

Fort Worth Independent School District

188 Atwood McDonald Elementary School

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

Mission:

Building Relationships to Promote Student Achievement

Vision

2023-2024 Shared Vision:

Atwood McDonald will prepare global leaders who are socially, emotionally and occupationally ready by providing educational excellence in a growth-oriented environment.

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Comprehensive Needs Assessment

Revised/Approved: April 18, 2023

Demographics

Demographics Summary

Demographics Summary

Atwood McDonald Elementary is a true neighborhood school located on the Eastside Fort Worth School. Atwood McDonald serves students in PK-5th grade. It has specialized programs such as TAP, PPCD, PK Inclusion and SPED inclusion. Atwood is 92% economically disadvantaged, we have an ELL population of 9.8% and 12% of students receive SPED services. Currently enrollment stands at 332 students, a decrease from last years' 382 students. The 2023-2024 student enrollment data broken down by race and ethnicity is as follows: African-American: 71.9%, Hispanic: 14.8%, Asian: 3.9%, White: 5.7% Two or more races: 3.9%. **Atwood is not a dual language campus. During the the 2022-2023 school year, the chronic absentee rate decreased to 29% from 45% in the 2021-2022 school year. Increasing student attendance is a priority for the campus.

| Grade | Enrollment |
|-----------|------------|
| PK | 39 |
| Kinder | 48 |
| 1st Grade | 61 |
| 2nd Grade | 39 |
| 3rd Grade | 48 |
| 4th Grade | 47 |
| 5th Grade | 44 |

Our story: Atwood McDonald has come a long way instructionally and academically. Today, Atwood McDonald Elementary is a A-rated campus. In 2015, Atwood McDonald was a TEA Focus campus and there were 615 students and about 45 teachers on the campus. Upon my arrival, I learned that the staff was dedicated to students and their families despite the challenging environment and barriers. Like many schools, the instructional time loss due COVID pandemic and effected our campus in many ways. To ensure student growth we have implementation of Power Hour, PLCs, Restorative Practices, data meetings and have worked to hire effective teachers.

Staff

Over the past five years and with COVID, our staff data has made some changes. This year we hired six teachers. Of the six teachers hired, 50% have 5+ years of teaching experience with the remaining 50% being 1st year teachers. All of our teaching staff is fully certified by the state of Texas. With respect to staff retention, we maintained at 21 out of 26 of our instructional staff members. Moving forward and looking into next year's planning it will be critical for us to retain highly qualified staff to fill in the gaps left and perpetuated due to COVID. We have seen significant gaps in learning.

School

School enrollment has decreased every year since 2015. In 2015, we had a campus enrollment of 615 students, two years later, our enrollment dropped to 550. Currently our enrollment sits at 332 students. There are various factors that contribute to this. One being the onset and establishment of large charter school organizations and private schools in the Meadowbrook area. Additionally, parents are seeking specialized courses and path for students; making charter schools or other FWISD Gold seal programs more appealing than a traditional school setting such as Atwood.

Parents and Community

Atwood McDonald stakeholders include parents, teachers and members of our PTA. We are excited about the new community partnerships established in the past two years. Junior League of Fort Worth has been a community partner that has fully supported our campus this year through the JuniorMint program and through the Paint the Playground Initiative. We have also had the privilege of partnering with OutTeach and NCR to build an Outdoor Learning Lab for staff and students. This project included the donation of \$100,000 from NCR for OutTeach to build the learning space in our school courtyard. Teachers will participate in ongoing professional learning to foster exploration and hands-on learning in the areas of math and science.

Stakeholders are included in our planning processes through district and campus surveys, informal conversations and SBDM where we discuss our student achievement data, campus needs and how we will increase support and enrichment for students in all grade levels. Our parents/guardians consist of working class parents or grandparents who support their students. Occupations of our parents range from call centers, fast food restaurants and auxiliary staff employees. The education level of families ranges between not completing high school to having a basic high school diploma. With respect to housing, most families rent in apartments nearby or homes near the campus. The community we serve is stagnant in growth and our enrollment has witnessed significant drops of the past four years. With COVID being ever-present, it has been a challenge to connect with families face to face and engage parents and guardians in meaningful ways as we have in the past through family and data nights on campus.

Demographics Strengths

- Students live close to the school and are often eager to attend social events and interact with staff and peers.
- Enrollment in PK - 2nd grade programs have been steady although other grade level enrollment numbers are declining.
- PTA is active at the campus and supports the campus in meeting goals and often encourages the teachers and students.
- 83% of teachers perform at proficient on TTESS 2.1: Achieving Expectations and 79% proficient on TTESS 2.2 Content Knowledge

Problem Statements Identifying Demographics Needs

Problem Statement 1: During the 22-23 School Year, 59% of PK -5 teachers performed at the developing level on TTESS 2.5 (Monitor & Adjust). **Root Cause:** Root Cause: Teachers need professional learning targeting standards analysis and effective strategies to address student misconceptions in the moment.

Problem Statement 2 (Prioritized): During the 1st Semester, African American scholars had the lowest ADA at 87% when compared to their counterparts. **Root Cause:** Teachers and staff have not received training on effective family engagement strategies.

Student Learning

Student Learning Summary

Student Learning Summary

Atwood McDonald made great gains in student learning and progress during the 2021-2022 school year with an A rating and 93 STAAR-Rating for student progress. While ratings have not been received for the 2023 school, preliminary data has shown a decrease in student performance on STAAR which may impact the campus rating.

Student Performance (Based on STAAR 2023)

Reading performance on STAAR decreased with the introduction of the STAAR 2.0 format and inclusion of writing standards. On average, performance at the approaches level or higher decreased 14% in grade 3-5 STAAR Reading.

A breakdown of STAAR performance in grades 3-5 is found below

| Grade Level | Percentage of Students at Approaches or higher | RLA Avg. Achievement | Writing Avg. Achievement | ECR Performance |
|-------------|--|----------------------|--------------------------|---|
| 3rd | 52% | 49% | 24% | 78% of students received a zero |
| 4th | 53% | 42% | 31% | 62% of students received a zero |
| 5th | 74% | 59% | 46% | 35% of students received a zero. 85% received a score of 0-5. |

MATH:

Math Performance on STAAR has increased in Grade 3 and Grades 4 by 7% in the approaches performance band. Math performance is growing slowly. Grade 5 Math was the anomaly in math performance. 5th Grade Math is the highest performing at 65% performing at approaches or higher but decreased 20% from the previous year.

A breakdown of STAAR performance in grades 3-5 is found below

| Grade Level | Performance at Approaches or higher |
|-------------|-------------------------------------|
| 3rd | 36% |
| 4th | 58% |
| 5th | 65% |

Student Learning Strengths

Students are responding and growing to consistent classroom instruction and are eager to learn.

5th Grade Math and Reading continue to out perform grades 3-4 in STAAR achievement.

5th Grade students out performed grades 3-4 ECR writing performance. 26% of students scored between 5-10 points.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 19.6% of students in grades 3-5 scored within the Meets performance band in Math. **Root Cause:** Root Cause: Teachers need support and training in scaffolding instruction to meet the needs of large learning gaps while maintaining academic rigor.

Problem Statement 2 (Prioritized): 76% of Kinder-2nd Grade performed at the below level in the area of Phonics and Word Recognition on the MOY MAP Fluency assessment. **Root Cause:** Root Cause: Teachers need support and training in customizing Amplify instruction to meet the needs of large learning gaps while maintaining academic rigor.

Problem Statement 3 (Prioritized): 47.8% of students in grades Kindergarten-Grade 5 met or exceeded their projected growth on MAP Growth Reading. **Root Cause:** Teachers need support and training in customizing Amplify instruction to meet the needs of large learning gaps while maintaining the pacing of the curriculum.

Problem Statement 4 (Prioritized): 48% of students in grades Kindergarten-Grade 5 met or exceeded their projected growth on MAP Growth Math. **Root Cause:** Teachers need support and training in customizing Eureka instruction to meet the needs of large learning gaps while maintaining the pacing of the curriculum and standards alignment.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary

For the 2023-2024 school year, the campus decided to focus on: standards alignment, data analysis and tracking of student mastery of objectives and MTSS. PLCs have focused standards alignment and using district curriculum to effectively scaffold and teach the standard. Additionally, we studied the weekly data meeting protocols by Paul Bambrick and revised the lesson reteach based on the formative assessment data. Additionally, to get student involved in the data tracking process, teachers were expected to conduct weekly formative assessments to ensure students progress measures were taken during the lesson cycle. Teachers and students track student data on their classroom data charts as well as in individual student data folders. PLCs also focused on the student of student work, how the lesson was taught and the beginning processes and steps of lesson planning by creating the know and show charts. The know and show charts allowed teachers to start with the TEK and think through prerequisites of the lesson and what students will need to know prior to the lesson and after the lesson.

For the 2023-2024, teachers and admin will:

Continue to analyze student work, review data and student mastery levels as well as hold one another accountable for providing timely feedback for lessons to be adjusted in a timely manner. PLCs will continue to provide opportunities to collaborate, grow and develop alignment among the grade level as the teachers use the FWISD scope and sequence and lesson structure to propel students forward. The campus will continue to focus on implementing the Amplify Curriculum and launch Eureka Math. PLCs will continue to focus on lesson and unit internalization and lesson rehearsal.

Teachers will continue to plan as a team and provide one another with sound instructional strategies and resources not embedded in the scope and sequence; infusing technology for active student engagement.

Data trends indicate that we have a cohort of students that are high performing and a cohort of students that are performing below grade level. Differentiated instruction is a priority for our campus. To further support enrichment and our high performing students, data suggests that school processes should address the low number of students that have been referred for Gifted and Talented.

School Processes and Programs

Personnel: Atwood McDonald develops instructional leaders by having them attend high quality training's, providing follow up and feedback on the training's as well as having teachers observe one another and support their instructional growth. Additionally, staff often partner with leadership team members to conduct training and professional development opportunities for the campus. This alone builds leadership capacity. Roles and responsibilities are made clear throughout the school year by the principal and assistant principal. Leadership team members and teachers understand their roles and ongoing expectations during the school year.

The process for developing a focused improvement plan to address root causes of low, inequitable performances starts with reviewing various points of school date, speaking with teachers at various grade levels as well as community members and SBDM team members. During these conversations we review the data and making notice of trends and patterns over the current school year, the last two years and beyond. In identifying root causes, we are careful not to blame students but to identify deficient best practices and adult behaviors that give way to negative student outcomes. Through our 5 whys, we drill down to the causal factor of poor student performance or campus culture concerns. During this process we are forced to think about our individual roles and how we support or lack there of the issue at hand.

During the school year we check in through leadership team meetings and SBDM team meetings to monitor our progress and commitments towards our identified goals. To address deficiencies that deal with curriculum and instructional delivery, we meet over the summer to develop a professional development calendar for the school year. We categorize PD by content and teacher experience. We use research and data to address the root causes and further discuss strategies and pivots that must be made to stay on course or to get back on course with our goals.

Personnel - recruit/support/retain

Once a vacancy is made known on the campus, all efforts are made to fill the vacancy within a week or less. Candidates are vetted through the Frontline, Applitrack system. Once in the system, candidates are filtered by their scores on the urban fit and teacher fit assessments. Top candidate resumes are reviewed for experience as it relates to the vacancy. Interviews are scheduled and the admin team uses a rubric to calibrate candidate responses and then select the candidate for the vacancy. Based on high needs area, candidates are asked to come to the campus to present a lesson to the anticipated student group.

School Processes & Programs Strengths

Teachers understand the sense of urgency to be systematic in their planning and instructional delivery.

During PLCs teachers understand that scaffolding is necessary to meet students where they are and to build up skills from that point by providing differentiated instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to the 2022 TAPR report, 5.6% of students are identified as gifted and talented compared to 12.8% of students identified in FWISD. **Root Cause:** Root Cause: Additional training is needed to understand characteristics and process of identifying of a Gifted and Talented student.

Problem Statement 2: According to campus data in FOCUS, 8 students have been identified as Dyslexic. **Root Cause:** Root Cause: Additional training and MTSS support is needed for teachers to effectively refer students for Dyslexia evaluation.

Perceptions

Perceptions Summary

Perceptions Summary

Atwood McDonald believes that all students can learn and we do "whatever it takes" to ensure student learning. It is important to all staff that themselves and students feel safe at all times and that learning is the key focus. Optimal learning occurs when teachers and students are at their best. Our goal is to always narrow performance gaps and ensure at least a years plus growth in student learning. We believe in everyone taking ownership of their actions, being accountable, responsible and self aware. Students are taught characteristics traits and how to apply them to every day situations such as: integrity, honest, having characters, etc... Our school is a Restorative Practices campus where each year, at the beginning of the year, we set agreements of respect between staff and students, students and students, staff and staff and staff and admin. We hold one another accountable for these agreements and commitments learned all in the best interest of students.

Although Panorama Data is not available we have focused on improving our online presence and have received reviews and feedback from parents and community members online. On Facebook, Atwood McDonald currently has a 4.3 out of 5 star rating. One parent shared "The atmosphere is friendly and the teachers are always positive." Another grandparent stated, "Really enjoyed having grandparents day with my 1st and 2nd grad grandkids. Everything was nice and very well put together and organized. We definitely enjoyed the outside garden!"

Additionally during the 2022-2023 school our goal was to decrease our chronically absent students. To do this, we focused increasing student joy and belonging. Teachers had the opportunity to attend the Ron Clark Academy and implemented Morning Meeting. This is a time for us to begin our day each day as a school family, celebrate student achievement, birthdays and set goals for the day. We also collaborated with community partner, Out Teach Education to create an outdoor learning lab for students. Students created their designs and shared their ideas for the outdoor learning space. All of the actions lead to increased student joy, connection and positively impacted our chronic absenteeism. The chronic absenteeism rate decreased from 48% to 29%.

Perceptions Strengths

During the 2022-2023 school we saw an increase in parent participation through schoolwide events and PTA performances.

The chronic absenteeism rate decrease from 48% to 29%.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Attendance reports show that 29% of students attending Atwood McDonald Elementary are chronically absent. **Root Cause:** The school community needs to better communicate and involve families in the educational process to ensure that parents understand the urgency and necessity for student attendance.

Problem Statement 2 (Prioritized): Discipline reports show a total of 35 OSS incidents with 54% of those incidents as repeating student suspensions. **Root Cause:** Staff and faculty need training on intensive supports for students consistently exhibiting Tier 3 behaviors.

Priority Problem Statements

Problem Statement 1: 76% of Kinder-2nd Grade performed at the below level in the area of Phonics and Word Recognition on the MOY MAP Fluency assessment.

Root Cause 1: Root Cause: Teachers need support and training in customizing Amplify instruction to meet the needs of large learning gaps while maintaining academic rigor.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 19.6% of students in grades 3-5 scored within the Meets performance band in Math.

Root Cause 2: Root Cause: Teachers need support and training in scaffolding instruction to meet the needs of large learning gaps while maintaining academic rigor.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 47.8% of students in grades Kindergarten-Grade 5 met or exceeded their projected growth on MAP Growth Reading.

Root Cause 3: Teachers need support and training in customizing Amplify instruction to meet the needs of large learning gaps while maintaining the pacing of the curriculum.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 48% of students in grades Kindergarten-Grade 5 met or exceeded their projected growth on MAP Growth Math.

Root Cause 4: Teachers need support and training in customizing Eureka instruction to meet the needs of large learning gaps while maintaining the pacing of the curriculum and standards alignment.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Attendance reports show that 29% of students attending Atwood McDonald Elementary are chronically absent.

Root Cause 5: The school community needs to better communicate and involve families in the educational process to ensure that parents understand the urgency and necessity for student attendance.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Discipline reports show a total of 35 OSS incidents with 54% of those incidents as repeating student suspensions.

Root Cause 6: Staff and faculty need training on intensive supports for students consistently exhibiting Tier 3 behaviors.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: During the 1st Semester, African American scholars had the lowest ADA at 87% when compared to their counterparts.

Root Cause 7: Teachers and staff have not received training on effective family engagement strategies.

Problem Statement 7 Areas: Demographics

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)
- 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
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PSS 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
- Budgets/entitlements and expenditures data

District Goals

Revised/Approved: September 21, 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 75% to 80% by May 2024.

*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 75% to 80% by May 2024.

High Priority

Evaluation Data Sources: Circle Phonological Awareness, MAP Growth data

Strategy 1: Improve the quality and alignment of Tier 1 and Tier 2 (intervention) instruction using Creative Curriculum and CLI Phonological Awareness activities.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 75% to 80% by May 2024.

Staff Responsible for Monitoring: PreK Teachers

Title I:





2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| Action Step 1: PK teachers will analyze CLI data trends and participate in CLI training designed to identify CLI activities targeting Phonics and Phonological Awareness. Intended Audience: PK Teachers | | | | |

| | | | | |
|---|--|--|--|--|
| Provider / Presenter / Person Responsible: Instructional Leadership Team CLI Engage Date(s) / Timeframe: September 2023- May 2024 Collaborating Departments: Early Learning Delivery Method: Face to Face | | | | |
| | | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

School Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| Problem Statement 2: 76% of Kinder-2nd Grade performed at the below level in the area of Phonics and Word Recognition on the MOY MAP Fluency assessment. Root Cause: Root Cause: Teachers need support and training in customizing Amplify instruction to meet the needs of large learning gaps while maintaining academic rigor. |

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 52% to 60% by May 2024.

*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 51% to 57% by May 2024.

Evaluation Data Sources: MAP Fluency

Strategy 1: Improve the quality and alignment of Tier 1 and Tier 2 (intervention) instruction using Amplify and Lexia Resources.

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 52% to 60% by May 2024

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Learning 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| Action Step 1: Teachers will participate professional learning and implement instruction aligned to the Science of Teaching Reading focusing specifically on phonics and phonological awareness in order to improve the quality of Tier 1 instruction and Tier 2 intervention. Intended Audience: Teacher Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Humanities Department Delivery Method: Face to Face Funding Sources: General Supplies - Title I (211) - 211-11-6399-04E-188-30-510-000000-24F10 - \$5,000 | | | | |

| Action Step 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Action Step 2: Develop a system/cycle of observation and feedback of literacy instruction aligned to the Get Better Faster by Paul Bambrick, Science of Teaching Reading and Amplify. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Humanities Department Delivery Method: Face to Face | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| Action Step 3: Teachers will implement student engagement strategies in order to consistently check for understanding throughout the lesson. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Humanities Delivery Method: Face to Face | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

School Performance Objective 2 Problem Statements:

| Student Learning |
|---|
| Problem Statement 2: 76% of Kinder-2nd Grade performed at the below level in the area of Phonics and Word Recognition on the MOY MAP Fluency assessment. Root Cause: Root Cause: Teachers need support and training in customizing Amplify instruction to meet the needs of large learning gaps while maintaining academic rigor. |

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 48% to 56% by May 2024.

*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 48% to 56% by May 2024.

Evaluation Data Sources: MAP Growth

Strategy 1: Establish PLCs and data meetings to improve the quality of Tier 1 and Tier 2 Instruction through the use of standards analysis, lesson internalization and progress monitoring.

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 48% to 56% by May 2024.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Title 1 Interventionist

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 3

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| Action Step 1: Campus instructional leaders and teacher leaders will facilitate and participate in data meetings aligned to the Driven By Data resource by Paul Bambrick to ensure effective progress monitoring and reteach plans. Intended Audience: Teachers & Instructional Leadership Team Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: ADQ Delivery Method: Face to Face | | | | |

| Action Step 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Action Step 2: Teachers will engage in PLCs targeting standards analysis, lesson internalization and progress monitoring delivered in Tier 1 and Tier 2 instruction. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: September 2023-2024 Collaborating Departments: Humanities Department ADQ Delivery Method: Face to Face Funding Sources: Extra Duty for PD Teachers during summer - Title I (211) - 211-13-6116-04E-188-30-510-000000-24F10 - \$2,000, Extra Duty for Teacher PD - Title I (211) - 211-11-6116-0PD-188-30-510-000000-24F10 - \$2,270.31 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Strategy 2: Improve the quality and standards alignment of Tier 1 and Tier 2 instruction for all students through explicit modeling, rigorous checks for understanding, and aggressive monitoring.

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 48% to 56% by May 2024.

Staff Responsible for Monitoring: Teachers, Instructional Leadership Team

Title I:

2.4

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 4

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Action Step 1: Teachers will provide targeted Tier 2 interventions through small group instruction during Power Hour and during their daily instructional block. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coach Title 1 Interventionist Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Humanities Department Delivery Method: Face to Face Funding Sources: General Supplies - Title I (211) - 211-11-6399-04E-188-30-510-000000-24F10 - \$2,500 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| Action Step 2: Teachers will implement student engagement strategies to consistently check for understanding throughout the lesson and adjust instruction based on student need. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers Instructional Coach Title 1 Interventionist Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Humanities Department Delivery Method: Face to Face | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| Action Step 3: Teachers will analyze and track student growth and progress during data meetings and throughout the classroom. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers Instructional Coach Title 1 Interventionist Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: ADQ Delivery Method: Face to Face | 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 3 Problem Statements:

Student Learning

Problem Statement 3: 47.8% of students in grades Kindergarten-Grade 5 met or exceeded their projected growth on MAP Growth Reading. **Root Cause:** Teachers need support and training in customizing Amplify instruction to meet the needs of large learning gaps while maintaining the pacing of the curriculum.

Problem Statement 4: 48% of students in grades Kindergarten-Grade 5 met or exceeded their projected growth on MAP Growth Math. **Root Cause:** Teachers need support and training in customizing Eureka instruction to meet the needs of large learning gaps while maintaining the pacing of the curriculum and standards alignment.

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 86% to 90% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 86% to 90% by May 2024.

Evaluation Data Sources: CLI Data

Strategy 1: Improve the quality and alignment of Tier 1 and Tier 2 (intervention) instruction using Creative Curriculum and CLI Phonological Awareness activities.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math from 86% to 90% by May 2024.

Staff Responsible for Monitoring: Principal, Assistant Principal and Instructional Coach

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

Problem Statements: Student Learning 4

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Action Step 1: Teacher will analyze Circle Assessment data in order to identify and provide targeted math activities aligned to individual student growth needs. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: September 2023- May 2024 Collaborating Departments: Early Literacy Delivery Method: Face to Face | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Action Step 2: Teachers will collaborate in PLCs to ensure standard alignment and lesson internalization. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Early Literacy Delivery Method: Face to Face | 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 1 Problem Statements:

| Student Learning |
|--|
| Problem Statement 4: 48% of students in grades Kindergarten-Grade 5 met or exceeded their projected growth on MAP Growth Math. Root Cause: Teachers need support and training in customizing Eureka instruction to meet the needs of large learning gaps while maintaining the pacing of the curriculum and standards alignment. |

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 43% to 60% by May 2024.
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 60% by May 2024.

Evaluation Data Sources: TX-KEA

Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on fluency and concept development.

Strategy's Expected Result/Impact: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 43% to 60% by May 2024.

Staff Responsible for Monitoring: Instructional Coach
Assistant Principal
Principal

Title I:
2.4

Problem Statements: Student Learning 4

| Action Step 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Action Step 1: Teachers will use manipulatives and hands on activities to concretely model, explain and provide multiple representation of mathematical concepts. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teacher Instructional Coach Title 1 Interventionist Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math and Science Department Delivery Method: Face to Face | | 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 2 Problem Statements:

Student Learning

Problem Statement 4: 48% of students in grades Kindergarten-Grade 5 met or exceeded their projected growth on MAP Growth Math. **Root Cause:** Teachers need support and training in customizing Eureka instruction to meet the needs of large learning gaps while maintaining the pacing of the curriculum and standards alignment.

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 64% by May 2024.
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 48% to 60% by May 2024.

Evaluation Data Sources: MAP Growth





Strategy 1: Improve the quality and alignment of Tier 1 and Tier 2 (intervention) instruction using Eureka and Dreambox curriculum resources through targeted instructional modeling, feedback and intervention support.

Staff Responsible for Monitoring: Title 1 Resource Teacher

Title I:
2.5
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| Action Step 1: Title 1 Resource teacher (Interventionist) will develop the capacity of PK-5 teachers in the areas of concept development and problem solving through modeling, feedback and intervention support using Eureka, Dreambox and Teach Like a Champion resources. Intended Audience: Teachers Provider / Presenter / Person Responsible: Title 1 Resource Teacher Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math & Science Department Delivery Method: Face to Face Funding Sources: Title 1 Resource Teacher - Title I (211) - 211-31-6119-04E-188-30-510-000000-24F10 - \$65,480, Teach Like a Champion Book - Title I (211) - 211-13-6399-04E-188-30-510-000000-24F10 - \$1,300 | | | | |

| Action Step 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Action Step 2: Teachers will participate in PLCs to support standards alignment and lesson internalization. Intended Audience: Teachers Provider / Presenter / Person Responsible: Title 1 Resource Teacher Instructional Coach Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math and Science Departments Delivery Method: Face to Face | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| Action Step 3: Teachers will model thinking required to problem solve using multiple representations and will implement the Read, Draw, Write problems solving method. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teacher Title 1 Resource Teacher Instructional Coach Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math & Science Department Delivery Method: Face to Face | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 4 Details | Reviews | | | |
| Action Step 4: Teachers will implement the use of manipulatives in targeted Tier 2 instruction (math small groups) during their math block. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teacher Title 1 Resource Teacher Instructional Coach Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Math & Science Department Delivery Method: Face to Face Funding Sources: General Supplies - Title I (211) - 211-11-6399-04E-188-30-510-000000-24F10 - \$5,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 5 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Action Step 5: Teachers will implement professional learning provided by OutTeach to effectively implement the Outdoor Learning by providing real word opportunities for students solve and apply scientific and mathematical concepts. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teacher Title 1 Resource Teacher Instructional Coach Out Teach Instructional Coach Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: OutTeach Ed. Delivery Method: Face to Face Funding Sources: Professional Development - Title I (211) - 211-13-6299-04E-188-30-510-000000-24F10 - \$12,500 , Instructional Resources - Gifted & Talented (199 PIC 21) - - \$187 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 6 Details | Reviews | | | |
| Action Step 6: Teachers will provide targeted interventions to support growth on STAAR for targeted populations before, during and after school. Intended Audience: Students (African American and SPED Subpopulation) Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Humanities Math & Science Delivery Method: Face to Face Funding Sources: Tutoring - SPED (199 PIC 23) - - \$3,000, Tutoring Resources - SPED (199 PIC 23) - - \$1,174 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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 45% to 50% by May 2024.

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 24% to 34% by May 2024.

Evaluation Data Sources: STAAR

Strategy 1: Develop and maintain a data informed culture to ensure evidence based decision making that leads to increased student achievement.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 45% to 50% by May 2024

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

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

Problem Statements: Student Learning 1

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Action Step 1: Literacy Teachers will implement standards aligned weekly checks and analyze data to monitor student progress by standard. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coach Title 1 Interventionist Date(s) / Timeframe: September 2023-2024 Collaborating Departments: ADQ Delivery Method: Face to Face | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Action Step 2: Teachers will model metacognition and annotation strategies to support reading comprehension in alignment in the Science of Teaching. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coach Teacher Leaders Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Humanities Department Delivery Method: Face to Face Funding Sources: Afterschool Tutoring - SCE (199 PIC 24) - 199-11-6116-001-188-24-313-000000- - \$5,168 | 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 1 Problem Statements:

| Student Learning |
|---|
| Problem Statement 1: 19.6% of students in grades 3-5 scored within the Meets performance band in Math. Root Cause: Root Cause: Teachers need support and training in scaffolding instruction to meet the needs of large learning gaps while maintaining academic rigor. |

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 31% to 40% by May 2024.

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 28% to 38% by May 2024.

Evaluation Data Sources: STAAR

Strategy 1: Develop and maintain a data informed culture to ensure evidence based decision making that leads to increased student achievement.





Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 31% to 40% by May 2024.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

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

Problem Statements: Student Learning 1

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Action Step 1: Math Teachers in grades 3-5 will implement standards aligned weekly checks and analyze data to monitor student progress by standard. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coach Title 1 Interventionist Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Math & Science Departments Delivery Method: Face to Face | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Action Step 2: Teachers will model the thinking with the RDW problem solving strategy to support daily problem solving. Intended Audience: Teachers Provider / Presenter / Person Responsible: Title 1 Interventionist Instructional Coach Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math & Science Departments Delivery Method: Face to Face | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

School Performance Objective 2 Problem Statements:

| Student Learning |
|---|
| Problem Statement 1: 19.6% of students in grades 3-5 scored within the Meets performance band in Math. Root Cause: Root Cause: Teachers need support and training in scaffolding instruction to meet the needs of large learning gaps while maintaining academic rigor. |

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

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 48.6% to 38% by May 2024.

Evaluation Data Sources: ADQ- Attendance Reports

Strategy 1: Align and leverage MTSS and the Family Engagement Specialist to improve daily attendance rates.

Strategy's Expected Result/Impact: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 48.6% to 38% by May 2024.

Staff Responsible for Monitoring: Counselor
Family Engagement Specialist
Assistant Principal

Title I:
2.5

- TEA Priorities:
Improve low-performing schools

Problem Statements: Perceptions 1

| Action Step 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Action Step 1: Counselor and Family Engagement Specialists will track and conduct home visits for students with high absentee rates in order to connect families with resources and opportunities to improve attendance. Intended Audience: Counselor Family Engagement Specialist Provider / Presenter / Person Responsible: Counselor Family Engagement Specialist Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Family and Community Partnerships ADQ MHMR - Porch Visit Program Delivery Method: Face to Face | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |

| Action Step 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Action Step 2: Counselor and Family Engagement Specialist will implement schoolwide incentive program rewarding students that attend school on time daily. Intended Audience: Counselor Family Engagement Specialist Provider / Presenter / Person Responsible: Counselor Family Engagement Specialist Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Family and Community Partnerships ADQ Delivery Method: Face to Face | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| Action Step 3: Counselor and teachers will facilitate and participate in the MTSS process to identify and create intervention plans in Branching Minds to meet the academic and social emotional needs of Tier 2 and Tier 3 students. Intended Audience: Counselor Teachers Provider / Presenter / Person Responsible: Counselor Principal Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: MTSS Department Delivery Method: Face to Face Funding Sources: Extra Duty for MTSS PD for Teachers - Title I (211) - 211-11-6116-0PD-188-30-510-000000-24F10 - \$5,000 | 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 1 Problem Statements:

| Perceptions |
|---|
| Problem Statement 1: Attendance reports show that 29% of students attending Atwood McDonald Elementary are chronically absent. Root Cause: The school community needs to better communicate and involve families in the educational process to ensure that parents understand the urgency and necessity for student attendance. |

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 136 to 90 by May 2024.
Decrease the number of discipline referrals by school personnel for African American students from 114 to 80 by May 2024.

Evaluation Data Sources: ADQ

Strategy 1: Cultivate a safe, supportive and joyful learning environment that empower and motivates high student achievement.

Strategy's Expected Result/Impact: Decrease the overall number of discipline referrals by school personnel from 136 to 90 by May 2024.

Staff Responsible for Monitoring: Counselor
Assistant Principal
Principal

Title I:





2.5

- TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Perceptions 2

| Action Step 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Action Step 1: Staff and faculty will implement our schoolwide Positive Behavior Matrix to teach and hold students accountable to Atwood McDonald's behavior and academic expectation. Intended Audience: Teachers Staff Provider / Presenter / Person Responsible: Counselor Teachers Administration Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Restorative Practices Delivery Method: Face to Face | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |

| Action Step 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Action Step 2: Staff and faculty will implement our Staff Core Vales to exhibit restorative practice and ensure students academic and social needs are met. Intended Audience: Staff Faculty Provider / Presenter / Person Responsible: Counselor Teachers Administration Date(s) / Timeframe: August 2023- May2024 Collaborating Departments: FWISD Restorative Practices Delivery Method: Face to Face | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

School Performance Objective 2 Problem Statements:

| Perceptions |
|---|
| Problem Statement 2: Discipline reports show a total of 35 OSS incidents with 54% of those incidents as repeating student suspensions. Root Cause: Staff and faculty need training on intensive supports for students consistently exhibiting Tier 3 behaviors. |

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 86% to 70% by May 2024.

Evaluation Data Sources: ADQ- Discipline Data Reports

Strategy 1: Cultivate a safe, supportive and joyful learning environment that empower and motivates high student achievement.





Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for African American students from 86% to 70% by May 2024.

Staff Responsible for Monitoring: Teacher
Counselor
Assistant Principal
Principal

Title I:
2.5

Problem Statements: Perceptions 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Action Step 1: Teachers will receive and implement professional development on Restorative Practices and intensive strategies to support Tier 3 behaviors. Intended Audience: Teachers Counselor Provider / Presenter / Person Responsible: Counselor Assistant Principal Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Student Support Services Delivery Method: Face to Face | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Action Step 2: Students exhibiting Tier 2 and Tier 3 behavior will receive intervention plans and staff will monitor supports through the MTSS process Intended Audience: Teachers Counselor Provider / Presenter / Person Responsible: Teachers Counselor LSSP Diagnostician Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: MTSS Student Supports Services Delivery Method: Face to Face | 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:

| Perceptions |
|---|
| Problem Statement 2: Discipline reports show a total of 35 OSS incidents with 54% of those incidents as repeating student suspensions. Root Cause: Staff and faculty need training on intensive supports for students consistently exhibiting Tier 3 behaviors. |

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 15% to 35% by May 2024.

Evaluation Data Sources: Sign-in Sheets

Strategy 1: Foster collaborative partnerships with all stakeholders to communicate data informed needs and involvement in the educational process to increase 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 15% to 35% by May 2024.





Staff Responsible for Monitoring: Family Engagement Specialist
Counselor

Title I:
4.1

- TEA Priorities:
Connect high school to career and college

Problem Statements: Perceptions 1

| Action Step 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Action Step 1: Monthly parent meetings will be held to showcase student talent, academic knowledge and instructional strategies parent and community member can use with their students at home. Intended Audience: Parents Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Family and Community Resources Delivery Method: Face to Face | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |

| Action Step 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Action Step 2: Implement at least 4 schoolwide large scale parent and community events this year (ie Registration drives, Spooktacular Data Night, Night at the Museum Family Field Trip). Intended Audience: Parents Provider / Presenter / Person Responsible: Family Engagement Specialist Teachers Instructional Leadership Team Date(s) / Timeframe: October 2023- May 2023 Collaborating Departments: Family and Community Resources Delivery Method: Face to Face Funding Sources: Extra Duty Pay for Teachers - Title I (211) - 211-61-6116-04L-188-30-510-000000-24F10 - \$3,000, Transportation to Night at Museum event - Parent Engagement - 211-61-6412-04L-188-30-510-000000-24F10 - \$1,000, Snacks for Parent Engagement - Parent Engagement - 211-61-6499-04L-188-30-510-000000-24F10 - \$1,244, Travel & Admission to Museum - Title I (211) - 211-11-6412-04E-188-30-510-000000-24F10 - \$2,500 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 3 Details | Reviews | | | |
| Action Step 3: Increase our active community partners from 3 to 5 by May 2024. Intended Audience: Community Partners Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Family and Community Resources Delivery Method: Face to Face Funding Sources: Snacks for parent and community members to promote participation - Title I (211) - 211-61-6499-04L-188-30-510-000000-24F10 - \$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 4 Problem Statements:

| Perceptions |
|---|
| Problem Statement 1: Attendance reports show that 29% of students attending Atwood McDonald Elementary are chronically absent. Root Cause: The school community needs to better communicate and involve families in the educational process to ensure that parents understand the urgency and necessity for student attendance. |

Campus Funding Summary

| Title I (211) | | | | | | | |
|------------------------------------|------------------------------|----------|-------------|--|---|---|--------------|
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 2 | 1 | 1 | General Supplies | Supplies and materials for instructional use | 211-11-6399-04E-188-30-510-000000-24F10 | \$5,000.00 |
| 1 | 3 | 1 | 2 | Extra Duty for PD Teachers during summer | Extra duty for summer planning (off contract days) | 211-13-6116-04E-188-30-510-000000-24F10 | \$2,000.00 |
| 1 | 3 | 1 | 2 | Extra Duty for Teacher PD | Extra duty pay for PD after hours | 211-11-6116-0PD-188-30-510-000000-24F10 | \$2,270.31 |
| 1 | 3 | 2 | 1 | General Supplies | Supplies and materials for instructional use | 211-11-6399-04E-188-30-510-000000-24F10 | \$2,500.00 |
| 2 | 3 | 1 | 1 | Teach Like a Champion Book | Supplies and materials for professional development | 211-13-6399-04E-188-30-510-000000-24F10 | \$1,300.00 |
| 2 | 3 | 1 | 1 | Title 1 Resource Teacher | Title I Intervention Specialist | 211-31-6119-04E-188-30-510-000000-24F10 | \$65,480.00 |
| 2 | 3 | 1 | 4 | General Supplies | Supplies and materials for instructional use | 211-11-6399-04E-188-30-510-000000-24F10 | \$5,000.00 |
| 2 | 3 | 1 | 5 | Professional Development | Contracted professional development | 211-13-6299-04E-188-30-510-000000-24F10 | \$12,500.00 |
| 4 | 1 | 1 | 3 | Extra Duty for MTSS PD for Teachers | Extra duty pay for PD after hours | 211-11-6116-0PD-188-30-510-000000-24F10 | \$5,000.00 |
| 4 | 4 | 1 | 2 | Travel & Admission to Museum | Transportation costs for students | 211-11-6412-04E-188-30-510-000000-24F10 | \$2,500.00 |
| 4 | 4 | 1 | 2 | Extra Duty Pay for Teachers | Extra duty for family engagement activities after hours | 211-61-6116-04L-188-30-510-000000-24F10 | \$3,000.00 |
| 4 | 4 | 1 | 3 | Snacks for parent and community members to promote participation | Snacks for parents to promote participation | 211-61-6499-04L-188-30-510-000000-24F10 | \$500.00 |
| Sub-Total | | | | | | | \$107,050.31 |
| Budgeted Fund Source Amount | | | | | | | \$107,050.31 |
| +/- 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 | Afterschool Tutoring | Extra duty pay for tutoring after hours (Teacher) | 199-11-6116-001-188-24-313-000000- | \$5,168.00 |
| Sub-Total | | | | | | | \$5,168.00 |
| Budgeted Fund Source Amount | | | | | | | \$5,168.00 |
| +/- Difference | | | | | | | \$0.00 |
| Parent Engagement | | | | | | | |
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 4 | 4 | 1 | 2 | Transportation to Night at Museum event | Travel - Student for parental involvement | 211-61-6412-04L-188-30-510-000000-24F10 | \$1,000.00 |
| 4 | 4 | 1 | 2 | Snacks for Parent Engagement | Snacks for Parents to promote participation | 211-61-6499-04L-188-30-510-000000-24F10 | \$1,244.00 |
| Sub-Total | | | | | | | \$2,244.00 |
| Budgeted Fund Source Amount | | | | | | | \$2,244.00 |
| +/- Difference | | | | | | | \$0.00 |
| Gifted & Talented (199 PIC 21) | | | | | | | |
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 2 | 3 | 1 | 5 | Instructional Resources | GENERAL SUPPLIES | | \$187.00 |
| Sub-Total | | | | | | | \$187.00 |
| Budgeted Fund Source Amount | | | | | | | \$187.00 |
| +/- Difference | | | | | | | \$0.00 |
| SPED (199 PIC 23) | | | | | | | |
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 2 | 3 | 1 | 6 | Tutoring Resources | INSTRUCTIONAL MATERIALS | | \$1,174.00 |
| 2 | 3 | 1 | 6 | Tutoring | EXTRA DUTY - PROFESSIONAL | | \$3,000.00 |

| SPED (199 PIC 23) | | | | | | | |
|-----------------------------|------------------------------|----------|-------------|------------------|-------------|--------------|--------------|
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| Sub-Total | | | | | | | \$4,174.00 |
| Budgeted Fund Source Amount | | | | | | | \$4,174.00 |
| +/- Difference | | | | | | | \$0.00 |
| Grand Total Budgeted | | | | | | | \$118,823.31 |
| Grand Total Spent | | | | | | | \$118,823.31 |
| +/- Difference | | | | | | | \$0.00 |