

**Fort Worth Independent School District**  
**177 Westcliff Elementary School**  
**2023-2024 Improvement Plan**



# Mission Statement

The mission of Westcliff Elementary School is to provide every child with a challenging, rigorous educational program in an environment of high expectations so that every child will achieve his/her greatest potential.

**PREPARING STUDENTS FOR SUCCESS IN COLLEGE, CAREER, AND COMMUNITY LEADERSHIP**

## Vision

*FWISD: Igniting in Every Child a Passion for Learning*

## Value Statement

- 1. Student Achievement*
- 2. Leadership Development*
- 3. Stakeholder Collaboration*
- 4. Respect for Diversity*
- 5. Equity in Access*
- 6. Perseverance and Commitment*
- 7. Continuous Improvement*

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# Comprehensive Needs Assessment

Revised/Approved: April 18, 2023

## Demographics

### Demographics Summary

Westcliff Elementary School is a high performing urban PK- 5th grade campus in Fort Worth ISD. Westcliff maintains an (89)B RATING from TEA on the 2021-2022 accountability rating report, earning 2 distinctions in Closing the Achievement Gap and Science. Our community is diverse, reflecting that of our wonderful city of Fort Worth, Texas, now the 12th largest city in America. Our ethnicity breakdown is as follows:

77% Hispanic

15% White

4% Asian

3% African American

With an Economically Disadvantage rate of 79%, ranking in the top ten schools in our 40 School Comparison Group. The students at Westcliff model a growth mindset and have shown resilience and academic progress in spite of COVID-19 factors and the post-pandemic impact.

Approximately 17% of our students are receiving Special Education services, through inclusion, resource, and self-contained placements. We have a self-contained classroom, the RISE unit which serves students with more severe cognitive disabilities. Westcliff is proud to be a Unified Champion School (UCS). We aim to provide many inclusion opportunities for our SPED students in academic and social settings, as well have representation in school clubs, such as Student Council and UIL.

Westcliff serves a large Emergent Bilingual population of 39%. We offer a one-way dual language enrichment Spanish program from PK - 5th grade. Students learn in both Spanish and English throughout the day with a goal of achieving and maintaining biliteracy and bilingualism.

The parent community at Westcliff helps create a warm environment for all students and parents. We have an award-winning Parent Teacher Association (PTA) that supports and advocates for the needs of the school. For example, our school received a crossing guard and campus monitor due to their advocacy.

Westcliff staff are among the top professionals in education, with several winning awards and creating programs here that serve our student body through amazing activities. Westcliff serves as a lab school for TCU, so we have an amazing hiring pipeline through student teaching. We assign mentor teachers to support new teachers which has been very successful. Our teacher turnover rate is low because no one wants to leave, including our students.

## Demographics Strengths

- Diverse, multi-cultural student population
- Distinctions earned in Closing the Gaps and Science
- B (89) Rated campus - per TEA Accountability 2021-2022
- Strong Family involvement and support - from all demographic groups; PTA, SBDM, Activities
- Parents report that school is a safe and welcoming place, and that they recommend Westcliff to friends and family
- High interest from parents wanting to transfer their children to Westcliff

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Attendance for the 22-23 school year was 94%. Students identified as Chronically Absent (<90%) is 15%. Students identified as Nearly Chronically Absent (>90%, but <92.5%) is 11%. Pre-K is the grade level identified as having the highest absenteeism rate. **Root Cause:** The attendance committee roles and strategies need to be redefined with a streamlined approach for communication with parents related to their child's attendance.

**Problem Statement 2:** On the Math STAAR, 39% of emergent bilingual students in grades 3-5 did not meet grade-level expectations. **Root Cause:** More targeted professional development is needed on instructional strategies that are research-based and proven to close academic and linguistic gaps.

**Problem Statement 3 (Prioritized):** 27% of 1st Grade students met their projected growth from Math MAP BOY to MOY. Grades Kindergarten, Second - Fifth averaged 41% of students meeting projected growth from BOY to MOY. **Root Cause:** Sufficient professional development was not provided to teachers on how to use progress measure assessment checkpoints in the MAP program to target and monitor progress.

# Student Learning

## Student Learning Summary

Westcliff Elementary received a school rating of B(89) from the Texas Education Agency in 2022. Westcliff notably earned 2 Distinctions in the areas of Closing the Achievement Gaps and Science. These data points tell a story of a campus with 79% Economically Disadvantaged population, 17% special education population, 39% Emergent Bilingual Learners and a racially diverse student body. It is high-achieving campus with performance ratings - ranking in the top 10 schools in the TEA 40 school comparison group. These performance ratings do not come without much intentionality in planning for powerful, yet targeted and aligned student learning. The Achievement Gap domain in the TEA Accountability system reflected a component score of 95 and scaled score of 90. At Westcliff, every child receives differentiated instructional supports through quality tier 1, data-driven instruction in all grades, PK-5th.

Furthermore, Westcliff Elementary focused on the growth of the whole child and recognizes the multiple intelligences that our students possess. The school offers exceptional art, music, and physical education programs. Our students' art work is consistently selected to be displayed at exhibitions within the district and within the Fort Worth art community at the Kimball and Magnolia Street Art Fest. This year, the Westcliff Elementary music program expanded to include a Rock Band and World Drum Ensemble called "The Rumlbers".

Westcliff students are celebrated weekly and every six weeks through Awards ceremonies in which they receive honors for academic excellence, citizenship, noted improvement, and outstanding attendance. Students participate in numerous academic competitions such as: Spelling Bee, Math Bee, Battle of the Books, UIL Chess, Music Memory, and Art.

Former students and parents return to mentor, volunteer, and complete internships with Westcliff staff and students. They gladly share their success in high school and future endeavors in college, with several receiving 4-year scholarships to competitive universities like Texas Christian University (TCU) and University of Texas.

## Student Learning Strengths

Ranking in the top 10 schools in the TEA 40 school comparison group

The Achievement Gap domain in the TEA Accountability system reflected a component score of 95 and scaled score of 90

TEA Report Card - B (89) RATING, 2 distinctions in Closing the Gaps and Science

Westcliff student success recognized and celebrated

Involvement of former students through mentoring program

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

**Problem Statement 1 (Prioritized):** 27% of 1st Grade students met their projected growth from Math MAP BOY to MOY. Grades Kindergarten, Second - Fifth averaged 41% of students meeting projected growth from BOY to MOY. **Root Cause:** Sufficient professional development was not provided to teachers on how to use progress measure assessment checkpoints in the MAP program to target and monitor progress.

**Problem Statement 2 (Prioritized):** 23% of Special Education students met Reading MAP BOY to MOY projected growth. **Root Cause:** SPED IEP goals and objectives are not aligned to target the learning gaps identified in the MAP assessment. Systems and training need to be in place to support SPED Inclusion identifying targeted lessons.

**Problem Statement 3:** On the Math STAAR, 39% of emergent bilingual students in grades 3-5 did not meet grade-level expectations. **Root Cause:** More targeted professional development is needed on instructional strategies that are research-based and proven to close academic and linguistic gaps.

**Problem Statement 4 (Prioritized):** From Fall 2022 to Spring 2023, Grades 1, 2, and 3 fell short of meeting Grade-Level Norms of Projected Growth on MAP Reading Assessment with 40%, 46%, 35% respectively of students meeting growth projections. **Root Cause:** Sufficient professional development was not provided to teachers on how to progress monitor students and align their targeted interventions in MTSS with tutoring and small group instruction.

# School Processes & Programs

## School Processes & Programs Summary

At Westcliff Elementary, we believe in cultivating a growth mindset among our teachers, staff, and students. Our school-wide theme is Ready, Set, GROW! Our staff have discussed and applied many of the concepts learned from the book, "The Growth Mindset Coach" by Brock & Hundley, such as assessing our classrooms as Growth vs. Fixed Oriented. We have learned the parts of the brain and how student learning is impacted when we exposed our students to challenging material with the expectation that they can learn and show progress over time. Students have even started to adopt growth-mindset language into their everyday speech. They have learned the power of "Yet". Additionally, each teacher received a book entitled, "Bubble Gum Brain" by Julia Cook to teach growth vs. fixed mindset in kid-friendly language.

Westcliff is proud of its long-standing partnership with the TCU College of Education. Each year, our teachers eagerly host senior student teachers as well as multiple junior observers. As the college model has changed over the years, we adapt right along with them, offering them partnership and support as the university seeks to innovate through their teacher preparation program.

Teachers and staff are integral in every aspect of our campus planning and improvement. We use a team approach to all we do here - from planning protocols for campus culture routines, to food services and lunchroom procedures, to planning and troubleshooting the master schedule, to staffing, hiring, and placing students.

Campus Title I funds are used carefully to truly impact student achievement, in the past primarily going to support our degreed and certified tutors and to pay teachers for extra duties of planning collaboratively using data and providing structured interventions beyond the school day. Teachers benefited from a couple of planning days during the year giving them an opportunity plan for the upcoming six-weeks of instruction.

Westcliff has had a wonderful, new librarian, who was voted by her peers as Campus Teacher of the Year and is a Finalist for District Teacher of the Year. Our library is being transformed daily with new, innovative programs such as Library Ambassador, Novel Study Groups, and Reading Rockstars Grants and Programs that ignite and cultivate a love for reading. Westcliff's PTA is a powerful force and is currently raising thousands of dollars to modernize our library furniture and update our book collection.

In fact, the Westcliff PTA is one of the central pillars to our success. They help involve all parents and guardians through activities such as Donuts with Dudes, Hispanic Family Fiesta, Fall Fest/Spring Fling, Muffins with Moms, and Goodies with Grands. They also support the school in many after-school events such as Family Academic Night, Talent Show, and Meet the Teacher.

## School Processes & Programs Strengths

- Professional development for all teachers on growth mindset and brain research
- Partnership with leading university, Texas Christian University and their College of Education
- Effective instruction modeled through quality tier 1 instruction and gradual release model



-Thoughtful, data-driven decisions drive the use of Title 1 funds

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

**Problem Statement 1 (Prioritized):** 67% of Fourth Grade Dual Language and ESL students remained at the same language competency on TELPAS. 48% of 3rd Grade Dual Language and ESL students remained at the same language competency, while 44% of 5th Grade Dual Language and ESL students remained at the same language competency.

**Root Cause:** Adequate professional development was not provided to teacher on the integration of the ELPS into the tier 1 instruction and the use of the linguistic support tools that help teachers give teachers targeted suggestions for each emergent bilingual in their class.

**Problem Statement 2 (Prioritized):** The in-school and after-school tutoring program provides little measurable data on how students in Tier 3 in grades 1-5 are progressing as a result of this intervention. **Root Cause:** There is currently not a system in place to monitor the progress of Tier 3 students that are receiving in-school or after-school tutoring.

**Problem Statement 3 (Prioritized):** Attendance for the 22-23 school year was 94%. Students identified as Chronically Absent (<90%) is 15%. Students identified as Nearly Chronically Absent (>90%, but <92.5%) is 11%. Pre-K is the grade level identified as having the highest absenteeism rate. **Root Cause:** The attendance committee roles and strategies need to be redefined with a streamlined approach for communication with parents related to their child's attendance.

**Problem Statement 4 (Prioritized):** From Fall 2022 to Spring 2023, Grades 1, 2, and 3 fell short of meeting Grade-Level Norms of Projected Growth on MAP Reading Assessment with 40%, 46%, 35% respectively of students meeting growth projections. **Root Cause:** Sufficient professional development was not provided to teachers on how to progress monitor students and align their targeted interventions in MTSS with tutoring and small group instruction.

# Perceptions

## Perceptions Summary

Westcliff Elementary faculty and staff are very driven by core beliefs and values, recognizing that we are role models and that our beliefs about children will become their beliefs about themselves. They reflect their teachers ultimately, so we look inward where the change begins through professional development, team building, collaborative planning, and problem solving.

This school year, we continue to prioritize student culture. Teachers and administrators are intentionally seeking opportunities to make students feel welcomed and connected at school. We are resuming many after school programs that paused due to COVID health concerns and greeting every single student as walk through our front doors and classrooms. Our return of the Talent Show and addition of the Family Academic Night demonstrated the sense of community that we aim to establish that supports the growth and development of the whole child.

## Results from EOY Parent Survey:

98% of parents are satisfied with Westcliff

95% of parents feel very to moderately welcomed at Westcliff

94% of parents feel Westcliff has a positive learning environment; 3% neither positive or negative

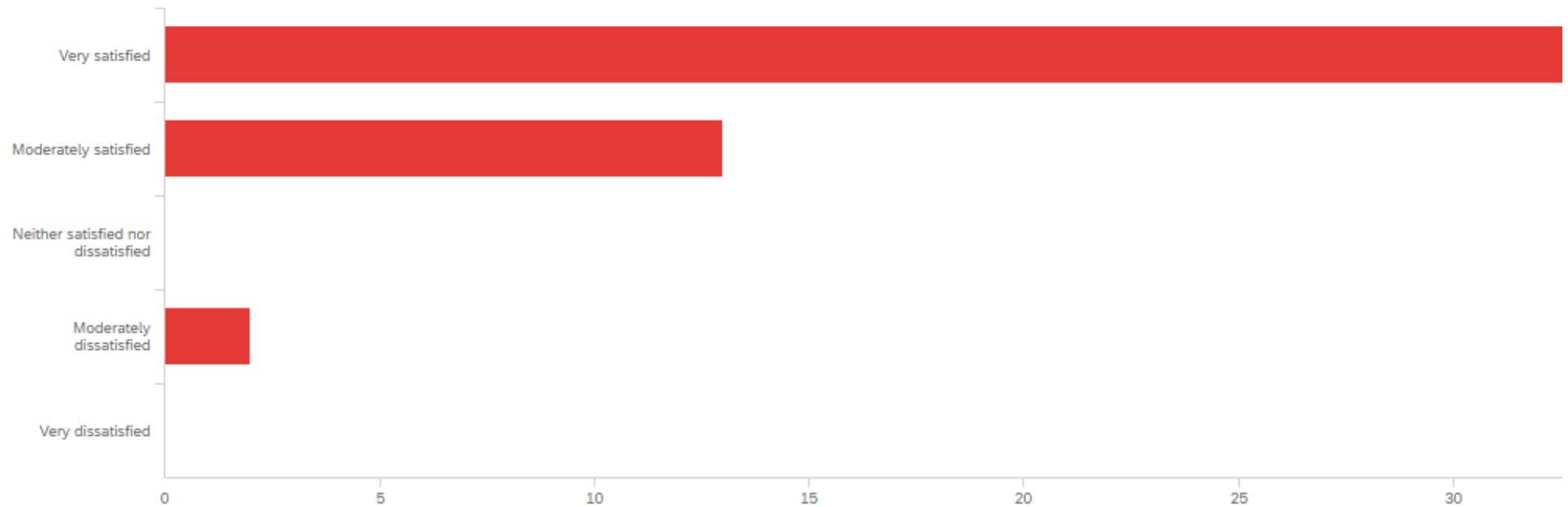
97% of parents are likely to recommend Westcliff to other parents

89% of parents feel that their child is safe at Westcliff; 10% feel their child is neither safe nor unsafe at Westcliff

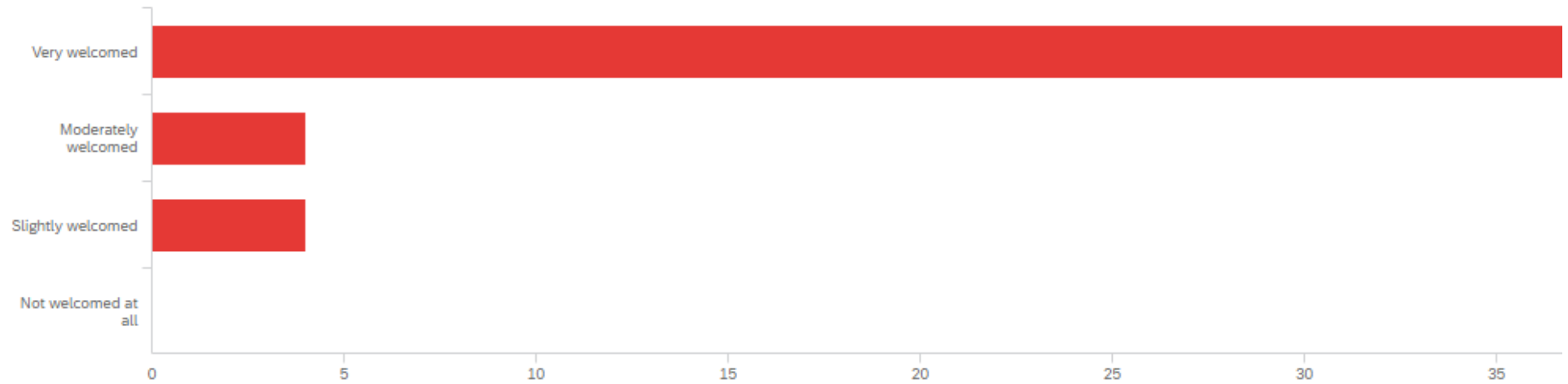
98% of parents feel that the Principal is accessible when needed

98% of parents feel that the Principal and Assistant Principal are responsive to parent concerns

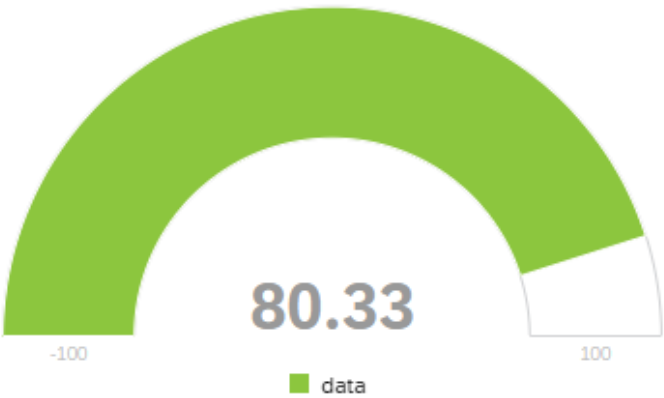
## Q1 - Overall, how satisfied or dissatisfied are you with Westcliff?



## Q2 - How welcomed do you feel at Westcliff?



Q3 - On a scale of 0 to 10 how likely are you to recommend Westcliff to other parents?



### Perceptions Strengths

- 95% of parents feel very to moderately welcomed at Westcliff
- 98% of parents are very to moderately satisfied with Westcliff
- Families seek transfers to Westcliff by the dozens each year based on other families referring them
- Online reviews of Westcliff are positive and are part of the attraction for real-estate purchases in the area
- Community partnerships are strong - with ongoing long-term partnerships with three churches in the area
- Academy 4 is an important partnership for five years now, providing every fourth grade student with a mentor

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 10 out of 55 total referrals were for aggravating/agitating others. This is a total of 18% of referrals. **Root Cause:** Lessons that encourage students to build meaningful relationships with each other were not consistently delivered during Wrangler Connect time.

**Problem Statement 2 (Prioritized):** In the EOY Parent Survey, parents cited in the open response portion of the survey that they would like to see more communication about school topics and events that happen at school. **Root Cause:** Aside from the monthly school calendar and weekly PTA newsletter that promotes school events and activities, there is currently not an opportunity for parents to learn about key school topics such as attendance, bullying, homework, special programs and services, etc.

# Priority Problem Statements

**Problem Statement 1:** 67% of Fourth Grade Dual Language and ESL students remained at the same language competency on TELPAS. 48% of 3rd Grade Dual Language and ESL students remained at the same language competency, while 44% of 5th Grade Dual Language and ESL students remained at the same language competency.

**Root Cause 1:** Adequate professional development was not provided to teacher on the integration of the ELPS into the tier 1 instruction and the use of the linguistic support tools that help teachers give teachers targeted suggestions for each emergent bilingual in their class.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** The in-school and after-school tutoring program provides little measurable data on how students in Tier 3 in grades 1-5 are progressing as a result of this intervention.

**Root Cause 2:** There is currently not a system in place to monitor the progress of Tier 3 students that are receiving in-school or after-school tutoring.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** In the EOY Parent Survey, parents cited in the open response portion of the survey that they would like to see more communication about school topics and events that happen at school.

**Root Cause 3:** Aside from the monthly school calendar and weekly PTA newsletter that promotes school events and activities, there is currently not an opportunity for parents to learn about key school topics such as attendance, bullying, homework, special programs and services, etc.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Attendance for the 22-23 school year was 94%. Students identified as Chronically Absent (<90%) is 15%. Students identified as Nearly Chronically Absent (>90%, but <92.5%) is 11%. Pre-K is the grade level identified as having the highest absenteeism rate.

**Root Cause 4:** The attendance committee roles and strategies need to be redefined with a streamlined approach for communication with parents related to their child's attendance.

**Problem Statement 4 Areas:** Demographics - School Processes & Programs

**Problem Statement 5:** 10 out of 55 total referrals were for aggravating/agitating others. This is a total of 18% of referrals.

**Root Cause 5:** Lessons that encourage students to build meaningful relationships with each other were not consistently delivered during Wrangler Connect time.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** 27% of 1st Grade students met their projected growth from Math MAP BOY to MOY. Grades Kindergarten, Second - Fifth averaged 41% of students meeting projected growth from BOY to MOY.

**Root Cause 6:** Sufficient professional development was not provided to teachers on how to use progress measure assessment checkpoints in the MAP program to target and monitor progress.

**Problem Statement 6 Areas:** Demographics - Student Learning

**Problem Statement 7:** 23% of Special Education students met Reading MAP BOY to MOY projected growth.

**Root Cause 7:** SPED IEP goals and objectives are not aligned to target the learning gaps identified in the MAP assessment. Systems and training need to be in place to support SPED Inclusion identifying targeted lessons.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** From Fall 2022 to Spring 2023, Grades 1, 2, and 3 fell short of meeting Grade-Level Norms of Projected Growth on MAP Reading Assessment with 40%, 46%, 35% respectively of students meeting growth projections.

**Root Cause 8:** Sufficient professional development was not provided to teachers on how to progress monitor students and align their targeted interventions in MTSS with tutoring and small group instruction.

**Problem Statement 8 Areas:** Student Learning - School Processes & Programs



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

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

# District Goals

Revised/Approved: June 1, 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 85% to 87% by May 2024.

\*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 87.5% to 89.5% by May 2024.

\*Increase the percentage of Economically Disadvantaged students who score On Track on Circle Phonological Awareness in Spanish from 85% to 87% by May 2024.

**Evaluation Data Sources:** CLI Engage, District/Campus Goals

## Strategy 1:

Ensure PLCs and Planning Days are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK teachers using the instructional models and assessments aligned with FWISD curriculum and to enhance the quality alignment of Tier 1 early literacy instruction.

**Strategy's Expected Result/Impact:** Teachers will gain collective efficacy by collaborating in PLCs to improve student achievement in phonological awareness in English and Spanish.

**Staff Responsible for Monitoring:** Instructional Coach





## Title I:

2.4

### - TEA Priorities:

Build a foundation of reading and math

**Problem Statements:** Student Learning 4 - School Processes & Programs 4

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> PK Teachers will meet weekly for PLC meetings and have at least 5 days allocated for planning and alignment of 6 weeks data-driven instruction. Ensure alignment by teachers and teachers assistants attending professional development offered by Early Childhood throughout the school year. Ensure equity of materials and resources amongst all three PK classrooms (ex. furniture, classroom libraries, manipulatives, games, toys, rugs, etc.) <b>Intended Audience:</b> PK Teachers, PK Teacher Assistants, PK Students <b>Provider / Presenter / Person Responsible:</b> Instructional Coach <b>Date(s) / Timeframe:</b> August- May 2024 <b>Collaborating Departments:</b> Early Childhood <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> PLC Planning Day Substitutes - Title I (211) - 211-11-6112-04E-177-30-510-000000-24F10 - \$1,500, equity of materials and resources amongst all three PK classrooms (ex. furniture, classroom libraries, manipulatives, games, toys, rugs, etc.) - Title I (211) - 211-11-6399-04E-177-30-510-000000-24F10 - \$1,000, equity of materials and resources amongst all three PK classrooms (ex. furniture, classroom libraries, manipulatives, games, toys, rugs, etc.) - Title I (211) - 211-11-6398-04E-177-30-510-000000-24F10 - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 4:</b> From Fall 2022 to Spring 2023, Grades 1, 2, and 3 fell short of meeting Grade-Level Norms of Projected Growth on MAP Reading Assessment with 40%, 46%, 35% respectively of students meeting growth projections. <b>Root Cause:</b> Sufficient professional development was not provided to teachers on how to progress monitor students and align their targeted interventions in MTSS with tutoring and small group instruction.
School Processes & Programs
<b>Problem Statement 4:</b> From Fall 2022 to Spring 2023, Grades 1, 2, and 3 fell short of meeting Grade-Level Norms of Projected Growth on MAP Reading Assessment with 40%, 46%, 35% respectively of students meeting growth projections. <b>Root Cause:</b> Sufficient professional development was not provided to teachers on how to progress monitor students and align their targeted interventions in MTSS with tutoring and small group instruction.

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

**School Performance Objective 2:** \*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 64% to 67% 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 57% to 60% by May 2024.

\*Increase the percentage of Special Education students who Meet or Exceed grade level expectations from 44% to 47% by May 2024.

**Evaluation Data Sources:** MAP NWEA

**Strategy 1:** Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four (oral language, phonemic awareness, phonics, and writing) to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

**Strategy's Expected Result/Impact:** Students will improve fluency and literacy comprehension. Teachers will increase capacity and knowledge of the implementation of the Fundamental Four in their classrooms.

**Staff Responsible for Monitoring:** Administration, Instructional Coach

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 4 - School Processes & Programs 4

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Conduct professional learning based on modules and lessons from HB 3 Reading Academy that all K-3 teachers attended. Track student fluency in K-2 through F&P running record or similar assessment program. Track student data from Lexia Core 5 and ensure that students are meeting their usage and unit goals. Provide materials and resources that promote and facilitate fluency instruction, assessment, and tracking. Provide additional adult support to the projected K/1 bridge class by hiring a Title 1 FTE Teacher Assistant. Collaboration between teachers, librarian, and parents to fully utilize the library resources, books, Accelerated Reading program and other reading programs and initiatives. <b>Intended Audience:</b> PK-5 Students, particularly K-3 students and teachers <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> Hybrid  <b>Funding Sources:</b> Provide materials and resources that promote and facilitate fluency instruction, assessment, and tracking. - Title I (211) - 211-11-6329-04E-177-30-510-000000-24F10 - \$1,000, Subs for Supplemental Instruction - Title I (211) - 211-11-6112-04E-177-30-510-000000-24F10, FTE Title 1 Teacher Assistant - Title I (211) - 211-11-6129-04E-177-30-510-000000-24F10 - \$26,983, Accelerated Reading Program - Title I (211) - 211-11-6329-04E-177-30-510-000000-24F10 - \$7,217		Formative			Summative
		Nov	Jan	Mar	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

## School Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 4:</b> From Fall 2022 to Spring 2023, Grades 1, 2, and 3 fell short of meeting Grade-Level Norms of Projected Growth on MAP Reading Assessment with 40%, 46%, 35% respectively of students meeting growth projections. <b>Root Cause:</b> Sufficient professional development was not provided to teachers on how to progress monitor students and align their targeted interventions in MTSS with tutoring and small group instruction.
School Processes & Programs
<b>Problem Statement 4:</b> From Fall 2022 to Spring 2023, Grades 1, 2, and 3 fell short of meeting Grade-Level Norms of Projected Growth on MAP Reading Assessment with 40%, 46%, 35% respectively of students meeting growth projections. <b>Root Cause:</b> Sufficient professional development was not provided to teachers on how to progress monitor students and align their targeted interventions in MTSS with tutoring and small group instruction.

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

**School Performance Objective 3:** \*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 49% to 54% 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 53% to 58% by May 2024.

\*Increase the percentage of Economically Disadvantaged students who meet or exceed projected growth on MAP Growth Reading in Spanish from 47% to 52% by May 2024.

**Evaluation Data Sources:** MAP NWEA





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

**Strategy's Expected Result/Impact:** Students will increase in literacy comprehension and meet grade level expectations in Reading and Language Arts.

**Staff Responsible for Monitoring:** Administration, Instructional Coach

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

**Problem Statements:** Student Learning 2, 4 - School Processes & Programs 1, 2, 4

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Collaboration during weekly PLCs to review alignment, instructional practices, MTSS review, and data tracking. Teachers plan instruction and data-driven interventions during a minimum of 5 PLC planning days. Literacy teachers meet to vertically plan at least twice during the school year. Bilingual and designated ESL teachers meet to plan TELPAS interventions and plan of action to improve EB language proficiency. Provide Extended Day opportunities via tutoring to address MTSS interventions, starting in the fall season. Acquire digital, online formative assessments for Reading in English and Spanish, 2nd-5th. <b>Intended Audience:</b> K-5 Students and Teachers <b>Provider / Presenter / Person Responsible:</b> Teachers, Administration, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Literacy, Library Media, Bilingual <b>Delivery Method:</b> Hybrid  <b>Funding Sources:</b> Tutors for MTSS Interventions During School Day and Extended Day - Title I (211) - 211-11-6117-04E-177-30-510-000000-24F10 - \$40,000, Extra duty tutoring by Teachers - SCE (199 PIC 24) - 199-11-6116-001-177-24-313-000000- - \$7,004, iReady Online Formative Assessments - Title I (211) - 211-11-6399-04E-177-30-510-000000-24F10 - \$14,000, Extra Duty for Vertical Planning and TELPAS - BEA (199 PIC 25) - 199-11-6116-001-177-25-313-000000 - \$2,720, Subs for Planning Days - Title I (211) - 211-11-6112-0PD-177-30-510-000000-24F10 - \$19,777	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> 23% of Special Education students met Reading MAP BOY to MOY projected growth. <b>Root Cause:</b> SPED IEP goals and objectives are not aligned to target the learning gaps identified in the MAP assessment. Systems and training need to be in put in place to support SPED Inclusion identifying targeted lessons. <b>Problem Statement 4:</b> From Fall 2022 to Spring 2023, Grades 1, 2, and 3 fell short of meeting Grade-Level Norms of Projected Growth on MAP Reading Assessment with 40%, 46%, 35% respectively of students meeting growth projections. <b>Root Cause:</b> Sufficient professional development was not provided to teachers on how to progress monitor students and align their targeted interventions in MTSS with tutoring and small group instruction.
School Processes & Programs
<b>Problem Statement 1:</b> 67% of Fourth Grade Dual Language and ESL students remained at the same language competency on TELPAS. 48% of 3rd Grade Dual Language and ESL students remained at the same language competency, while 44% of 5th Grade Dual Language and ESL students remained at the same language competency. <b>Root Cause:</b> Adequate professional development was not provided to teacher on the integration of the ELPS into the tier 1 instruction and the use of the linguistic support tools that help teachers give teachers targeted suggestions for each emergent bilingual in their class. <b>Problem Statement 2:</b> The in-school and after-school tutoring program provides little measurable data on how students in Tier 3 in grades 1-5 are progressing as a result of this intervention. <b>Root Cause:</b> There is currently not a system in place to monitor the progress of Tier 3 students that are receiving in-school or after-school tutoring.



School Processes & Programs
<p><b>Problem Statement 4:</b> From Fall 2022 to Spring 2023, Grades 1, 2, and 3 fell short of meeting Grade-Level Norms of Projected Growth on MAP Reading Assessment with 40%, 46%, 35% respectively of students meeting growth projections. <b>Root Cause:</b> Sufficient professional development was not provided to teachers on how to progress monitor students and align their targeted interventions in MTSS with tutoring and small group instruction.</p>

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 88% to 91% by May 2024.  
Increase the percentage of Spanish-speaking emergent bilingual students who score On Track on Circle Math from 94% to 96% by May 2024.

**Evaluation Data Sources:** CLI Engage





**Strategy 1:** Develop collective efficacy of PK teachers to implement the Early Childhood Math framework through targeted professional development in numerical concepts.

**Strategy's Expected Result/Impact:** Students will be able to apply learned numerical concepts to their interest areas and units studied in the Creative adoption.

**Staff Responsible for Monitoring:** Teachers, Administration, and Instructional Coach

**Title I:**  
2.4, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math

**Problem Statements:** Demographics 3 - Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Collaborate during weekly PLCs the integration of math in the Creative curriculum and through explicit instruction. Track and monitor student progress and data in order to make necessary adjustments to the instruction and interventions. <b>Intended Audience:</b> PK Students and Teachers <b>Provider / Presenter / Person Responsible:</b> Teachers, Administration, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Early Childhood <b>Delivery Method:</b> Hybrid		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**School Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 3:** 27% of 1st Grade students met their projected growth from Math MAP BOY to MOY. Grades Kindergarten, Second - Fifth averaged 41% of students meeting projected growth from BOY to MOY. **Root Cause:** Sufficient professional development was not provided to teachers on how to use progress measure assessment checkpoints in the MAP program to target and monitor progress.

### Student Learning

**Problem Statement 1:** 27% of 1st Grade students met their projected growth from Math MAP BOY to MOY. Grades Kindergarten, Second - Fifth averaged 41% of students meeting projected growth from BOY to MOY. **Root Cause:** Sufficient professional development was not provided to teachers on how to use progress measure assessment checkpoints in the MAP program to target and monitor progress.

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 57% to 60% by October 2023. Increase the percentage of Kinder student who score On Track on TX-KEA Math - Spanish from 59% to 62% by October 2023.

**Evaluation Data Sources:** TX-KEA Math

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level expectations through classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

**Strategy's Expected Result/Impact:** Students will demonstrate understanding of grade level expectations for Kinder math.

**Staff Responsible for Monitoring:** Administration, Instructional Coach

**Title I:**  
2.4  
**- TEA Priorities:**  
Build a foundation of reading and math

**Problem Statements:** Demographics 3 - Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Analyze TX-KEA Data during PLC to determine students that are on or off track. Create, implement, and monitor a plan to ensure students meet usage and required lessons in Dreambox. <b>Intended Audience:</b> Kinder Students and Teachers <b>Provider / Presenter / Person Responsible:</b> Teacher, Administration, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> Hybrid		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

**School Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 3:</b> 27% of 1st Grade students met their projected growth from Math MAP BOY to MOY. Grades Kindergarten, Second - Fifth averaged 41% of students meeting projected growth from BOY to MOY. <b>Root Cause:</b> Sufficient professional development was not provided to teachers on how to use progress measure assessment checkpoints in the MAP program to target and monitor progress.

### Student Learning

**Problem Statement 1:** 27% of 1st Grade students met their projected growth from Math MAP BOY to MOY. Grades Kindergarten, Second - Fifth averaged 41% of students meeting projected growth from BOY to MOY. **Root Cause:** Sufficient professional development was not provided to teachers on how to use progress measure assessment checkpoints in the MAP program to target and monitor progress.

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 54% to 69% by May 2024.

Increase the percentage of students receiving Special Education services who Meet or Exceed projected growth on MAP Growth from 43% to 46% by May 2024.

**Evaluation Data Sources:** MAP NWEA

**Strategy 1:** Improve and enhance Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC and Math Instructional Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** Students will be able to demonstrate increased math fluency and concept attainment. Teachers will increase capacity and collective efficacy of best practices in the math classroom.

**Staff Responsible for Monitoring:** Administration, Instructional Coach





**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 3 - Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> In weekly PLCs, collaborate on critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction. Vertically plan with Math teachers at least 2 times during the year to align best practices, concepts, and common vocabulary and math strategies. Ensure that students, K-5 are meeting Dreambox usage and required weekly lessons. Track student data via a data binder and set goals with students. <b>Intended Audience:</b> K-5 Students and Teachers <b>Provider / Presenter / Person Responsible:</b> Teachers, Administration, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Math Dept. <b>Delivery Method:</b> Hybrid  <b>Funding Sources:</b> Extra duty for Vertical Alignment - Title I (211) - 211-11-6116-0PD-177-30-510-000000-24F10 - \$3,150, Supplies and Resources - Title I (211) - 211-11-6399-04E-177-30-510-000000-24F10 - \$1,671.82, Supplies and Resources to aid with interventions for SPED students - SPED (199 PIC 23) - - \$4,000, Instructional Materials - SPED (199 PIC 23) - - \$1,077, Furniture for RISE Students - SPED (199 PIC 23) - - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 3:</b> 27% of 1st Grade students met their projected growth from Math MAP BOY to MOY. Grades Kindergarten, Second - Fifth averaged 41% of students meeting projected growth from BOY to MOY. <b>Root Cause:</b> Sufficient professional development was not provided to teachers on how to use progress measure assessment checkpoints in the MAP program to target and monitor progress.
Student Learning
<b>Problem Statement 1:</b> 27% of 1st Grade students met their projected growth from Math MAP BOY to MOY. Grades Kindergarten, Second - Fifth averaged 41% of students meeting projected growth from BOY to MOY. <b>Root Cause:</b> Sufficient professional development was not provided to teachers on how to use progress measure assessment checkpoints in the MAP program to target and monitor progress.

**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 44% to 50% by June 2024.

Increase the percentage of Emergent Bilingual, 3-5 grade students scoring at MEETS or above on STAAR Reading from 33% to 38% by June 2024.

**Evaluation Data Sources:** Pending STAAR Data Results, Anticipated Arrival: August 11

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

**Strategy's Expected Result/Impact:** Teachers and Students will know their reading data, where they need support, and areas where acceleration is needed.

**Staff Responsible for Monitoring:** Administration, Instructional Coach

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 3 - Student Learning 1, 2, 4 - School Processes & Programs 2, 4

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Every K-5 student will have a Data Binder that includes each students' reading levels and their degree of mastery on state of Texas Grade-Level Expectations and Standards. Every K-5 student will set Reading goals with their teachers that will need to be regularly updated, at a minimum of every 3		Formative			Summative
		Nov	Jan	Mar	June



weeks.  
Institute 25-30 minutes of "What I Need" (WIN) Time in Reading, scheduled for each grade level, providing dedicated time for teachers to re-teach in small groups, accelerate learning, deliver Lexia: Core 5 interventions, push-in/pull-out tutoring, and facilitate goal setting meetings.  
Principal and Leadership Team will implement learning from Lead4Ward Leading Learning Series.

**Intended Audience:** K-5 Reading Teachers and Students  
**Provider / Presenter / Person Responsible:** Teachers, Students, Administration  
**Date(s) / Timeframe:** August 2023 - May 2024  
**Collaborating Departments:** Literacy, GT  
**Delivery Method:** Hybrid

**Funding Sources:** Professional Development Registration - Title I (211) - 211-23-6499-04E-177-30-510-000000-24F10 - \$1,523, Materials for Instruction during WIN Time - Gifted & Talented (199 PIC 21) - - \$533

0%

No Progress

100%

Accomplished

→

Continue/Modify

✖

Discontinue

School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 3:</b> 27% of 1st Grade students met their projected growth from Math MAP BOY to MOY. Grades Kindergarten, Second - Fifth averaged 41% of students meeting projected growth from BOY to MOY. <b>Root Cause:</b> Sufficient professional development was not provided to teachers on how to use progress measure assessment checkpoints in the MAP program to target and monitor progress.
Student Learning
<b>Problem Statement 1:</b> 27% of 1st Grade students met their projected growth from Math MAP BOY to MOY. Grades Kindergarten, Second - Fifth averaged 41% of students meeting projected growth from BOY to MOY. <b>Root Cause:</b> Sufficient professional development was not provided to teachers on how to use progress measure assessment checkpoints in the MAP program to target and monitor progress.
<b>Problem Statement 2:</b> 23% of Special Education students met Reading MAP BOY to MOY projected growth. <b>Root Cause:</b> SPED IEP goals and objectives are not aligned to target the learning gaps identified in the MAP assessment. Systems and training need to be in put in place to support SPED Inclusion identifying targeted lessons.
<b>Problem Statement 4:</b> From Fall 2022 to Spring 2023, Grades 1, 2, and 3 fell short of meeting Grade-Level Norms of Projected Growth on MAP Reading Assessment with 40%, 46%, 35% respectively of students meeting growth projections. <b>Root Cause:</b> Sufficient professional development was not provided to teachers on how to progress monitor students and align their targeted interventions in MTSS with tutoring and small group instruction.
School Processes & Programs
<b>Problem Statement 2:</b> The in-school and after-school tutoring program provides little measurable data on how students in Tier 3 in grades 1-5 are progressing as a result of this intervention. <b>Root Cause:</b> There is currently not a system in place to monitor the progress of Tier 3 students that are receiving in-school or after-school tutoring.

School Processes & Programs
<p><b>Problem Statement 4:</b> From Fall 2022 to Spring 2023, Grades 1, 2, and 3 fell short of meeting Grade-Level Norms of Projected Growth on MAP Reading Assessment with 40%, 46%, 35% respectively of students meeting growth projections. <b>Root Cause:</b> Sufficient professional development was not provided to teachers on how to progress monitor students and align their targeted interventions in MTSS with tutoring and small group instruction.</p>

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

**School Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 28% to 35% by May 2024.

Increase the percentage of Emergent Bilingual, 3-5 grade students scoring at MEETS or above on STAAR Math from % to % by May 2024.

**Evaluation Data Sources:** Pending STAAR Data Results, Anticipated Arrival: August 11

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

**Strategy's Expected Result/Impact:** Teachers and Students will know their math data, where they need support, and areas where acceleration is needed.

**Staff Responsible for Monitoring:** Administration, Instructional Coach

**Title I:**  
2.4, 2.6  
- **TEA Priorities:**  
Build a foundation of reading and math

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

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Every K-5 student will have a Data Binder that includes each students' math data and their degree of mastery on state of Texas Grade-Level Expectations and Standards. Every K-5 student will set math goals with their teachers that will need to be regularly updated, at a minimum of every 3 weeks. Institute 25-30 minutes of "What I Need" (WIN) Time in Math, scheduled for each grade level, providing dedicated time for teachers to re-teach in small groups, accelerate learning, deliver Dreambox/Eureka interventions, push-in/pull-out tutoring, and facilitate goal setting meetings. <b>Intended Audience:</b> K-5 Teachers and Students <b>Provider / Presenter / Person Responsible:</b> Teachers, Students, Administration <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Math, GT <b>Delivery Method:</b> Hybrid		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

**School Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 3:** 27% of 1st Grade students met their projected growth from Math MAP BOY to MOY. Grades Kindergarten, Second - Fifth averaged 41% of students meeting projected growth from BOY to MOY. **Root Cause:** Sufficient professional development was not provided to teachers on how to use progress measure assessment checkpoints in the MAP program to target and monitor progress.

### Student Learning

**Problem Statement 1:** 27% of 1st Grade students met their projected growth from Math MAP BOY to MOY. Grades Kindergarten, Second - Fifth averaged 41% of students meeting projected growth from BOY to MOY. **Root Cause:** Sufficient professional development was not provided to teachers on how to use progress measure assessment checkpoints in the MAP program to target and monitor progress.

### School Processes & Programs

**Problem Statement 2:** The in-school and after-school tutoring program provides little measurable data on how students in Tier 3 in grades 1-5 are progressing as a result of this intervention. **Root Cause:** There is currently not a system in place to monitor the progress of Tier 3 students that are receiving in-school or after-school tutoring.

**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 are chronically absent from 15% to 10% by May 2024.  
Decrease the number and percentage of African American students who are chronically absent from 27% to 20% by May 2024.

**Evaluation Data Sources:** Focus Attendance Reports

**Strategy 1:** Align and leverage programs, resources, parent partnerships and Student Support Teams (SST), and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates.

**Strategy's Expected Result/Impact:** Increased attendance rates with fewer chronically absent students.  
**Staff Responsible for Monitoring:** Family Engagement Specialist, SART Team chaired by Assistant Principal

**Title I:**  
2.6, 4.1

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

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Develop and distribute a Parent and Family Engagement Policy Offer various student incentives for outstanding attendance such as: Attendance Star Student, Class Attendance Rewards, Perfect Attendance Recognition Facilitate Parent Education: Attendance Matters! Campaign Create a clear system of interventions for students and parents when a progression of absences is recorded <b>Intended Audience:</b> PK-5 Students <b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist, SART Team <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Parent Partnerships <b>Delivery Method:</b> Hybrid		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

**School Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Attendance for the 22-23 school year was 94%. Students identified as Chronically Absent (<90%) is 15%. Students identified as Nearly Chronically Absent (>90%, but <92.5%) is 11%. Pre-K is the grade level identified as having the highest absenteeism rate. <b>Root Cause:</b> The attendance committee roles and strategies need to be redefined with a streamlined approach for communication with parents related to their child's attendance.

### School Processes & Programs

**Problem Statement 3:** Attendance for the 22-23 school year was 94%. Students identified as Chronically Absent (<90%) is 15%. Students identified as Nearly Chronically Absent (>90%, but <92.5%) is 11%. Pre-K is the grade level identified as having the highest absenteeism rate. **Root Cause:** The attendance committee roles and strategies need to be redefined with a streamlined approach for communication with parents related to their child's attendance.

### Perceptions

**Problem Statement 2:** In the EOY Parent Survey, parents cited in the open response portion of the survey that they would like to see more communication about school topics and events that happen at school. **Root Cause:** Aside from the monthly school calendar and weekly PTA newsletter that promotes school events and activities, there is currently not an opportunity for parents to learn about key school topics such as attendance, bullying, homework, special programs and services, etc.

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

**School Performance Objective 2:** Decrease the number of in and out-of-school suspensions for students from .8% to .6% by May 2024.  
Decrease the number of in and out-of-school suspensions for Special Education students from 3% to 1% by May 2024.





**Evaluation Data Sources:** Focus Discipline Reports

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

**Strategy's Expected Result/Impact:** Students will have a sense of belonging at Westcliff as a culture of student joy and engagement are cultivated.

**Staff Responsible for Monitoring:** Counselor, Administration

**Problem Statements:** Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Revisit and Update current PBIS systems Provide professional learning on the Learner and Culture Descriptors as defined by the FWISD Instructional Framework Every class creates a respect agreement with their teacher and peers Reduce incidents during less structured times of the day (e.g. lunch and recess) by proactively standardizing student expectations in the cafeteria and increasing staff vigilance during recess. Every class will engage in relationship building tasks and activities during Westcliff Connect Time. <b>Intended Audience:</b> PK-5 Students <b>Provider / Presenter / Person Responsible:</b> Teachers, Counselor, Administration <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Counseling, Student Discipline <b>Delivery Method:</b> Hybrid		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**School Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> 10 out of 55 total referrals were for aggravating/agitating others. This is a total of 18% of referrals. <b>Root Cause:</b> Lessons that encourage students to build meaningful relationships with each other were not consistently delivered during Wrangler Connect time.

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

**School Performance Objective 3:** Increase the number of student and parent engagement activities during and outside of regular school hours by May 2024.

**Evaluation Data Sources:** Family Engagement Specialist Reports, Title 1 Sign in Reports, Campus-level Reports and Calendars, PTA Agendas

**Strategy 1:** Foster collaborative partnerships with parents and other stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes and increased family and student engagement.





**Strategy's Expected Result/Impact:** Increased student and parent engagement

**Staff Responsible for Monitoring:** FES, Counselor

**Title I:**

4.1, 4.2

**Problem Statements:** Perceptions 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Resume parent chat time with principal/counselor/FES, 6 times a year Coordinate with PTA to provide parents with engagement opportunities at various times of the day Launch the After-school sports program through the Optimist club Collaborate with PTA and school partners to continue established family events and activities that have been successful and well-attended Coordinate with Bilingual/ESL department to provide headsets for translation in Spanish and Korean for general school meetings Invite speakers for Parent Education Series <b>Intended Audience:</b> Students and Parents <b>Provider / Presenter / Person Responsible:</b> FES, Counselor, Administration <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Parent Partnerships, Bilingual/ESL Dept. <b>Delivery Method:</b> Hybrid  <b>Funding Sources:</b> Resources and materials for Parent Engagement - Parent Engagement - 211-61-6399-04L-177-30-510-000000-24F10 - \$1,000, Reading materials - Parent Engagement - 211-61-6329-04L-177-30-510-000000-24F10 - \$630, Snacks to promote Parent Engagement - Parent Engagement - 211-61-6499-04L-177-30-510-000000-24F10 - \$1,000				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**School Performance Objective 3 Problem Statements:**



## Perceptions

**Problem Statement 2:** In the EOY Parent Survey, parents cited in the open response portion of the survey that they would like to see more communication about school topics and events that happen at school. **Root Cause:** Aside from the monthly school calendar and weekly PTA newsletter that promotes school events and activities, there is currently not an opportunity for parents to learn about key school topics such as attendance, bullying, homework, special programs and services, etc.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Janette Alanis	Title 1 TA		Yes

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	equity of materials and resources amongst all three PK classrooms (ex. furniture, classroom libraries, manipulatives, games, toys, rugs, etc.)	Equipment	211-11-6398-04E-177-30-510-000000-24F10	\$500.00
1	1	1	1	equity of materials and resources amongst all three PK classrooms (ex. furniture, classroom libraries, manipulatives, games, toys, rugs, etc.)	Supplies and materials for instructional use	211-11-6399-04E-177-30-510-000000-24F10	\$1,000.00
1	1	1	1	PLC Planning Day Substitutes	Subs for supplemental instruction	211-11-6112-04E-177-30-510-000000-24F10	\$1,500.00
1	2	1	1	Subs for Supplemental Instruction	Subs for supplemental instruction	211-11-6112-04E-177-30-510-000000-24F10	\$0.00
1	2	1	1	Accelerated Reading Program	Reading materials for classroom use	211-11-6329-04E-177-30-510-000000-24F10	\$7,217.00
1	2	1	1	Provide materials and resources that promote and facilitate fluency instruction, assessment, and tracking.	Reading materials for classroom use	211-11-6329-04E-177-30-510-000000-24F10	\$1,000.00
1	2	1	1	FTE Title 1 Teacher Assistant	Teacher Assistant	211-11-6129-04E-177-30-510-000000-24F10	\$26,983.00
1	3	1	1	Subs for Planning Days	Subs for professional development	211-11-6112-0PD-177-30-510-000000-24F10	\$19,777.00
1	3	1	1	iReady Online Formative Assessments	Supplies and materials for instructional use	211-11-6399-04E-177-30-510-000000-24F10	\$14,000.00
1	3	1	1	Tutors for MTSS Interventions During School Day and Extended Day	Tutors with degree or certified	211-11-6117-04E-177-30-510-000000-24F10	\$40,000.00
2	3	1	1	Extra duty for Vertical Alignment	Extra duty pay for PD after hours	211-11-6116-0PD-177-30-510-000000-24F10	\$3,150.00
2	3	1	1	Supplies and Resources	Supplies and materials for instructional use	211-11-6399-04E-177-30-510-000000-24F10	\$1,671.82
3	1	1	1	Professional Development Registration	Virtual registration for Principal and Assistant Principal (PD)	211-23-6499-04E-177-30-510-000000-24F10	\$1,523.00
<b>Sub-Total</b>							\$118,321.82
<b>Budgeted Fund Source Amount</b>							\$118,321.82

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Extra duty tutoring by Teachers	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-177-24-313-000000-	\$7,004.00
Sub-Total							\$7,004.00
Budgeted Fund Source Amount							\$7,004.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	Reading materials	Other Reading Materials for parental involvement	211-61-6329-04L-177-30-510-000000-24F10	\$630.00
4	3	1	1	Snacks to promote Parent Engagement	Snacks for Parents to promote participation	211-61-6499-04L-177-30-510-000000-24F10	\$1,000.00
4	3	1	1	Resources and materials for Parent Engagement	Supplies and materials for parental involvement	211-61-6399-04L-177-30-510-000000-24F10	\$1,000.00
Sub-Total							\$2,630.00
Budgeted Fund Source Amount							\$2,630.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Extra Duty for Vertical Planning and TELPAS	Extra duty pay - tutoring after hours (teacher)	199-11-6116-001-177-25-313-000000	\$2,720.00
Sub-Total							\$2,720.00
Budgeted Fund Source Amount							\$2,720.00
+/- Difference							\$0.00

Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Materials for Instruction during WIN Time	GENERAL SUPPLIES		\$533.00
Sub-Total							\$533.00
Budgeted Fund Source Amount							\$533.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1	Supplies and Resources to aid with interventions for SPED students	GENERAL SUPPLIES		\$4,000.00
2	3	1	1	Furniture for RISE Students	FURN&EQUIP < \$5000		\$500.00
2	3	1	1	Instructional Materials	INSTRUCTIONAL MATERIALS		\$1,077.00
Sub-Total							\$5,577.00
Budgeted Fund Source Amount							\$5,577.00
+/- Difference							\$0.00
Grand Total Budgeted							\$136,785.82
Grand Total Spent							\$136,785.82
+/- Difference							\$0.00