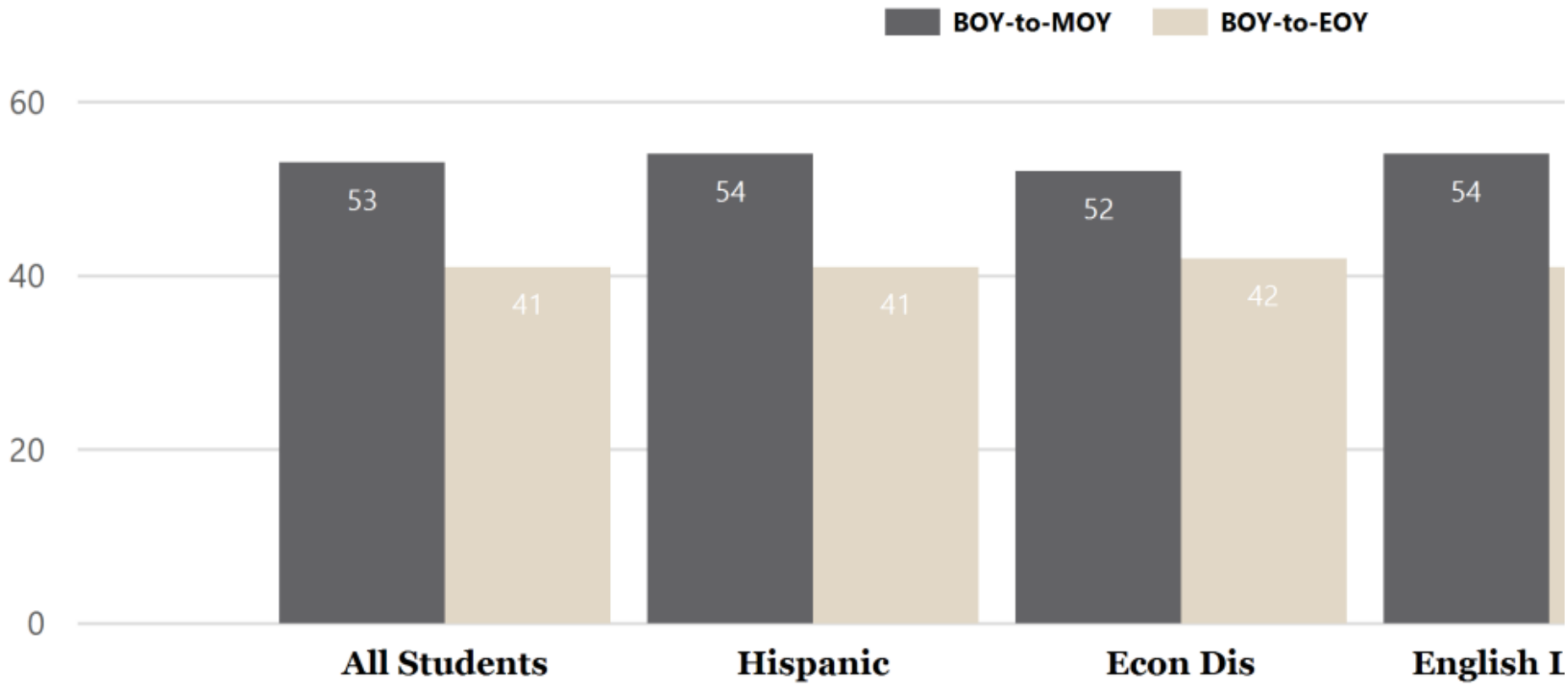
	BOY-to-MOY		BOY-to-EOY	
Grade Level	N	% Met Projected Growth	N	% Met Projected Growth
KG	16	69	17	47
01	12	42	12	8
02	17	59	18	17
03	17	41	17	82
All	62	53	64	41

MAP Growth - Reading Span

End of Year 2022-23

176 - Waverly Park 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	62	53	64	41
Hispanic	61	54	63	41
Econ Dis	60	52	62	42
English Learner	61	54	63	41
Special Ed	7		9	

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

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

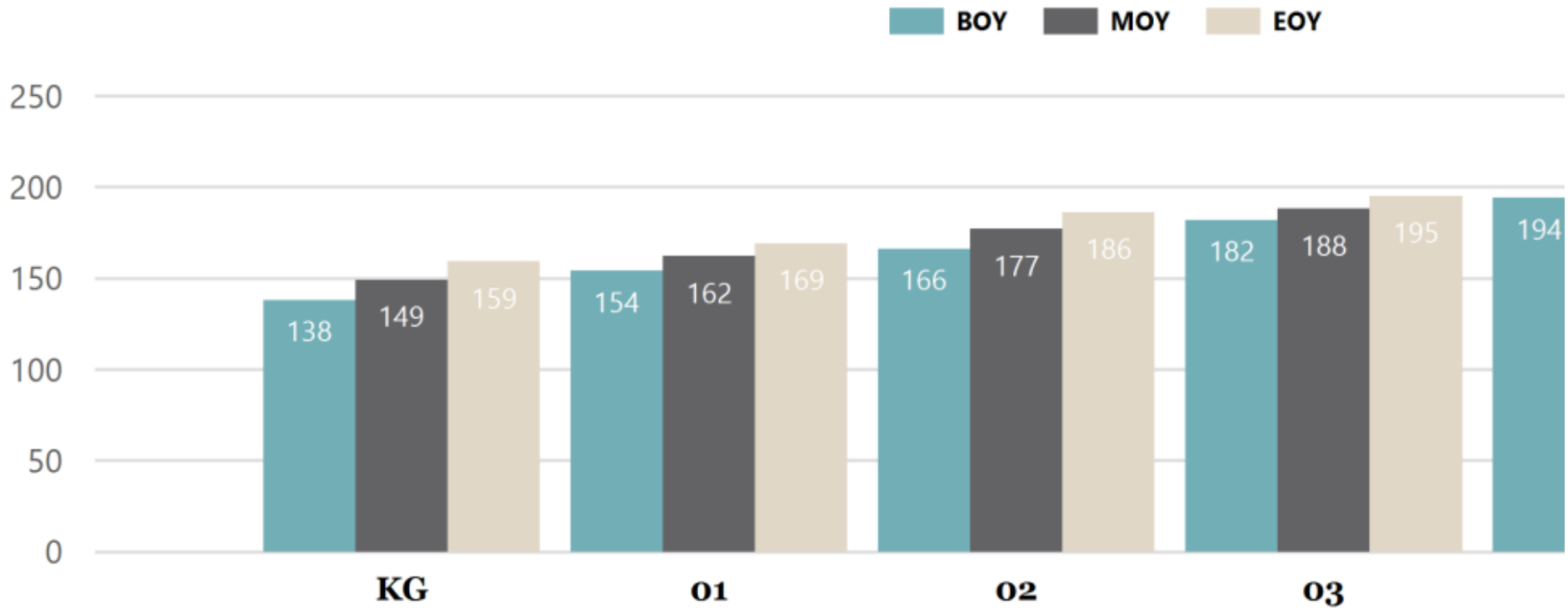
Fort Worth
INDEPENDENT SCHOOL DISTRICT

MAP Growth - Math

End of Year 2022-23

176 - Waverly Park ES

Average RIT Score by Grade Level

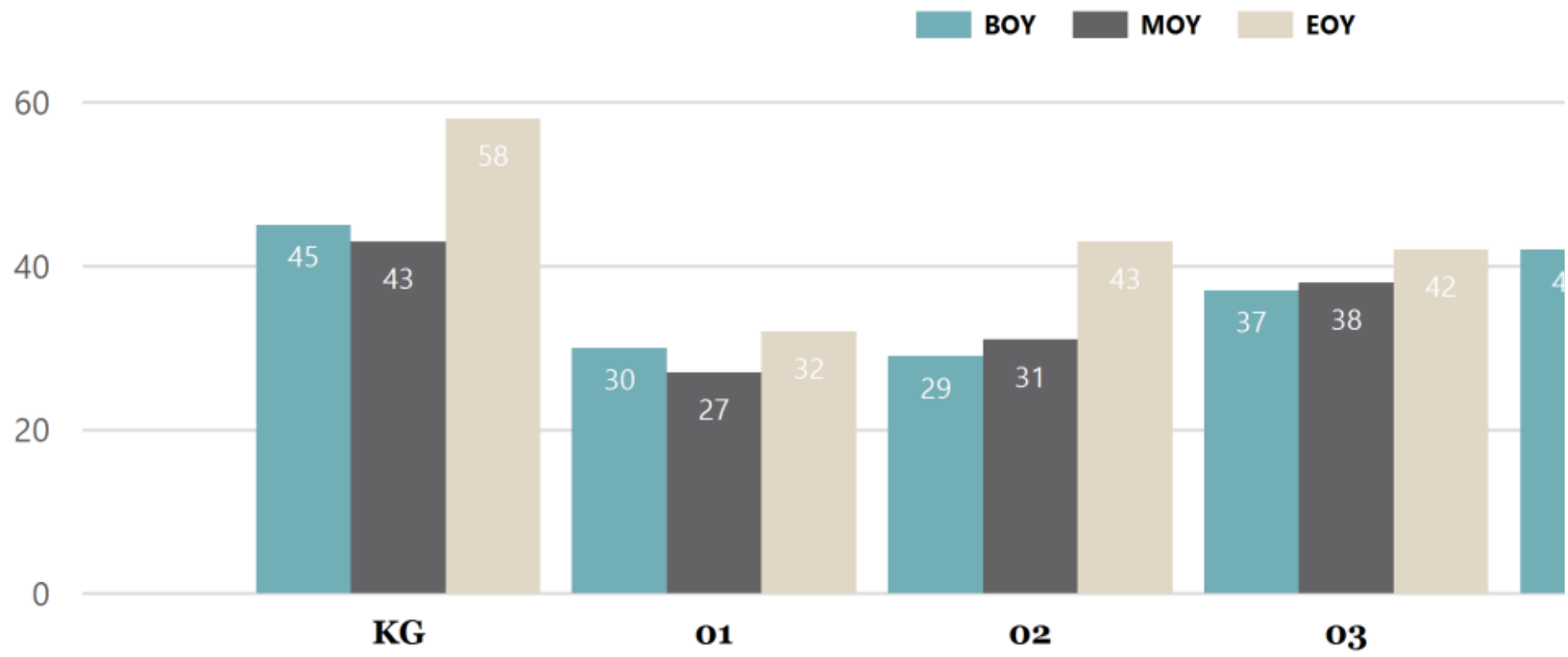


EOY National Norm Mean RIT Scores	
KG	157
01	176
02	189
03	201
04	211
05	219
06	223
07	227
08	230
Alg I	237

	BOY		MOY		
Grade Level	N Tested	Avg RIT	N Tested	Avg RIT	N
KG	89	138	90	149	
01	99	154	101	162	
02	110	166	115	177	
03	93	182	97	188	
04	98	194	100	198	
05	89	201	88	207	

MAP Growth - Math
End of Year 2022-23
176 - Waverly Park 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

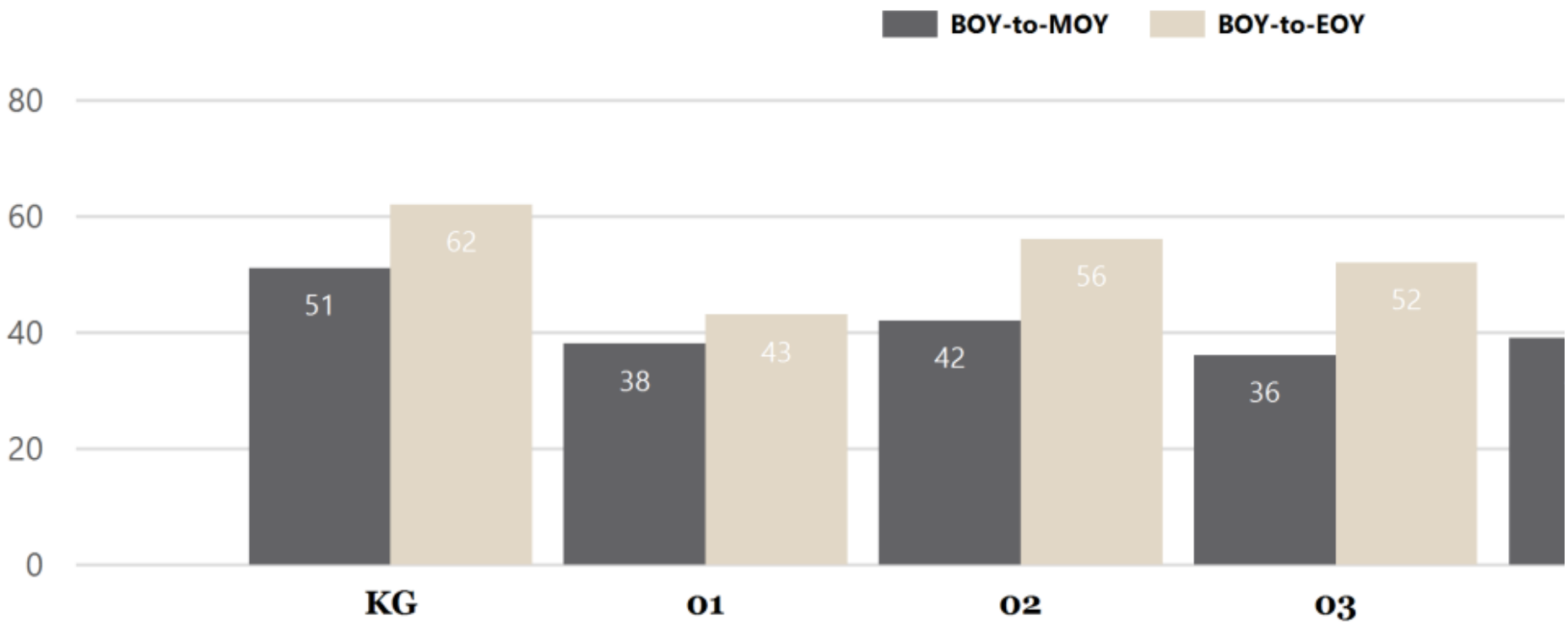
	BOY			MOY				
Grade Level	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	
KG	89	138	45	90	149	43	90	
01	99	154	30	101	162	27	97	
02	110	166	29	115	177	31	115	
03	93	182	37	97	188	38	96	
04	98	194	42	100	198	36	105	
05	89	201	30	88	207	39	94	

MAP Growth - Math

End of Year 2022-23

176 - Waverly Park ES

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



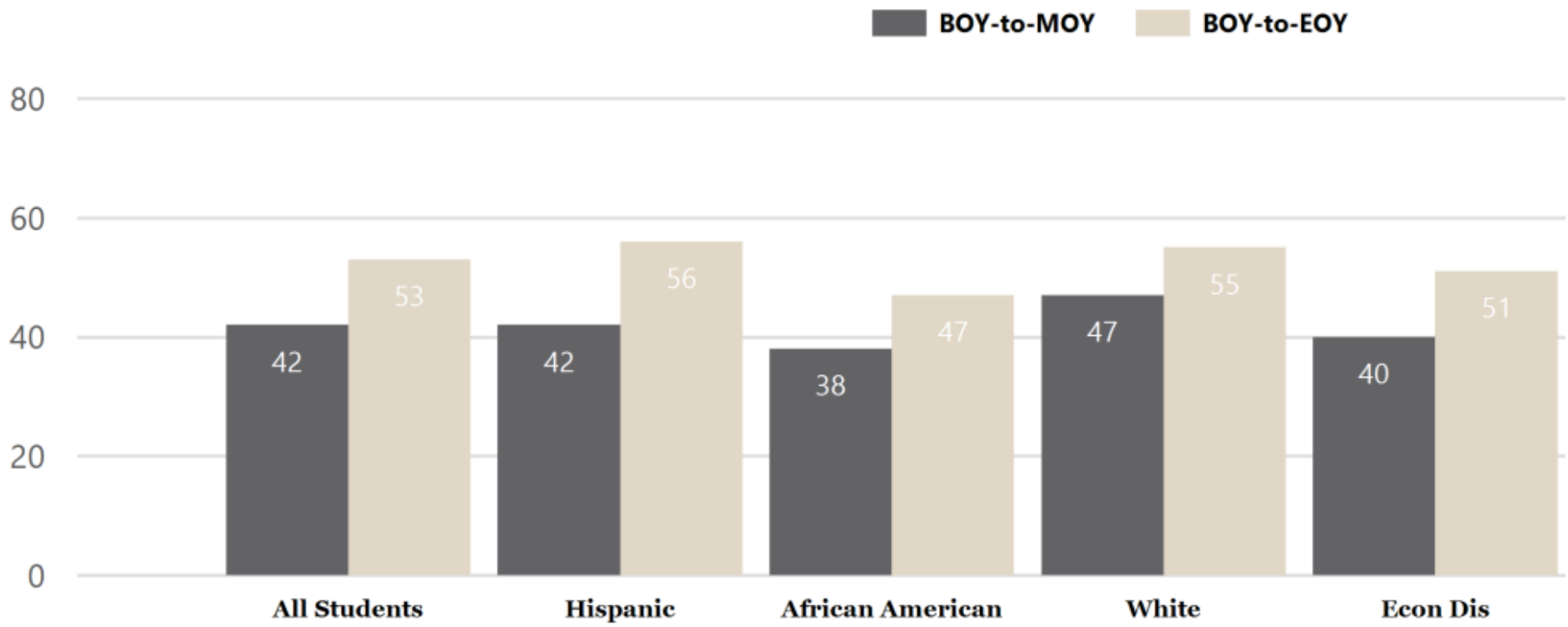
	BOY-to-MOY		BOY-to-EOY	
Grade Level	N	% Met Projected Growth	N	% Met Projected Growth
KG	81	51	79	62
01	96	38	91	43
02	106	42	102	56
03	87	36	84	52
04	94	39	95	45
05	83	49	84	62

MAP Growth - Math

End of Year 2022-23

176 - Waverly Park 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	547	42	535	53
Hispanic	255	42	259	56
African American	128	38	116	47
White	135	47	131	55
Econ Dis	439	40	429	51
English Learner	125	47	126	67
Special Ed	98	35	101	43

Feel free to email Mr. Baeta if you have questions, comments or concerns at roberto.baetagutierrez@fwisd.org

Student Learning Strengths

Student Learning Strengths based on Wave 3 (EOY) Circle data in English

- 86% of our PK students are on track for Book and Print Knowledge.

- 92% of of our PK students are on track for Counting Sets.

- 97% of our PK students are on track for Early writing.

- 92% of our PK students are on track for Letter Sounds

- 96% of our PK students are on track for Math
-89% of our PK students are on track for Phonological Awareness.
-99% of our PK students are on track for Shape Discrimination.
- 94% of our PK students are on track for Speech Production
-90% of our PK students are on track for Story Retelling.

Student Learning Strengths based on Wave 3 (EOY) Circle data in Spanish

- 95% of of our PK students are on track for Counting Sets.

- 91% of our PK students are on track for Early writing.

- 95% of our PK students are on track for Math

-91% of our PK students are on track for Phonological Awareness.
-100% of our PK students are on track for Shape Discrimination.
-91 % of our PK students are on track for Story Retelling.
-95% of our PK students are on track for Rhyming I.

Student Learning Strengths based on Reading MAP (EOY) in English

- All grade levels increased on Avg. RIT Score from BOY to MOY and from MOY to EOY (Range of 14)
- Kinder Average RIT Score increased 19 points.
-All Student Groups increased on Average RIT Score from BOY to Moy and from MOY to EOY.
- All grade level except 1st grade increased for RIT Score Norm.
- All grade levels increased on Met BOY to EOY Projected Growth.

- All Student Groups increased on Met BOY to EOY Projected Growth.

Student Learning Strengths based on Reading MAP (EOY) in Spanish

- All grade levels increased on Avg. RIT Score from BOY to MOY and from MOY to EOY (Range of 14, same as English peers)
-All Student Groups increased on Average RIT Score from BOY to Moy and from MOY to EOY
-Our third graders increased on Met BOY to EOY Projected Growth (82% by EOY)

Student Learning Strengths based on Math MAP (EOY)

- All grade levels increased on Avg. RIT Score from BOY to MOY and from MOY to EOY (Range of 14, connection to literacy)
- All grade levels increased for RIT Score Norm.
- All grade level except 1st grade increased for RIT Score Norm.
- All grade levels increased on Met BOY to EOY Projected Growth.
- All Student Groups increased on Met BOY to EOY Projected Growth.

STAAR 2022 Data - Pending released for 2023)

Domain 3: Closing the gaps Scale Score 75

Component	Subject	ALL	AA	H	W	Sped	ED	EL	CE	NCE
Acad Achi	Math	29	20	27	46	8	24	32	30	26
Acad Achi	Reading	**44Y**	**34Y**	**42Y**	54	14	**39Y**	**36Y**	42	**49Y**
Academic Growth	Math	**74Y**	**76Y**	**74Y**	69	59	**72Y**	**71Y**	**73Y**	**78Y**

Component	Subject	ALL	AA	H	W	Sped	ED	EL	CE	NCE
Academic Growth	Reading	**84Y**	**80Y**	**87Y**	**80Y**	**68Y**	**85Y**	**91Y**	**85Y**	**83Y**
Eng. Lang. Profi.								**50 Y**		
St. Achi. on STAAR	All comb	39N	29N	38N	52N	15N	35N	**39Y**	38N	42N

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our Special Ed Students are growing 39% to 43% (MAP comparison over two academic years) but are performing below the other students groups when the other subgroups have been improving over the last two years based on MAP and STAAR data. **Root Cause:** Special Education supports; Our instruction approach regarding differentiation for our students and co-teaching methodology is requiring more professional development and support for all our teachers and staff.

Problem Statement 2: Enrichment opportunities; Need to accelerate growth for all students- Our high achiever students are not showing high growth like their peers based on MAP data (Quadrant reports by classroom) **Root Cause:** Our teachers and staff need more training and PLC time on the usage of the Learning Continuum (MAP resource) to present content on the high achievers' ZPD and monitor their progress beyond BOY, MOY and EOY. ZPD, stands for The Zone of Proximal Development and it is defined as the space between what a learner can do without assistance and what a learner can do with adult guidance.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instructional programs.

One of the biggest asset of Fort Worh ISD is our Curriculum Frameworks. Every teacher has full access to a scope and sequence, unit plans, numerous activities and different tools to asses their student learning. We are the most experience campus in the district regarding our PK curriculum. Last year we started implemented our new reading and writing program (Amplify) and our new Math program (Eureka)

Prfessional development.

All our teachers and staff have plenty of oportunitues to grow through professional development at District level. Disitrct level training may occurr during workiing hours or outside working hours (FLEX hours). Teachers are compensated for all this. Opportunities are campus level take place during Staff Meetings, Teacher Led PLC's and coaching conferences with instrucitonal coaches and admin.

Leadership & decision-making processes.

Our leadership team's main role is to be the campus instructional leaders. Our Lead teachers rotate every two years in order to have as many leaders as possible over an extend period of years.

Communication

Our official way to communicate is via email adress. We also provide oportunities to parents to communicate with teachers, admin and our Family Engangement Specialist via calls and text messages.

Scheduling

All Kinder to 5th grade students have 135 minutes of weekly PE. They receuved Art and Music instruction as well. Our teachers have a planning time of 50 minutes to plan, prepare and onference with parents among other duties. All PK to third grade classoom are self contained. All our Dual Language classroom are self contained. Our regular program 4th graders are in a team teaching scenario (Math&Science teacher and ELA&Social Studies teacher) Our 5th grade regular program classroom are in triad (Math, Science and ELA&Social Studies) Our Deaf and Hard of Hearing students receiving inclusion services with their hearing peer based on their IEP's.

Support services

At Waverly Park, 17,5% of our students receive some type of support by our three Speech Therapist,by our two Special Education teachers, by our two Special Education Teacher Assistants, by our Dyslexia teachers, by our interim LSSP, by our diagnostician, by our seven deaf ed teams and by our three audiologist.

Extracurricular/cocurricular opportunities.

Waverly Park has a strong PTA advocating for our students. We are well known for our community and our extensive number of after school activities.

Free free to visit our Facebook page. We have multiple partners in the city of Fort Worth, Tarrant Water District, Blue Zones, Junior league of Fort Worh, For the Life of You Foundation...

Technology integration/plan.

Every student at Waverly Park has received a new Ipad for the 2023-2024 school year.

Hiring

The selecting process, at the campus level, starts with multiple candidates screened before offering the first interview with a panel at the school. After the first interview, all teaching candidates are asked to do a demo lesson with one of our classrooms (candidate passes a background check)

Teachers development tools

- T-TESS Documentation
- T-TESS Coaching cycle
- Campus Instructional Coach for all teachers.
- Weekly Content PLC's all teachers- FWISD PLC Cycle.

All teachers are placed in assignments based on their strengths and certification.

School Processes & Programs Strengths

We are extremely low teachers turned over.

#2 Elementary School in Parent Portal accounts

Award-winning PTA, Social Media, and Parents liaison programs. 11 TX PTA Awards

Waverly Park has numerous community partners.

Stakeholders praise the sense of security in our campus (Campus Survey)

One to One device per student

Regional School Day for the Deaf.

Instructional look for are becoming consistent across campus. PD PLAN has been followed with Rigor

The PD PLan includes,

- Instructional FOCUS for the month

- PLC agendas and FWISD cycle.

- Walk through FOCUS for the month.

Our teams brought these concerns regaring systems to the CNA processs. We see these contributions as Strenghts because they are catalyst for growth.

PK Team

- PK teachers want to have end of the unit celebrations which include inviting families and other community members.

Kinder Team

- Clear consequences for behaviors that are consistently enforced across the board.
- Pyramid activities – engagements
- Tighter control and monitoring during carline
- More support for teachers (K) during testing periods. **Extra two Title 1 teachers next year.**
- Create commitees **PD Week**
- Fun Fridays for K (goal oriented and teks oriented) Make K fun again!

Professional Staff (Specials teachers)

- Make music program out through the year (We concentrate most of the first semester but the Pyramid Showcase event and May 15 event)

2nd and 4th grade

- Set expectations, posted, enforced, practiced
- More clear campus expectations for new teachers.
- Procedures listed somewhere accessible for all staff for common things
- Lunch duty changed. Lunch coverage all teachers at recess .
- Vertical alignment
- Abide by school schedules.
- Enforce dress code (daily)
- Timely communication
- Grade level student leaders? Monitors?
- Rotate play grounds each 6 weeks on a schedule.
- Parents allowed in classrooms all day any day,

3rd grade

- More poetry than Amplify provides (which means we need to be off the district
- More wiggle room on Curriculum

- Consistency of behavior and consequences
- More professional development – modeled lesson, of curruciulum
- Designated time in schedule for computer program.
- Teacher of the month (to feel appreciated)
- Admin conversations with students about expectations by grade level monthly.

Deaf Ed

- a suplement progran for the exisiting Deaf Ed ELA curriculum.... Bilingual Grammar Curriculum

(Foundations for Literacy or Bedrock Literacy)

- PLC meeting for DHH teachers

1st grade

- Support for dismissal
- Consistency with behavior consequences
- Vertical planning
- Longer PLC time

Sped Ed teachers

- Review process for referrals
- Another diagnostician to help with caseload
- Use PLC's to focus on T. Tess/ Core Competencies/ Best Practices
- Define "Quality Tier 1 Instruction" & Provide Rubric

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our reading and math program have not been implemented to their full extend. **Root Cause:** Our staff including, our admin, went under the first year of implementation of the program. It really was a learning curve for all of us. Action Steps: Identify areas to grow teacher by teacher based on Classroom MAP data for Math and Reading and provide opportunities for training on those specific areas.

Problem Statement 2: Our technology programs were implemented in quantity, but we can do a more intentional job (quality) to increase the number of students to Met Projected Growth (49% in Reading and 54% in Math) **Root Cause:** More need for professional development for Computer Adaptive Programs such as Lexia, Dreambox and Don Johnston. Action Plan: More PD for admin in order to monitor and provide better guidance to teachers and staff.

Perceptions

Perceptions Summary

Surveys, interview, & focus groups.

Our community and our PTA creates Focus group with parents and teahers to finalize projects for the interests of our students

- 5th grade commitee. This committe has been working all year long to support our 5th graders

- Garden Committee. This committe has been initiative to support our PK students.

- School Committees such as Hospitality.

Parent engagement evaluations/feedback & participation levels.

Parens have a voice by attending our monthly PTA membership nights.

All our parents are invited to join our grade level GroupMe chats where they have direct access to the Principal.

We have signed sheets for every event that we do at Waverly Park. Some of our events are attending by people in the hundreds, Tiger Honor Rallies, Carnival, Student Champion Awards, Career Days, Book Fairs....

Culture, climate, values beliefs.

We are in the Home of Student Champion. Our students cherrish our three goals, integrity, respect and hard work. Former students come back to visit and they still live by our credo.

Community partnerships

Our Counselor, our FES and admin contacts make our community a well support community. We are lucky to have the support of our community partners from our churches, our mentoring programs, FWISD department, The FW Library, Blue Zones, multiple restaurants and buisness around the area.

Volunteer data.

There is a strong sense of community, Waverly Park belongs to the community.

Student feedback.

We have an ongoing Student Council and Safety Patrol put together by our Tigers (5th and 4th graders) for our Tigers (All students at Waverly Park)

Staff retention.

This year, we lost four staff members to other districts and two retired. We have 102 staff members.

Discipline

Staff, faculty and Admin agrees that that number one distractor from instruction is discipline.

Perceptions Strengths

Recognitions from the CNA Campus Survey

Excellent rapport between parents and staff members.

Multiple channel of communications;Phone- Two to three staff members ready to response, Website, Facebook,Messenger,Instagram and calls.

GroupMe chat (two way communication with all parents)

Strong sense of community

Parent support. We are so lucky!

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Perception for teachers that there is no consistency on applying discipline consequences **Root Cause:** No calibration between teachers and admin regarding discipline consequences. Need for a starting conversation (and many more) to share perspectives and see students as a whole.

Problem Statement 2 (Prioritized): Lack of grade level procedures, rules and consequence plans despite of the successful implementation of restorative practices and circles (year #1) **Root Cause:** The teachers and admin response to discipline is reactive more than proactive.

Priority Problem Statements

Problem Statement 1: Our Special Ed Students are growing 39% to 43% (MAP comparison over two academic years) but are performing below the other students groups when the other subgroups have been improving over the last two years based on MAP and STAAR data.

Root Cause 1: Special Education supports; Our instruction approach regarding differentiation for our students and co-teaching methodology is requiring more professional development and support for all our teachers and staff.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: High percentage of student missing attendance in PK (87.8 %) compared with a strong 94.0 average from Kinder to 5th grade.

Root Cause 2: We need to increase the opportunities to reach out to parents and community members about the importance of attendance in PK. Our action plan will include services for families, internal engagement, public communication and promotion as well as professional training and support staff supports at PK level.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our reading and math program have not been implemented to their full extend.

Root Cause 3: Our staff including, our admin, went under the first year of implementation of the program. It really was a learning curve for all of us. Action Steps: Identify areas to grow teacher by teacher based on Classroom MAP data for Math and Reading and provide opportunities for training on those specific areas.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Lack of grade level procedures, rules and consequence plans despite of the successful implementation of restorative practices and circles (year #1)

Root Cause 4: The teachers and admin response to discipline is reactive more than proactive.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

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

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject

Employee Data

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

District Goals

Revised/Approved: September 20, 2023

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

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 89.2% to 94% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 90.9% to 96__% by May 2024.

*Increase the percentage of our Special Ed students from 91% to 97% by May 2024

High Priority

HB3 District Goal

Evaluation Data Sources: Circle

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Teaching Strategies Curriculum process. Demonstrate why we are the PK ambassador campus in FWISD.

Strategy's Expected Result/Impact: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 89.2% to 94% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 90.9% to 96__% by May 2024.

*Increase the percentage of our Special Ed students from 91% to 97% by May 2024

Staff Responsible for Monitoring: Admin
Data Analyst
Instructional Coach
PK teachers (self accountability)

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Ensure daily implementation by Monitoring Coaching Adjustment of instruction Check for understanding Rigorous instruction based on PK principles analysis. Aplication after PLC **Intended Audience:** PK Cohort **Provider / Presenter / Person Responsible:** Admin Data Analyst Instructional Coach PK teachers (self accountability) **Date(s) / Timeframe:** Daily				

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: PK teachers will meet once a week with Admin, Instructional Coach and Data Analyst. **Intended Audience:** PK teachers **Provider / Presenter / Person Responsible:** PK teaachers **Date(s) / Timeframe:** Wednesday at 1:40 pm **Collaborating Departments:** EC Childhood Leadership **Delivery Method:** In Person - Circle.				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Collaborate with the Early Childhood department, Waverly Park is a Master Campus for another PK teachers in the district and grow through feedback from the department and the visiting teachers and admin.

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

Staff Responsible for Monitoring: Vanessa Raya Hernandez, Data Analyst
Jamie Morrison - AP

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Admin and EC department will schedule visit throughout the year- Goal Setting by teacher, WT, feedback, Coaching conversation, audits by Early Childhood. **Intended Audience:** PK teachers **Provider / Presenter / Person Responsible:** PK teachers **Date(s) / Timeframe:** Every 3 months. **Collaborating Departments:** EC department **Delivery Method:** In Campus visit				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 3: Ensure PK PLC's take place once a week to actively develop engaging and rigorous lessons based upon students needs with district approved resources.

Strategy's Expected Result/Impact: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 89.2% to 94% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 90.9% to 96__% by May 2024.

*Increase the percentage of our Special Ed students from 91% to 97% by May 2024

Staff Responsible for Monitoring: Admin
Data Analyst
Instructional Coach
PK teachers (self accountability)

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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: PK teachers will meet once a week with Admin, Instructional Coach and Data Analyst including PLC Agendas with four agreements. **Intended Audience:** PK Cohort **Provider / Presenter / Person Responsible:** Admin Data Analyst Instructional Coach PK teachers (self accountability) **Date(s) / Timeframe:** Once a week **Collaborating Departments:** EC				

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: PK Teachers will decide the type of cycle. Priorities content delivery (year #1) Learning enviroment (year #3) and interest areas (year#2) **Intended Audience:** PK Cohort **Provider / Presenter / Person Responsible:** Admin Data Analyst Instructional Coach PK teachers (self accountability) **Date(s) / Timeframe:** Once a week **Collaborating Departments:** EC Childhood **Delivery Method:** In person				

 No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: High percentage of student missing attendance in PK (87.8 %) compared with a strong 94.0 average from Kinder to 5th grade. **Root Cause**: We need to increase the opportunities to reach out to parents and community members about the importance of attendance in PK. Our action plan will include services for families, internal engagement, public communication and promotion as well as professional training and support staff supports at PK level.

School Processes & Programs
Problem Statement 1: Our reading and math program have not been implemented to their full extend. **Root Cause**: Our staff including, our admin, went under the first year of implementation of the program. It really was a learning curve for all of us. Action Steps: Identify areas to grow teacher by teacher based on Classroom MAP data for Math and Reading and provide opportunities for training on those specific areas.

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 56.4 (EOY Spring)_% to 66.4 % 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 61.8 % to 71.8 % by May 2024.

*Increase the percentage of Sp. Ed. students from 22% to 40% by May 2024.

Evaluation Data Sources: MOY Check point by Mrs. Hernandez (Data Analyst) and Mr. Baeta (Principal)
Oral Reading - Fall to Winter data
Phonological Awareness - Fall to Winter data
Area of concern under PA - Fall to Winter data
Phonics and Word Recognition - Fall to Winter data (Similar to Phonological Awareness)
Highlights Kinder Phonics Fall to Winter data
Concern: 2nd grade and 3rd grade Phonics based on Fluency test - Fall to Winter data
Spanish Fluency- Fall to Winter data

Strategy 1: Impact at classroom level, Under a DDI mindset, Improve the quality and alignment of Tier 1 for all students through the use of the Amplify Unit and lesson internaliaztion porcess and the FWISD Instructional Framework. Work to improve the master and knowledge of the TEKS by Faculty and Staff.

Strategy's Expected Result/Impact: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 56.4 (EOY Spring)_% to 66.4 % 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 61.8 % to 71.8 % by May 2024. *Increase the percentage of Sp. Ed. students from 22% to 40% by May 2024.

Staff Responsible for Monitoring: Admin
Teachers
Data Analyst
Instructional Coach

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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Ensure daily implementation by *Monitoring *Coaching Adjustment of instruction Check for understanding Rigorous instruction based on TEKS analysis. Aplication after PLC's **Intended Audience:** Kindergarten - Grade 3 teams **Provider / Presenter / Person Responsible:** Admin Teachers Support Staff Data Analyst Instructional Coach **Date(s) / Timeframe:** Daily **Collaborating Departments:** Curriculum dept. **Delivery Method:** In person				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Ensure PLC are regularly scheduled to actively develop engaing and rigorous lessons based upon students needs with district- approved resources. PLCS's will concetrate in 3 different systems, Standards and alignment, Interventions and MTSS.

Strategy's Expected Result/Impact: *PLC in four different formats. 1. Long trm planning (unpacking TEKS) 2. Intervention (know/show plus DDI) 3. DDI for district assessmet 4. MTSS. PLC#2 and 3 under the DDI Mindset.
*PLC will increase in time to hour. PLC will have an exit ticket for the teacher to complete. This exit ticket will be related to an action to be be completed in the classroom at an specific time an date. *Admin will visit at that time and date to improve the quality and alignment of Tier 1. Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization.PLC Agendas with four agreements.

Staff Responsible for Monitoring: Admin
Teachers
Data Analyst
Instructional Coach

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
- **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 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: *PLC will increase in time to hour. PLC will have an exit ticket for the teacher to complete. This exit ticket will be related to an action to be be completed in the classroom at an specific time an date. *Admin will visit at that time and date to improve the quality and alignment of Tier 1. Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization.PLC Agendas with four agreements. **Intended Audience:** Kindergarten - Grade 3 teams **Provider / Presenter / Person Responsible:** Admin Teachers Data Analyst Instructional Coach **Date(s) / Timeframe:** Once a week **Collaborating Departments:** Curriculum department **Delivery Method:** In person				

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization.PLC Agendas with four agreements. **Intended Audience:** Kindergarten - Grade 3 teams **Provider / Presenter / Person Responsible:** Admin Teachers Data Analyst Instructional Coach **Date(s) / Timeframe:** Once a week **Collaborating Departments:** Curriculum department **Delivery Method:** In person				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 3: MTSS: Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance by provideing Professional Development to Staff members using as a reference our Lone Star Goveranance, our board goals and our superintendent's SWOT Analysis

Strategy's Expected Result/Impact: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 56.4 (EOY Spring)_% to 66.4 % 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 61.8 % to 71.8 % by May 2024. *Increase the percentage of Sp. Ed. students from 22% to 40% by May 2024.

Staff Responsible for Monitoring: Admin
Teachers
Data Analyst
Instructional Coach

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
- 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

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Promote and encourage the administration, interpretation and application of MAP Fluency BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programing (learning continuing) , targets and professional learning. **Intended Audience:** Kindergarten - Grade 3 teams **Provider / Presenter / Person Responsible:** Admin Teachers Data Analyst Instructional Coach **Date(s) / Timeframe:** Once a week **Collaborating Departments:** Curriculum dept **Delivery Method:** In person **Funding Sources:** - Gifted & Talented (199 PIC 21) - - $677				

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

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our Special Ed Students are growing 39% to 43% (MAP comparison over two academic years) but are performing below the other students groups when the other subgroups have been improving over the last two years based on MAP and STAAR data. **Root Cause**: Special Education supports; Our instruction approach regarding differentiation for our students and co-teaching methodology is requiring more professional development and support for all our teachers and staff.

School Processes & Programs
Problem Statement 1: Our reading and math program have not been implemented to their full extend. **Root Cause**: Our staff including, our admin, went under the first year of implementation of the program. It really was a learning curve for all of us. Action Steps: Identify areas to grow teacher by teacher based on Classroom MAP data for Math and Reading and provide opportunities for training on those specific areas.

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 49.4 % to 59.4 % 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 38.6 % to 48.6% by May 2024.

*Increase the percentage of our Special Ed students from 38,5% to 42% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: MOY Check point by Mrs. Hernandez (Data Analyst) and Mr. Baeta (Principal)

Strategy 1: Under a DDI mindset, Improve the quality and alignment of Tier 1 for all students through the use of the Amplify Unit and lesson internalization process and the FWISD Instructional Framework. Work to improve the master and knowledge of the TEKS by Faculty and Staff.

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 49.4 % to 59.4 % 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 38.6 % to 48.6% by May 2024. *Increase the percentage of our Special Ed students from 38,5% to 42% by May 2024.

Staff Responsible for Monitoring: Teachers.
Admin
Instructional Coach
Data Analyst.

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

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Ensure daily implementation by *Monitoring *Coaching Adjustment of instruction Check for understanding Rigorous instruction based on TEKS analysis. **Intended Audience:** Kinder to 5th grade ELA teams (Sped students) **Funding Sources:** - SPED (199 PIC 23) - - $7,908				

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: We will have five different TA's supporting every grade level. Two of the salaries are funded this incoming year from -local funds (not title I) Three of these salaries are supported by our Title I fund. We have assigned a TA for each K to 4th grade to support pull outs to support reading and Math. These TA's will also cover classrooms on their grade levels during instructional planning (grade level support) **Intended Audience:** Kinder to 4th grade Tier 2 (Academics) **Provider / Presenter / Person Responsible:** TA for each grade level. **Date(s) / Timeframe:** Daily basis. **Collaborating Departments:** Curriculum Instructional Coach. **Delivery Method:** In Person. **Funding Sources:** - Title I (211) - 211-11-6129-04E-176-30-510-000000-24F10 - $22,700, - Title I (211) - 211-11-6129-04E-176-30-510-000000-24F10 - $22,700, - Title I (211) - 211-11-6129-04E-176-30-510-000000-24F10 - $22,700				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Ensure PLC are regularly scheduled to actively develop engaing and rigorous lessons based upon students needs with district- approved resources. PLCS's will concentrate in 3 different systems, Standards and alignment, Interventions and MTSS with a DDI framework.

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 49.4 % to 59.4 % 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 38.6 % to 48.6% by May 2024. *Increase the percentage of our Special Ed students from 38,5% to 42% by May 2024.

Staff Responsible for Monitoring: Teachers.
Admin
Instructional Coach
Data Analyst.

Title I:

2.4, 2.5, 2.6
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: PLC will increase in time to hour. PLC will have an exit ticket for the teacher to complete. This exit ticket will be related to an action to be be completed in the classroom at an specific time an date. Admin will visit at that time and date to improve the quality and alignment of Tier 1. Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization. PLC Agendas with four agreements. **Intended Audience:** Kinder to 5th grade ELA teams **Provider / Presenter / Person Responsible:** Teachers. Admin Instructional Coach Data Analyst. **Date(s) / Timeframe:** Once a week **Collaborating Departments:** Curriculum dept **Funding Sources:** - BEA (199 PIC 25) - 199-13-6411-001-176-25-313-000000 - $1,972				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Strategy 3: MTSS: Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance by provideing Professional Development to Staff members using as a reference our Lone Star Goveranance, our board goals and our superintendent's SWOT Analysis.

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 49.4 % to 59.4 % 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 38.6 % to 48.6% by May 2024. *Increase the percentage of our Special Ed students from 38,5% to 42% by May 2024.

Staff Responsible for Monitoring: Teachers.
Admin
Instructional Coach
Data Analyst.

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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Promote and encourage the administration, interpretation and application of MAP Growth BOY, MOY and EOY under DDI lenses and other sources of data to inform present levels of performance, instructional programing (learning continuing) , targets and professional learning, **Intended Audience:** Kinder to 5th grade ELA teams **Provider / Presenter / Person Responsible:** Teachers. Admin Instructional Coach Data Analyst. **Date(s) / Timeframe:** Once a week **Collaborating Departments:** Curriculum dept **Delivery Method:** In person				

0% No Progress 100% Accomplished Continue/Modify Discontinue

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Our Special Ed Students are growing 39% to 43% (MAP comparison over two academic years) but are performing below the other students groups when the other subgroups have been improving over the last two years based on MAP and STAAR data. **Root Cause**: Special Education supports; Our instruction approach regarding differentiation for our students and co-teaching methodology is requiring more professional development and support for all our teachers and staff.
School Processes & Programs
Problem Statement 1: Our reading and math program have not been implemented to their full extend. **Root Cause**: Our staff including, our admin, went under the first year of implementation of the program. It really was a learning curve for all of us. Action Steps: Identify areas to grow teacher by teacher based on Classroom MAP data for Math and Reading and provide opportunities for training on those specific areas.

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 96% to 99% by May 2024. Spanish math from 95% to 99%.

High Priority

HB3 District Goal

Evaluation Data Sources: Circle

Strategy 1: Improve Tier 1 Math Instruction using The PK curriculum to focus on Math fluency and concept attainment by utilizing FWISD PLC instructional, math and fluency frameworks to increase achievement and learning outcomes.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math from 96% to 99% by May 2024. Spanish math from 95% to 99%.

Staff Responsible for Monitoring: Admin
Data Analyst
PK teachers

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Ensure daily implementation by Monitoring Coaching Adjustment of instruction Check for understanding Rigorous instruction based on TEKS analysis. **Intended Audience:** PK teachers **Provider / Presenter / Person Responsible:** PK teachers Instructional Coach Data Analyst Admin **Date(s) / Timeframe:** Daily **Delivery Method:** in person				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Ensure PK PLC's take place once a week to actively develop engaging and rigorous lessons based upon students needs with district approved resources.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math from 96% to 99% by May 2024. Spanish math from 95% to 99%.

Staff Responsible for Monitoring: Admin
Data Analyst
Instructional Coach
PK teachers (self accountability)

Title I:
2.4, 2.5, 2.6

Problem Statements: Demographics 1

Strategy 3: Collaborate with the Early Childhood department to have Waverly Park as a Master Campus for another PK teachers in the district and grow through feedback from the department and the visiting teachers and admin.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math from 96% to 99% by May 2024. Spanish math from 95% to 99%.

Staff Responsible for Monitoring: Admin
Data Analyst
Instructional Coach
PK teachers (self accountability)

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Admin and EC department will schedule visit throughout the year **Intended Audience:** PK teachers **Provider / Presenter / Person Responsible:** EC Childhood and admin to provide feedback **Date(s) / Timeframe:** Every 3 months **Collaborating Departments:** EC childhood **Delivery Method:** in person				

 No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: High percentage of student missing attendance in PK (87.8 %) compared with a strong 94.0 average from Kinder to 5th grade. **Root Cause**: We need to increase the opportunities to reach out to parents and community members about the importance of attendance in PK. Our action plan will include services for families, internal engagement, public communication and promotion as well as professional training and support staff supports at PK level.

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 - Grade 3 students who score On Track on TX-KEA Math from 48% to 53% Spanish math 92%-98% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _70% to _80% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: TX-KEA Math

Strategy 1: Improve Tier 1 Math Instruction using the Eureka Math curriculum to focus on Math fluency and concept attainment by utilizing FWISD PLC instructional, math and fluency frameworks to increase achievement and learning outcomes. All under a DDI mindset.

Strategy's Expected Result/Impact: Increase the percentage of Kinder - Grade 3 students who score On Track on TX-KEA Math from 48% to 53% Spanish math 92%-98% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _70% to _80% by May 2023.

Staff Responsible for Monitoring: Admim
Math teachers
Data Analyst
Instructional Coach

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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Ensure daily implementation by Monitoring Coaching Adjustment of instruction Check for understanding Rigorous instruction based on TEKS analysis. **Intended Audience:** Kinder to 3rd grade teachers **Provider / Presenter / Person Responsible:** Admim Math teachers Data Analyst Instructional Coach **Date(s) / Timeframe:** Daily **Collaborating Departments:** Curriculum dept				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Strategy 2: Ensure Math PLC's take place once a week to actively develop engaging and rigorous lessons based upon students needs with district approved resources. Ensure PLC are regularly scheduled to actively develop engaing and rigorous lessons based upon students needs with district- approved resources. PLCS's will concentrate in 3 different systems, Standards and alignment, Interventions and MTSS

Strategy's Expected Result/Impact: Increase the percentage of Kinder - Grade 3 students who score On Track on TX-KEA Math from 48% to 53% Spanish math 92%-98% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _70% to _80% by May 2023.

Staff Responsible for Monitoring: Admim
Math teachers
Data Analyst
Instructional Coach

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

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: *PLC will increase in time to hour. PLC will have an exit ticket for the teacher to complete. This exit ticket will be related to an action to be be completed in the classroom at an specific time an date. *Admin will visit at that time and date to improve the quality and alignment of Tier 1. Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization. **Intended Audience:** Kinder to 3rd grade Math teachers **Provider / Presenter / Person Responsible:** Admim Math teachers Data Analyst Instructional Coach **Date(s) / Timeframe:** Once a week **Collaborating Departments:** Curriculum dept **Delivery Method:** in person				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 3: MTSS: Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance by provideing Professional Development to Staff members using as a reference our Lone Star Goveranance, our board goals and our superintendent's SWOT Analysis.

Strategy's Expected Result/Impact: Increase the percentage of Kinder - Grade 3 students who score On Track on TX-KEA Math from 48% to 53% Spanish math 92%-98% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _70% to _80% by May 2023.

Staff Responsible for Monitoring: Admim
Math teachers
Data Analyst
Instructional Coach

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

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Promote and encourage the administration, interpretation and application of Math MAP Growth BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programing (learning continuing) , targets and professional learning, **Intended Audience:** Kinder to 3rd grade Math teachers **Provider / Presenter / Person Responsible:** Admim Math teachers Data Analyst Instructional Coach **Date(s) / Timeframe:** During data PLC and parent- teacher conferences. **Collaborating Departments:** Curriculum dept ADQ **Delivery Method:** in person				

 No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our Special Ed Students are growing 39% to 43% (MAP comparison over two academic years) but are performing below the other students groups when the other subgroups have been improving over the last two years based on MAP and STAAR data. **Root Cause**: Special Education supports; Our instruction approach regarding differentiation for our students and co-teaching methodology is requiring more professional development and support for all our teachers and staff.
School Processes & Programs
Problem Statement 1: Our reading and math program have not been implemented to their full extend. **Root Cause**: Our staff including, our admin, went under the first year of implementation of the program. It really was a learning curve for all of us. Action Steps: Identify areas to grow teacher by teacher based on Classroom MAP data for Math and Reading and provide opportunities for training on those specific areas.

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 Math Growth from 50% to 60% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 43% to %47 by May 2023

High Priority

HB3 District Goal

Evaluation Data Sources: MOY Check point by Mrs. Hernandez (Data Analyst) and Mr. Baeta (Principal)
As Feb 2022 for 3rd grade to meet STAAR projected, we are 16% (Math)
4th grade is at 14% (Math - Meets)
5th grade is 12% (Math- Meets)
2nd grade - 13.1% (STAAR projected for meets)

Strategy 1: Improve Tier 1 Math Instruction under DDI lenses using the Eureka Math curriculum to focus on Math fluency and concept attainment by utilizing FWISD PLC instructional, math and fluency frameworks 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 Math Growth from 50% to 60% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 43% to %47 by May 2023

Staff Responsible for Monitoring: Admim
Math teachers
Data Analyst
Instructional Coach

Title I:
2.4, 2.5, 2.6
- **ESF Levers:**
Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Ensure daily implementation by Monitoring Coaching Adjustment of instruction Check for understanding Rigorous instruction based on TEKS analysis. **Intended Audience:** Kinder to 5th grade Math teachers **Provider / Presenter / Person Responsible:** Admim Math teachers Data Analyst Instructional Coach **Date(s) / Timeframe:** Daily **Collaborating Departments:** Curriculum Lead and Learning ADQ **Delivery Method:** In person				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Ensure that the Math PLC's take place once a week to actively develop engaging and rigorous lessons based upon students needs with district approved resources. Ensure PLC are regularly scheduled to actively develop engaing and rigorous lessons based upon students needs with district- approved resources. PLCS's will concentrate in 3 different systems, Standards and alignment, Interventions and MTSS.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Math Growth from 50% to 60% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 43% to %47 by May 2023

Staff Responsible for Monitoring: Admim
Math teachers
Data Analyst
Instructional Coach

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

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: *PLC will increase in time to hour. PLC will have an exit ticket for the teacher to complete. This exit ticket will be related to an action to be be completed in the classroom at an specific time an date. *Admin will visit at that time and date to improve the quality and alignment of Tier 1. Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization.PLC Agendas with four agreements. **Intended Audience:** Kinder to 5th Math teachers **Provider / Presenter / Person Responsible:** Admim Math teachers Data Analyst Instructional Coach **Date(s) / Timeframe:** Once a week **Collaborating Departments:** ADQ Lead and Learning Curriculum **Delivery Method:** in person				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Strategy 3: MTSS: Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance by provideing Professional Development to Staff members using as a reference our Lone Star Goveranance, our board goals and our superintendent's SWOT Analysis.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Math Growth from 50% to 60% by May 2023. Increase the percentage of African American students from 43% to %47 by May 2023

Staff Responsible for Monitoring: Admim
Math teachers
Data Analyst
Instructional Coach

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

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Promote and encourage the administration, interpretation and application of Math MAP Growth BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programing (learning continuing) , targets and professional learning, **Intended Audience:** Kinder to 5th Math teachers **Provider / Presenter / Person Responsible:** Admim Math teachers Data Analyst Instructional Coach **Date(s) / Timeframe:** Data PLC **Collaborating Departments:** ADQ Lead and Learning Curriculum **Delivery Method:** In person				

 No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Our Special Ed Students are growing 39% to 43% (MAP comparison over two academic years) but are performing below the other students groups when the other subgroups have been improving over the last two years based on MAP and STAAR data. **Root Cause**: Special Education supports; Our instruction approach regarding differentiation for our students and co-teaching methodology is requiring more professional development and support for all our teachers and staff.
School Processes & Programs
Problem Statement 1: Our reading and math program have not been implemented to their full extend. **Root Cause**: Our staff including, our admin, went under the first year of implementation of the program. It really was a learning curve for all of us. Action Steps: Identify areas to grow teacher by teacher based on Classroom MAP data for Math and Reading and provide opportunities for training on those specific areas.

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 36% to 50% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to40 % by May 2023.

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and abode standards including the student performance tasks, activities, assignments, formative and summative assessments from the curriculum framework in all courses for all students. Under a DDI mindset, Improve the quality and alignment of Tier 1 for all students through the use of the Amplify Unit and lesson internalization process and the FWISD Instructional Framework. Work to improve the master and knowledge of the TEKS by Faculty and Staff.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 36% to 50% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to40 % by May 2023.

Staff Responsible for Monitoring: Admin
Upper grade teachers
Support Staff
Data Analyst
Instructional Coach

Title I:
2.4, 2.6, 4.1
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Ensure daily implementation by Monitoring Coaching Adjustment of instruction Check for understanding Rigorous instruction based on TEKS analysis. **Intended Audience:** Upper grade teachers **Provider / Presenter / Person Responsible:** Admin Upper grade teachers Support Staff Data Analyst Instructional Coach **Date(s) / Timeframe:** Daily **Collaborating Departments:** ADQ Lead and Learning Curriculum **Delivery Method:** in person				

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: A Data Analyst/Testing coordinator is required to provide teachers and the school community support related to all type of data based decisions taking at the school. There is a need to have a testing coordinator all year long due to MAP BOY,MOYT and EOY, Benhcmark, TXKEA, Circle and STAAR testing. **Intended Audience:** All Stakeholders **Provider / Presenter / Person Responsible:** Vanessa Raya Hernandez. **Date(s) / Timeframe:** Year Round **Collaborating Departments:** ADQ **Funding Sources:** - Title I (211) - 211-13-6119-04E-176-30-510-000000-24F10 - $82,650, - SCE (199 PIC 24) - 199-11-6299-001-176-24-313-000000- - $8,976				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Ensure PLC are regularly scheduled to actively develop engaing and rigorous lessons based upon students needs with district- approved resources. PLCS's will concetrate in 3 different systems, Standards and alignment, Interventions and MTSS.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 36% to 50% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to40 % by May 2023.

Staff Responsible for Monitoring: Admin
Upper grade teachers

Support Staff
Data Analyst
Instructional Coach

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

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: *PLC in four different formats. 1. Long trm planning (unpacking TEKS) 2. Intervention (know/show plus DDI) 3. DDI for district assessmet 4. MTSS. PLC#2 and 3 under the DDI Mindset. *PLC will increase in time to hour. PLC will have an exit ticket for the teacher to complete. This exit ticket will be related to an action to be be completed in the classroom at an specific time an date. *Admin will visit at that time and date to improve the quality and alignment of Tier 1. Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization. PLC Agendas with four agreements. **Intended Audience:** Upper grade teachers **Provider / Presenter / Person Responsible:** Admin Upper grade teachers Support Staff Data Analyst Instructional Coach **Date(s) / Timeframe:** Once a week **Collaborating Departments:** ADQ Lead and Learning Curriculum **Delivery Method:** In person				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 3: Develop and maintain a data informed culture to ensure evidence based decision making that leads to positive student outcomes. MTSS: Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance by providing Professional Development to Staff members using as a reference our Lone Star Goveranance, our board goals and our superintendent's SWOT Analysis.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 36% to 50% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to40 % by May 2023.

Staff Responsible for Monitoring: Admin

Upper grade teachers
Support Staff
Data Analyst
Instructional Coach

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

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Data sources to inform present levels of performance, TEKS targets High quality instructional strategies professional learning, **Intended Audience:** Upper grade teachers **Provider / Presenter / Person Responsible:** Admin Upper grade teachers Support Staff Data Analyst Instructional Coach **Date(s) / Timeframe:** Daily **Collaborating Departments:** ADQ Lead and Learning Curriculum **Delivery Method:** In person				

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

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our Special Ed Students are growing 39% to 43% (MAP comparison over two academic years) but are performing below the other students groups when the other subgroups have been improving over the last two years based on MAP and STAAR data. **Root Cause**: Special Education supports; Our instruction approach regarding differentiation for our students and co-teaching methodology is requiring more professional development and support for all our teachers and staff.

School Processes & Programs

Problem Statement 1: Our reading and math program have not been implemented to their full extend. **Root Cause**: Our staff including, our admin, went under the first year of implementation of the program. It really was a learning curve for all of us. Action Steps: Identify areas to grow teacher by teacher based on Classroom MAP data for Math and Reading and provide opportunities for training on those specific areas.

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 28% to 40% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 20% to 50% by May 202

Strategy 1: Daily instrution is provided at the depth and complexity of the grade level and abode standards including the student performance tasks, activites, assignments, formative and summative assessments from the curriculum framework in all courses for all students.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 36% to 50% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to40 % by May 2023.

Staff Responsible for Monitoring: Admin
Upper grade teachers
Support Staff
Data Analyst
Instructional Coach

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

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Ensure daily implementation by Monitoring Coaching Adjustment of instruction Check for understanding Rigorous instruction based on TEKS analysis. **Intended Audience:** Upper grade teachers **Provider / Presenter / Person Responsible:** Admin Upper grade teachers Support Staff Data Analyst Instructional Coach **Date(s) / Timeframe:** Daily **Collaborating Departments:** ADQ Lead and Learning Curriculum **Delivery Method:** In Person				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Align and leverage resources and systems of support for exisiting academic advising

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 36% to 50% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to40 % by May 2023.

Staff Responsible for Monitoring: Admin
Upper grade teachers
Support Staff
Data Analyst
Instructional Coach

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: PLC Agendas with four agreements. **Intended Audience:** Upper grade teachers **Provider / Presenter / Person Responsible:** Admin Upper grade teachers Support Staff Data Analyst Instructional Coach **Date(s) / Timeframe:** Once a week **Collaborating Departments:** ADQ Lead and Learning Curriculum **Delivery Method:** in person				

 No Progress Accomplished Continue/Modify Discontinue

Strategy 3: Develop and maintain a data informed culture to ensure evidence based decision making that leads to positive student outcomes

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 36% to 50% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to40 % by May 2023.

Staff Responsible for Monitoring: Admin
Upper grade teachers
Support Staff
Data Analyst
Instructional Coach

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

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Data sources to inform present levels of performance, TEKS targets High quality instructional strategies professional learning **Intended Audience:** Upper grade teachers **Provider / Presenter / Person Responsible:** Admin Upper grade teachers Support Staff Data Analyst Instructional Coach **Date(s) / Timeframe:** Daily **Collaborating Departments:** ADQ Lead and Learning Curriculum **Delivery Method:** In person				

 No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our Special Ed Students are growing 39% to 43% (MAP comparison over two academic years) but are performing below the other students groups when the other subgroups have been improving over the last two years based on MAP and STAAR data. **Root Cause**: Special Education supports; Our instruction approach regarding differentiation for our students and co-teaching methodology is requiring more professional development and support for all our teachers and staff.
School Processes & Programs
Problem Statement 1: Our reading and math program have not been implemented to their full extend. **Root Cause**: Our staff including, our admin, went under the first year of implementation of the program. It really was a learning curve for all of us. Action Steps: Identify areas to grow teacher by teacher based on Classroom MAP data for Math and Reading and provide opportunities for training on those specific areas.

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 in PK from 88 to 94 by May 2024.

High Priority

Evaluation Data Sources: Attendance records

Strategy 1: Align and leverage programs, resources and MTTS to improve daily attendance rates in PK.

Strategy's Expected Result/Impact: Decrease the number and percentage of students who have excessive absences in PK from 88 to 94 by May 2024.

Staff Responsible for Monitoring: Admin
PK teachers
Support Staff
Data Analyst
Instructional Coach
FES

Title I:
4.1, 4.2
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Organize school events to increase PK parents/school engagement. Work with FES and Parents Partnerships dept to communicate to PK parents that attendance matters. **Intended Audience:** PK stakeholders				

Provider / Presenter / Person Responsible: Admin
PK teachers
Support Staff
Data Analyst
Instructional Coach
Date(s) / Timeframe: Year round calendar
Collaborating Departments: EC dept
Delivery Method: IN person

 No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: High percentage of student missing attendance in PK (87.8 %) compared with a strong 94.0 average from Kinder to 5th grade. **Root Cause**: We need to increase the opportunities to reach out to parents and community members about the importance of attendance in PK. Our action plan will include services for families, internal engagement, public communication and promotion as well as professional training and support staff supports at PK level.

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 356 to 100 by May 2024.

Decrease the number of discipline referrals by school personnel for African American students from 50% to 22% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Discipline records

Strategy 1: Cultivate safe, supportive and equitable learning enviroments grounded in the learner.

Strategy's Expected Result/Impact: Decrease the overall number of discipline referrals by school personnel from 356 to 100 by May 2024. Decrease the number of discipline referrals by school personnel for African American students from 50% to 22% by May 2023.

Staff Responsible for Monitoring: Admin
All teachers
Support Staff
Data Analyst
Instructional Coach
Counselor

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

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Organize school events to increase AA parents/school engagement. Work with FES and Parents Partnerships dept to communicate our commitment to all students. **Intended Audience:** All Stakeholders **Provider / Presenter / Person Responsible:** Admin All teachers Support Staff Data Analyst Instructional Coach Counselor FES **Date(s) / Timeframe:** Year round **Collaborating Departments:** All departments **Delivery Method:** IN person				

 No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Lack of grade level procedures, rules and consequence plans despite of the successful implementation of restorative practices and circles (year #1) **Root Cause**: The teachers and admin response to discipline is reactive more than proactive.

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

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students from 50% to 22% by May 2023.

High Priority

Evaluation Data Sources: Discipline records

Strategy 1: Cultivate safe, supportive and equitable learning enviroments grounded in the learner.

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for African American students from 50% to 22% by May 2023.

Staff Responsible for Monitoring: Admin
All teachers
Support Staff
Data Analyst
Instructional Coach
Counselor
FES

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

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Organize school events to increase AA parents/school engagement. Work with FES and Parents Partnerships dept to communicate our commitment to all students. **Intended Audience:** All stakeholders **Provider / Presenter / Person Responsible:** Admin All teachers Support Staff Data Analyst Instructional Coach Counselor FES **Date(s) / Timeframe:** Year round **Collaborating Departments:** All dept **Delivery Method:** In person				

 No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Lack of grade level procedures, rules and consequence plans despite of the successful implementation of restorative practices and circles (year #1) **Root Cause**: The teachers and admin response to discipline is reactive more than proactive.

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 _90%_ to 95% by May 2023. Increase our numbers in the PTA board. Continue having parents and family involvement activity.

High Priority

Evaluation Data Sources: FES and PTA reports

Strategy 1: Foster collaborative partnerships (PTA, SBDM, Student Council, Partnerships with agencies) with all stakeholders to communicate data-informed needs and formulate solutions for improved student-outcomes.

Strategy's Expected Result/Impact: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from _90%_ to 95% by May 2023.

Staff Responsible for Monitoring: Admin
All teachers
Support Staff
Data Analyst
Instructional Coach
Counselor
FES

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

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: By having a full PTA board with subcommittee where all student populations are represented. **Intended Audience:** All Stakeholders **Provider / Presenter / Person Responsible:** Admin All teachers Support Staff Data Analyst Instructional Coach Counselor FES **Date(s) / Timeframe:** Year round **Collaborating Departments:** PTA All dept **Delivery Method:** in person **Funding Sources:** - Parent Engagement - 211-61-6399-04L-176-30-510-000000-24F10 - $3,375				

 No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: Lack of grade level procedures, rules and consequence plans despite of the successful implementation of restorative practices and circles (year #1) **Root Cause**: The teachers and admin response to discipline is reactive more than proactive.

Campus Funding Summary

Title I (211)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	3	1	2		Teacher Assistant	211-11-6129-04E-176-30-510-000000-24F10	$22,700.00
1	3	1	2		Teacher Assistant	211-11-6129-04E-176-30-510-000000-24F10	$22,700.00
1	3	1	2		Teacher Assistant	211-11-6129-04E-176-30-510-000000-24F10	$22,700.00
3	1	1	2		Data Analyst	211-13-6119-04E-176-30-510-000000-24F10	$82,650.00
						Sub-Total	$150,750.00
						Budgeted Fund Source Amount	$150,750.00
						+/- Difference	$0.00

SCE (199 PIC 24)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
3	1	1	2		Contracted instructional services	199-11-6299-001-176-24-313-000000-	$8,976.00
						Sub-Total	$8,976.00
						Budgeted Fund Source Amount	$8,976.00
						+/- Difference	$0.00

Parent Engagement							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	4	1	1		Supplies and materials for parental involvement	211-61-6399-04L-176-30-510-000000-24F10	$3,375.00
						Sub-Total	$3,375.00
						Budgeted Fund Source Amount	$3,375.00
						+/- Difference	$0.00

BEA (199 PIC 25)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	3	2	1		Contracted professional development	199-13-6411-001-176-25-313-000000	$1,972.00
						Sub-Total	$1,972.00
						Budgeted Fund Source Amount	$1,972.00
						+/- Difference	$0.00

Gifted & Talented (199 PIC 21)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	2	3	1		GENERAL SUPPLIES		$677.00
						Sub-Total	$677.00
						Budgeted Fund Source Amount	$677.00
						+/- Difference	$0.00

SPED (199 PIC 23)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	3	1	1		INSTRUCTIONAL MATERIALS		$7,908.00
						Sub-Total	$7,908.00
						Budgeted Fund Source Amount	$7,908.00
						+/- Difference	$0.00
						Grand Total Budgeted	$173,658.00
						Grand Total Spent	$173,658.00
						+/- Difference	$0.00