

Fort Worth Independent School District
216 Woodway Elementary School
2023-2024 Improvement Plan



Mission Statement

To empower students to become prepared life-long learners and productive problem solvers through diverse, enriched, and differentiated learning experiences that will positively affect their communities and provide opportunities to compete globally.

Vision

Woodway Elementary strives to develop Partnerships with parents, community members, and all other stakeholders in order to continuously provide high quality education that reaches all students.

Value Statement

We are responsible learners.

We are prepared to learn.

We are respectful and kind.

Today...

We will treat others as we want to be treated, do more than we have to do, and work to become lifelong learners.

We are the Woodway Wildcat Family!

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Comprehensive Needs Assessment

Revised/Approved: April 5, 2023

Demographics

Demographics Summary

Woodway Elementary serves in the Southwest Fort Worth sector providing PK-5, Dual-Language and Regular Program. Woodway Elementary began the 2022-2023 school year with 439 students. As of April 15, 2022, Woodway Enrollment has grown to 521 students. We have seen a significant increase in our Dual-Language classrooms as we are seeing significant arrivals of newcomer Spanish-speaking families to Fort Worth. Woodway Elementary student demographics are as follows: Hispanic-56%, African American-36%, White-6%, Two or more races and Asian students-2%. Woodway Elementary has 25 teachers of which 23 are female teachers and 2 teachers are male. Woodway Elementary has 7 Teacher Assistants of which 5 are female, and 2 are male.

Demographics Strengths

Woodway Elementary has seen significant growth in parental involvement for the 2022-23 school year. Due to the launch of ongoing family and community events, we have seen great participation of families in campus-wide events. Events such as the campus picnic, taste of Woodway and Christmas concert brought out large numbers of parents and students. With the relaxation of COVID restrictions, many families were very eager to return to campus events. The launch of the PTO has brought amazing partnership to the stakeholders of Woodway Elementary. PTO has strongly supported all campus events including hosting a spring dance that was a major success. The partnership between PTO and Woodway Elementary has been invaluable.

Parent perceptions of Woodway as a safe and nurturing culture for students is very high as reflective on a campus-based parent survey. 70% of responses scored at a 5 out of 5 for strongly agree for the indicator that my child wants to come to school most days. Parents also reflected 70% or higher for at least a 4 or higher that Woodway Elementary provides a safe and nurturing environment for their child.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 72% of all discipline referrals come from African American students. 62% of those referrals are African American males. **Root Cause:** There are gaps in perceptions of the needs of African American male students and best practices to incorporate social-emotional and culturally responsive teaching practices that meet the needs of African American male students.

Problem Statement 2 (Prioritized): Special Education students have not met their projected math growth target of 23% for two of the last three reporting school years: 2018-15%, 2019-29%, 2022-21%. **Root Cause:** Teachers needs more ongoing support with IEP implementation and accommodations within the instructional general education setting.

Problem Statement 3 (Prioritized): African American students have missed their math and reading growth targets for the last three reporting years. Reading Target- 32%: 2018-24%, 2019-26%, and 2022-16%. Math Target-31%: 2018-26%, 2019-28%, 2022-19% **Root Cause:** Tier 1 instruction is lacking rigor and engagement strategies that are effective with engaging African American students.

Student Learning

Student Learning Summary

Student achievement is a priority at Woodway Elementary. For the 2022-23 school year, STAAR Results were as follows

Reading	STAAR 2022		
	Approaches	Meets	Masters
3rd	42	23	15
4th	61	39	16
5th	61	30	19

	Math		
	Approaches	Meets	Masters
3rd	58	25	14
4th	54	29	10
5th	51	12	1

Science		
Approaches	Meets	Masters
32	16	7

Woodway Elementary has been on a Targeted Improvement Plan by the Federal Government due to our African American population not meeting their Math and Reading targets. We have focused on students meeting their targets at the Meets and Master's levels, focusing on Domain 3, closing the gaps.

Student Learning Strengths

Woodway Elementary has implemented weekly progress monitor checkpoints to gauge student progress on specific state standards. All grade levels began designing and using curriculum resources for weekly small checkpoint assessments. These assessments have been used to identify targeted areas of support for reteach as well as small group targeted instruction. We have also used MAP data to identify down to the individual student, their areas of strengths and areas of weakness so that targeted interventions are aligned to the students' areas of improvement.

PLC's have been a rich resource for collaboration and identification of key student outcomes, misconceptions and best instructional practices. PLC's also have been utilized to analyze data including student work in an effort to identify gaps in understanding or processes. PLC's have also been utilized as a time for teachers to execute portions of lesson practice prior to delivering instruction to students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): EOY MAP Reading growth data shows that a large population of students in each grade level are performing in the lowest quintile. Kindergarten-26% 1st Grade-35% 2nd Grade-55% 3rd Grade-34% 4th Grade-21% 5th Grade-31% **Root Cause:** Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

Problem Statement 2: Science scores have been significantly low as 32% of students met Approaches on 2021-22 accountability. Early projections showed performance will be close to the same for the 2022-23 STAAR accountability. **Root Cause:** Science instruction has not been a priority in other grades other than 5th grade. A more comprehensive and intentional focus on effective exploratory science instruction is needed at the campus level.

Problem Statement 3 (Prioritized): EOY Math MAP growth data shows that a large population of students in each grade level are performing in the lowest quintile. Kindergarten-22% 1st Grade-32% 2nd Grade-38% 3rd Grade-36% 4th Grade-24% 5th Grade-37% **Root Cause:** Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

School Processes & Programs

School Processes & Programs Summary

Instructional processes and systems were implemented in the 2022-23 school year focused on quality delivery of instruction, student data and goal setting. The PLC framework was revised from the input and efforts of administrators and teachers. A framework consisted of established norms and goals of what professional learning should look like and consist of in order to be effective. Weekly horizontal (grade level) PLC's occurred once weekly in which teams looked at the upcoming week's instruction. The following were key takeaways and products of professional learning:

- Scope and Sequence
- Lesson and Unit Internalization
- Differentiation of Amplify and Eureka
- Standard Alignment
- Instructional Delivery and best practices
- Student misconceptions
- Analyze student work
- Analysis of assessment and teacher exemplar

Vertical PLC's occurred less frequently but yielded even higher amounts of collaboration and expertise and alignment of standards.

For the 2023-24 school year we will target a structured new teacher (0-2 years) academy and mentor program.

School Processes & Programs Strengths

Woodway Elementary is a collaborative and learning community. We will continue to deepen our professional learning through giving instructional leaders opportunities to collaborate and discuss best practices. Our teachers and support staff are fully vested in student achievement. Our highest priority is delivering high-impact learning experiences that yield high student outcomes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Woodway Elementary doesn't have a formal mentor program aimed at mentoring new and struggling teachers. **Root Cause:** Although new and struggling teachers received some basic supports, a prioritization on supporting and mentoring new and struggling teachers was not an area of focus.

Problem Statement 2 (Prioritized): Attendance for all grade levels averaged below 95% for the 2022-23 school year, with PK and Kinder attendance being the two lowest of all

grade levels. **Root Cause:** Preventative and targeted attendance initiative efforts didn't target chronic attendance cases.

Perceptions

Perceptions Summary

Staff and parent surveys sent out anonymously show a high level of positive campus culture and family engagement. Surveys reflect a high positivity towards campus beliefs and positive culture. Parents are highly active and involved in family engagement activities and campus events. The 2022-23 has been an amazing year for parents to have an opportunity to engage with campus events with less restrictions as in previous years. Staff retention remained around 80% from the previous year.

Perceptions Strengths

Parent and staff surveys sent out anonymously strongly support a high satisfaction with Woodway Elementary school.

Staff survey with the highest favorable responses went to the following indicators:

- I feel supported to do my job daily
- Campus procedures are clear and efficient
- I receive relevant feedback on how I can improve my performance
- Parents are given opportunities to partner with the school
- Campus communication is clear. I am aware of expectations.
- I feel safe approaching my campus administrators with problems or concerns
- I would recommend Woodway Elementary to a colleague as a great place to work
- Most students enjoy coming to school daily
- Staff at Woodway treat each other with respect

Parent surveys indicators with the highest favorable responses are as follows:

- My child wants to go to school most days
- Woodway Elementary has a positive school culture
- I am kept informed of campus events and major communications
- My child's teacher keeps me informed of my child's academic progress and needs
- Woodway Elementary provides a safe and nurturing environment for my child
- I feel safe and welcome to bring concerns or problems to the campus principal or assistant principal
- I would recommend Woodway Elementary to other friend's and family
- Woodway Elementary provides ongoing family and community events

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Significantly fewer families participate in academic-related school-wide events compared to non-academic events. **Root Cause:** Many parents do not feel confident in their ability to directly support their child with academic content as new standards are much more rigorous.

Problem Statement 2 (Prioritized): On the staff survey, the following indicator had the lowest favorable response compared to all other indicators: Disruptive students are not allowed to interrupt the learning of others 1-Strongly Disagree through 5-Strongly Agree 1-18.4% 2-26.3% 3-34.2% 4-18.4% 5-2.6% **Root Cause:** A structured intervention support plan was not in place for chronically misbehaving students, including MTSS documentation and the use of targeted interventions.

Priority Problem Statements

Problem Statement 1: EOY MAP Reading growth data shows that a large population of students in each grade level are performing in the lowest quintile. Kindergarten-26% 1st Grade-35% 2nd Grade-55% 3rd Grade-34% 4th Grade-21% 5th Grade-31%

Root Cause 1: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Special Education students have not met their projected math growth target of 23% for two of the last three reporting school years: 2018-15%, 2019-29%, 2022-21%.

Root Cause 2: Teachers needs more ongoing support with IEP implementation and accommodations within the instructional general education setting.

Problem Statement 2 Areas: Demographics

Problem Statement 3: African American students have missed their math and reading growth targets for the last three reporting years. Reading Target- 32%: 2018-24%, 2019-26%, and 2022-16%. Math Target-31%: 2018-26%, 2019-28%, 2022-19%

Root Cause 3: Tier 1 instruction is lacking rigor and engagement strategies that are effective with engaging African American students.

Problem Statement 3 Areas: Demographics

Problem Statement 4: EOY Math MAP growth data shows that a large population of students in each grade level are performing in the lowest quintile. Kindergarten-22% 1st Grade-32% 2nd Grade-38% 3rd Grade-36% 4th Grade-24% 5th Grade-37%

Root Cause 4: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: On the staff survey, the following indicator had the lowest favorable response compared to all other indicators: Disruptive students are not allowed to interrupt the learning of others 1-Strongly Disagree through 5-Strongly Agree 1-18.4% 2-26.3% 3-34.2% 4-18.4% 5-2.6%

Root Cause 5: A structured intervention support plan was not in place for chronically misbehaving students, including MTSS documentation and the use of targeted interventions.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: 72% of all discipline referrals come from African American students. 62% of those referrals are African American males.

Root Cause 6: There are gaps in perceptions of the needs of African American male students and best practices to incorporate social-emotional and culturally responsive teaching practices that meet the needs of African American male students.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Significantly fewer families participate in academic-related school-wide events compared to non-academic events.

Root Cause 7: Many parents do not feel confident in their ability to directly support their child with academic content as new standards are much more rigorous.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Attendance for all grade levels averaged below 95% for the 2022-23 school year, with PK and Kinder attendance being the two lowest of all grade levels.

Root Cause 8: Preventative and targeted attendance initiative efforts didn't target chronic attendance cases.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Woodway Elementary doesn't have a formal mentor program aimed at mentoring new and struggling teachers.

Root Cause 9: Although new and struggling teachers received some basic supports, a prioritization on supporting and mentoring new and struggling teachers was not an area of focus.

Problem Statement 9 Areas: 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

District Goals

Revised/Approved: June 15, 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 83% to 90% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 59% to 70% by May 2024.

*Increase the percentage of Hispanic students On Track on Circle Phonological Awareness from 47.6% to 52% by May 2024.

Evaluation Data Sources: Circle Phonological Awareness

Strategy 1: Monitor and support effective implementation of Creative Curriculum through ongoing teacher observation and tracking of target Circle Phonological skills and indicators.

Strategy's Expected Result/Impact: Increases the percentage of students who score on track on key phonological awareness indicators in English and Spanish.

Staff Responsible for Monitoring: Assistant Principal and Literacy Intervention Specialist

Title I:

2.6





- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: 100% of all PK teachers will use informal and formal assessments to weekly track key phonological awareness indicators from Circle CLI. Intended Audience: PKTeachers, CLT. Provider / Presenter / Person Responsible: PK Teachers Instructional Leadership Team. Date(s) / Timeframe: Weekly Progress Monitoring. Weekly PLC. Collaborating Departments: Early Literacy Department Delivery Method: face to face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Utilize the campus observation and feedback tracker to schedule observation of PK instruction and the utilization of the Creative Curriculum. Intended Audience: PK Teachers Provider / Presenter / Person Responsible: Principal/AP Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Early Learning Delivery Method: face to face	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: EOY MAP Reading growth data shows that a large population of students in each grade level are performing in the lowest quintile. Kindergarten-26% 1st Grade-35% 2nd Grade-55% 3rd Grade-34% 4th Grade-21% 5th Grade-31% Root Cause: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

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 37% to 50% 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 20% to 50% by May 2024.
*Increase the percentage of African American students; the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 23% to 53% by May 2024.

Evaluation Data Sources: NWEA MAP

Strategy 1: Utilize the campus observation and feedback tracker to observe Tier 1 instruction and the implementation of the Amplify Skills curriculum and framework within the literacy block for effective delivery.

Strategy's Expected Result/Impact: Increase percentages of students performing in the 60th percentile or higher on MAP Fluency testing at MOY and EOY checkpoints.

Staff Responsible for Monitoring: CLT Teachers

Title I:
2.4, 2.6

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

Problem Statements: Demographics 3 - Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Teachers will have an ongoing cycle of observation, coaching and feedback with follow up to ensure quality tier 1 instruction is being executed. The reading intervention specialist will work with assigned teachers and students based upon campus needs.				

Intended Audience: K-3 Teachers Provider / Presenter / Person Responsible: Principal AP Reading Interventionist Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Teaching and Learning Delivery Method: face to face				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 2: Mentor teachers will be assigned to new teachers and teachers in need of support for classroom management and instructional planning and delivery.

Strategy's Expected Result/Impact: 100% of teachers receiving support will score at proficient on T-TESS indicators:
1.1 Standards and Alignment
2.2 Content Knowledge
3.1 Routines and Procedures
3.2 Managing student behaviors

Staff Responsible for Monitoring: Assigned Mentor Teachers

Title I:
2.5
- TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction
Problem Statements: School Processes & Programs 1

Strategy 3: Utilize contract specialists for literacy pullout to support foundational literacy development.





Strategy's Expected Result/Impact: 10% decrease in percentage of students in Quintile 1 on MAP by MOY and 20% by end of year compared to previous year.
Staff Responsible for Monitoring: Contractors

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 3

Action Step 1 Details		Reviews			
Action Step 1: Utilize contract specialists for literacy pullout to support foundational literacy development. Intended Audience: K-5 At Risk Students (Tier 3 in Branching Minds) Provider / Presenter / Person Responsible: Contractors Date(s) / Timeframe: August 2023-September 2024 Collaborating Departments: Literacy 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:

Demographics
Problem Statement 3: African American students have missed their math and reading growth targets for the last three reporting years. Reading Target- 32%: 2018-24%, 2019-26%, and 2022-16%. Math Target-31%: 2018-26%, 2019-28%, 2022-19% Root Cause: Tier 1 instruction is lacking rigor and engagement strategies that are effective with engaging African American students.
Student Learning
Problem Statement 1: EOY MAP Reading growth data shows that a large population of students in each grade level are performing in the lowest quintile. Kindergarten-26% 1st Grade-35% 2nd Grade-55% 3rd Grade-34% 4th Grade-21% 5th Grade-31% Root Cause: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students. Problem Statement 3: EOY Math MAP growth data shows that a large population of students in each grade level are performing in the lowest quintile. Kindergarten-22% 1st Grade-32% 2nd Grade-38% 3rd Grade-36% 4th Grade-24% 5th Grade-37% Root Cause: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.
School Processes & Programs
Problem Statement 1: Woodway Elementary doesn't have a formal mentor program aimed at mentoring new and struggling teachers. Root Cause: Although new and struggling teachers received some basic supports, a prioritization on supporting and mentoring new and struggling teachers was not an area of focus.

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 26% to 56% by May 2023.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 41% to 51% by May 2023.

*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 17% to 47% by May 2023.

Evaluation Data Sources: NWEA MAP

Strategy 1: Collaborate with K-5 teachers, and literacy department to establish a highly effective literacy block that embeds essential and critical instructional activities that support student achievement in English and Spanish Language Arts at the foundational levels.

Strategy's Expected Result/Impact: Increase percentage of students performing at or above the 60th percentile on MAP MOY and EOY checkpoints.

Staff Responsible for Monitoring: Assistant Principal

K-5 Teachers

Reading Interventionist Specialist

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Develop a highly effective bell to bell schedule that itemizes critical and essential components of the FWISD literacy/biliteracy framework that leads to high student achievement. Intended Audience: K-5 Teachers Provider / Presenter / Person Responsible: Teachers CLT Date(s) / Timeframe: By September 2023, all K-5 classrooms will post an itemized schedule of their literacy block which will identify specific literacy activities and instructional areas of focus. Collaborating Departments: Literacy Department Delivery Method: face to face				

Action Step 2 Details	Reviews			
Action Step 2: Establish a daily intervention/acceleration block daily within the daily schedule to focus on recovery intervention for students with significant gaps as well as acceleration activities for students performing at advanced levels. Intended Audience: K-5 Teachers Provider / Presenter / Person Responsible: Reading Intervention Specialist Teacher Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Early Childhood Delivery Method: face to face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Utilize ongoing coaching, mentoring and effective feedback of quality tier 1 reading/language arts instruction. Teachers provided with ongoing coaching and professional development around effective literacy instruction. Intended Audience: K-5 Teachers Provider / Presenter / Person Responsible: Assistant Principal Reading Intervention Specialist Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Literacy Department Delivery Method: Face-to face Funding Sources: Coaching and professional development - Title I (211) - 211-31-6119-04E-216-30-510-000000-24F10 - \$73,736	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: SPED Students will receive reading support instructional materials and text and personalized compartments to house resources for literacy development. Intended Audience: SPED Students Provider / Presenter / Person Responsible: Teacher SPED Teacher Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: SPED 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>				

Strategy 2: Increase Spanish online reading and math resources for intervention and acceleration

Strategy's Expected Result/Impact: Increase dual language student performance in meets and masters in State and District assessments.

Staff Responsible for Monitoring: Teachers

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 1

Action Step 1 Details	Reviews			
Action Step 1: Increase dual language student performance in meets and masters in State and District assessments. Intended Audience: Dual Language Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Dual Language Delivery Method: face to face Funding Sources: - BEA (199 PIC 25) - 199-11-6329-001-216-25-313-000000 - \$2,312	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Strategy 3: SPED students will receive additional targeted daytime intervention to support phonemic awareness, reading comprehension and analysis of text.

Strategy's Expected Result/Impact: 80% of all SPED students in 3-5 grades will perform at Approaches level.

Staff Responsible for Monitoring: SPED teachers

CLT

Title I:

2.4

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: SPED teachers will participate in extended planning to align instruction and intervention to targeted gaps in student learning. Intended Audience: SPED students Provider / Presenter / Person Responsible: SPED teacher Date(s) / Timeframe: Extended Planning-once per 6 weeks Weekly PLC's Collaborating Departments: Core content teachers Delivery Method: In person Funding Sources: Instructional Resources - SPED (199 PIC 23) - - \$3,883	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 4: Embed project-based learning opportunities and extensions for GT students within general education classrooms

Strategy's Expected Result/Impact: 80% of GT students will perform at Meets level or higher on STAAR Reading.

Staff Responsible for Monitoring: Teachers
GT Teacher

Title I:

2.4

- **TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: GT students will participate in ongoing project-based learning opportunities that extend into the general ed classroom. Intended Audience: GT Students	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: GT/Gen Ed Teachers Date(s) / Timeframe: Weekly Collaborating Departments: GT Delivery Method: In person Funding Sources: Project Materials - Gifted & Talented (199 PIC 21) - - \$245				
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Special Education students have not met their projected math growth target of 23% for two of the last three reporting school years: 2018-15%, 2019-29%, 2022-21%. Root Cause: Teachers needs more ongoing support with IEP implementation and accommodations within the instructional general education setting.
Student Learning
Problem Statement 1: EOY MAP Reading growth data shows that a large population of students in each grade level are performing in the lowest quintile. Kindergarten-26% 1st Grade-35% 2nd Grade-55% 3rd Grade-34% 4th Grade-21% 5th Grade-31% Root Cause: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.
Problem Statement 3: EOY Math MAP growth data shows that a large population of students in each grade level are performing in the lowest quintile. Kindergarten-22% 1st Grade-32% 2nd Grade-38% 3rd Grade-36% 4th Grade-24% 5th Grade-37% Root Cause: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

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

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 79% to 84% by May 2024.
Increase the percentage of Hispanic students who score On Track from 40% to 50% by May 2024.

Evaluation Data Sources: Circle Math





Strategy 1: Continue to monitor and support effective implementation of Creative Curriculum through ongoing teacher observation and tracking of target Math skills and indicators.

Strategy's Expected Result/Impact: Increases the percentage of students who score on track on key math indicators in English and Spanish.

Staff Responsible for Monitoring: Teachers
Principal
Math Department

Title I:
2.6
- ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Learning 3

Action Step 1 Details		Reviews			
Action Step 1: 100% of all PK teachers will use informal and formal assessments to weekly track key phonological awareness indicators from Circle CLI. Intended Audience: PK teachers Provider / Presenter / Person Responsible: Teachers Principal Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Early Childhood Math Department Delivery Method: face-to-face		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: EOY Math MAP growth data shows that a large population of students in each grade level are performing in the lowest quintile. Kindergarten-22% 1st Grade-32% 2nd Grade-38% 3rd Grade-36% 4th Grade-24% 5th Grade-37% **Root Cause:** Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

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 79.3% to 85% by May 2024. Increase the percentage of African American students, the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 71.4% to 80% by May 2024.

Evaluation Data Sources: TX-KEA

Strategy 1: Kindergarten teachers will use a weekly progress monitoring checkpoint to track student progress.

Strategy's Expected Result/Impact: 80% of students will show mastery of weekly progress monitoring check.

Staff Responsible for Monitoring: Principal
Teachers

Title I:
2.4, 2.6
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 3

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: EOY Math MAP growth data shows that a large population of students in each grade level are performing in the lowest quintile. Kindergarten-22% 1st Grade-32% 2nd Grade-38% 3rd Grade-36% 4th Grade-24% 5th Grade-37% Root Cause: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

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

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 26% to 56% by May 2024.
Increase the percentage of African American students; the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 17% to 47% by May 2024.

High Priority
Evaluation Data Sources: NWEA MAP

Strategy 1: Teacher observation and feedback tracker will be utilized to monitor and support effective quality tier 1 mathematics instruction. Ongoing feedback and professional development will be provided.





Strategy's Expected Result/Impact: 80% teachers score at proficient on T-TESS Dimension 2.2 content knowledge as evidence by T-TESS scoring on walkthroughs.

Staff Responsible for Monitoring: Instructional Coach
Principal
Assistant Principal

Title I:
2.4, 2.6
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- Targeted Support Strategy

Problem Statements: Student Learning 3

Action Step 1 Details		Reviews			
Action Step 1: Teacher coaching and support plan will be provided based upon teacher needs and data. Instructional Coach will work with assigned teachers Intended Audience: K-5 teachers Provider / Presenter / Person Responsible: Instructional Coach Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Math Department Delivery Method: face-to-face		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Assigned teacher assistant will work with assigned students on fundamental and foundational mathematics skills to address gaps. Intended Audience: Tier 2 and 3 students in grades 2-5 Provider / Presenter / Person Responsible: Instructional Coach Teacher Assistant Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Math Department Delivery Method: face-to-face Funding Sources: intervention and classroom support - Title I (211) - 211-11-6129-04E-216-30-510-000000-24F10 - \$26,983	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: SPED students will receive updated math manipulative and classroom resources to enhance the learning environment and in concept development of critical skills. Intended Audience: SPED Students Provider / Presenter / Person Responsible: Teacher SPED Teacher Date(s) / Timeframe: May 2023-August 24 Collaborating Departments: SPED Department	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
Problem Statement 3: EOY Math MAP growth data shows that a large population of students in each grade level are performing in the lowest quintile. Kindergarten-22% 1st Grade-32% 2nd Grade-38% 3rd Grade-36% 4th Grade-24% 5th Grade-37% Root Cause: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

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

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 29% to 39% by May 2024.
Increase the percentage of African American students; the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 12% to 24% by May 2024.

Evaluation Data Sources: STAAR Reading Assessment

Strategy 1: Students performing at the meets or masters level on campus and district assessments will receive campus incentives and privileges.





Strategy's Expected Result/Impact: Increase the percentage of students performing at meets or masters at all grade levels.

Staff Responsible for Monitoring: Teachers
Campus leadership team

Title I:
2.4, 2.6
- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Targeted Support Strategy

Problem Statements: Demographics 3 - Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Students will receive incentives, prizes and privileges to promote higher performance at mastery levels. Intended Audience: 3-5 students Provider / Presenter / Person Responsible: Campus Leadership Team Counselor Date(s) / Timeframe: August 2023- May 2024 Delivery Method: face-to-face Funding Sources: Student incentives - Title I (211) - 211-11-6499-04E-216-30-510-000000-24F10 - \$1,000				

Action Step 2 Details	Reviews			
Action Step 2: Advance students will work on project based learning and extension opportunities to maintain performance at mastery levels. Intended Audience: 3rd-5th grade students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Gifted and Talent/STEM 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 1 Problem Statements:

Demographics
Problem Statement 3: African American students have missed their math and reading growth targets for the last three reporting years. Reading Target- 32%: 2018-24%, 2019-26%, and 2022-16%. Math Target-31%: 2018-26%, 2019-28%, 2022-19% Root Cause: Tier 1 instruction is lacking rigor and engagement strategies that are effective with engaging African American students.
Student Learning
Problem Statement 1: EOY MAP Reading growth data shows that a large population of students in each grade level are performing in the lowest quintile. Kindergarten-26% 1st Grade-35% 2nd Grade-55% 3rd Grade-34% 4th Grade-21% 5th Grade-31% Root Cause: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

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

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 20% to 30% by May 2024.
Increase the percentage of African American students; the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 4% to 14% by May 2024.

Evaluation Data Sources: STAAR Math Assessment

Strategy 1: 3rd-5th African American students will be monitored weekly through Branching Minds through the MTSS process in an effort to track student progress and effectiveness. Students will have an accelerated instruction plan targeting specific skills based on MAP data.





Strategy's Expected Result/Impact: A minimal of 10% increase in African American students performing in meets and masters performance bands compared to previous year.

Staff Responsible for Monitoring: Teachers,
Instructional Coach

Title I:
2.4, 2.6
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Targeted Support Strategy

Problem Statements: Demographics 3

Action Step 1 Details		Reviews			
Action Step 1: Select staff will be assigned to provide additional extended day tutoring. Intended Audience: 3rd-5th African American Students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Math Department Delivery Method: face-to-face Funding Sources: Tutoring - Title I (211) - 211-11-6116-04E-216-30-510-000000-24F10 - \$1,000		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: SPED students will be provided with updated mathematic manipulatives and accommodation resources to support mathematic concepts. Intended Audience: 3-5 SPED Students Provider / Presenter / Person Responsible: SPED Inclusion/Resource Teacher Principal Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: SPED Delivery Method: face-to-face Funding Sources: Instructional Resources - SCE (199 PIC 24) - 199-11-6399-001-216-24-313-000000- - \$3,147	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:

Demographics
Problem Statement 3: African American students have missed their math and reading growth targets for the last three reporting years. Reading Target- 32%: 2018-24%, 2019-26%, and 2022-16%. Math Target-31%: 2018-26%, 2019-28%, 2022-19% Root Cause: Tier 1 instruction is lacking rigor and engagement strategies that are effective with engaging African American students.

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

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 23% to 12% by May 2023.

Evaluation Data Sources: Attendance Data (Focus)

Strategy 1: Attendance parties will be offered each six weeks to reward perfect and high attendance for individual students and grade levels.

Strategy's Expected Result/Impact: Campus attendance will average 95% or higher every six weeks.

Staff Responsible for Monitoring: Attendance Clerk
Family Engagement Specialist

Title I:

4.1

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Students will receive incentives each six weeks for perfect and high attendance. Intended Audience: All Students Provider / Presenter / Person Responsible: FES Attendance Clerk Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Family Engagement Delivery Method: face to face email phone Funding Sources: Attendance Incentives - Title I (211) - 211-11-6499-04E-216-30-510-000000-24F10 - \$500	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:

School Processes & Programs

Problem Statement 2: Attendance for all grade levels averaged below 95% for the 2022-23 school year, with PK and Kinder attendance being the two lowest of all grade levels.
Root Cause: Preventative and targeted attendance initiative efforts didn't target chronic attendance cases.

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 117 to 80 by May 2024.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 26 to 16 by May 2023.

High Priority

Evaluation Data Sources: FOCUS - Discipline Report, ADQ Cycle Reports

Strategy 1: Staff will participate in culturally responsive teaching and ongoing professional development including book studies on meeting the needs of African American students.

Strategy's Expected Result/Impact: Discipline referrals will show a minimum of a 20% decrease from the prior year for AA students.

Staff Responsible for Monitoring: Counselor
Principal/AP

Title I:

2.6

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Strategy**

Problem Statements: Demographics 1

Strategy 2: A campus restorative practice and reset center will be utilized to support Tier 2 and 3 students in MTSS with behavior supports and self-regulation strategies.

Strategy's Expected Result/Impact: 20 % decrease in referrals from students with highest referral occurrences.

Staff Responsible for Monitoring: Teacher Assistant
Assistant Principal
Counselor
Principal

Title I:

2.6

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: A campus restorative practice and reset center will be utilized to support Tier 2 and 3 students in MTSS with behavior supports and self-regulation strategies. Intended Audience: Tier 2 and 3 behavior students Provider / Presenter / Person Responsible: Teacher Assistant-Computer Lab Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: CLT Student Support Services Delivery Method: face to face Funding Sources: Teacher Assistant - Title I (211) - 211-11-6129-04E-216-30-510-000000-24F10 - \$28,752.15	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 3: Provide learning environments that have cooling corners for student de-escalation.

Strategy's Expected Result/Impact: 20% decrease in referrals and OSS.

Staff Responsible for Monitoring: Teachers
Counselor
AP

Title I:
2.6
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Provide learning environments that have cooling corners for student de-escalation. Intended Audience: At risk students Provider / Presenter / Person Responsible: Teachers	Formative			Summative
	Nov	Jan	Mar	June

<p>Date(s) / Timeframe: August 2023-24</p> <p>Collaborating Departments: Student Support Services</p> <p>Delivery Method: Face to face</p> <p>Funding Sources: Classroom Resources/Supplies - SCE (199 PIC 24) - 199-11-6399-001-216-24-313-000000- - \$3,500</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 72% of all discipline referrals come from African American students. 62% of those referrals are African American males. Root Cause: There are gaps in perceptions of the needs of African American male students and best practices to incorporate social-emotional and culturally responsive teaching practices that meet the needs of African American male students.
Perceptions
Problem Statement 2: On the staff survey, the following indicator had the lowest favorable response compared to all other indicators: Disruptive students are not allowed to interrupt the learning of others 1-Strongly Disagree through 5-Strongly Agree 1-18.4% 2-26.3% 3-34.2% 4-18.4% 5-2.6% Root Cause: A structured intervention support plan was not in place for chronically misbehaving students, including MTSS documentation and the use of targeted interventions.

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 or the student group that is most marginalized on our campus (gender, race, program, other) from 17 to 8 by May 2024.

Evaluation Data Sources: FOCUS - Discipline Report, ADQ Cycle Reports, RDA Discipline Link

Strategy 1: Utilize effective Tier 2 and 3 research-based behavior response approaches to support teachers with high at-risk student behavior.

Strategy's Expected Result/Impact: Decrease OSS rate by a minimum of 20% from the prior year.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Title I:
4.2
- TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Perceptions 2

Action Step 1 Details		Reviews			
Action Step 1: Teachers will utilize Branching Minds to track behavior intervention supports such as behavior contracts and behavior charts and their effectiveness. Intended Audience: PK-5Teachers Provider / Presenter / Person Responsible: Teachers Counselor Date(s) / Timeframe: August 2023-May 2024 Delivery Method: face to face		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 3 Problem Statements:

Demographics
Problem Statement 2: Special Education students have not met their projected math growth target of 23% for two of the last three reporting school years: 2018-15%, 2019-29%, 2022-21%. Root Cause: Teachers needs more ongoing support with IEP implementation and accommodations within the instructional general education setting.

Perceptions

Problem Statement 2: On the staff survey, the following indicator had the lowest favorable response compared to all other indicators: Disruptive students are not allowed to interrupt the learning of others 1-Strongly Disagree through 5-Strongly Agree 1-18.4% 2-26.3% 3-34.2% 4-18.4% 5-2.6% **Root Cause:** A structured intervention support plan was not in place for chronically misbehaving students, including MTSS documentation and the use of targeted interventions.

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 50% to 80% by May 2024.

Evaluation Data Sources: Promotion and Communication Artifacts, Event Attendance Sheets, Parent Feedback, SBDM Agenda and Minutes, Student Leadership Input, Student Club Offerings and Rosters

Strategy 1: Utilize PTO and collaborating departments to promote high parental engagement activities and opportunities to partner with the campus.

Strategy's Expected Result/Impact: Increase parental involvement as evidenced by attendance by 10% increase from previous year.

Staff Responsible for Monitoring: FES





Title I:

4.2

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: 100% of parents will participate in at least one parental involvement events each semester to promote parent and community partnerships. Intended Audience: Parents Provider / Presenter / Person Responsible: FES Campus Leadership Team PTO Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Family and Community Outreach Delivery Method: face to face Funding Sources: Snack and refreshments for parents - Parent Engagement - 211-61-6499-04L-216-30-510-000000-24F10 - \$1,425				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 2: Partner with community liaison and FES to offer parent workshops centered around parenting skills, employment, health resources and social emotional support.

Strategy's Expected Result/Impact: 100% of parents will participate in at least one parental involvement events each semester to promote parent and community partnerships.

Staff Responsible for Monitoring: FES





Title I:

4.2

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: 100% of parents will participate in at least one parental involvement events each semester to promote parent and community partnerships. Intended Audience: Parents Provider / Presenter / Person Responsible: FES CLT Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Family and Community Outreach Delivery Method: face to face Funding Sources: Presenters and workshops - Parent Engagement - 211-61-6399-04L-216-30-510-000000-24F10 - \$1,425		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: Significantly fewer families participate in academic-related school-wide events compared to non-academic events. Root Cause: Many parents do not feel confident in their ability to directly support their child with academic content as new standards are much more rigorous.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	Coaching and professional development	Title I Intervention Specialist	211-31-6119-04E-216-30-510-000000-24F10	\$73,736.00
2	3	1	2	intervention and classroom support	Teacher Assistant	211-11-6129-04E-216-30-510-000000-24F10	\$26,983.00
3	1	1	1	Student incentives	Snacks or incentives for students	211-11-6499-04E-216-30-510-000000-24F10	\$1,000.00
3	2	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-216-30-510-000000-24F10	\$1,000.00
4	1	1	1	Attendance Incentives	Snacks or incentives for students	211-11-6499-04E-216-30-510-000000-24F10	\$500.00
4	2	2	1	Teacher Assistant	Teacher Assistant	211-11-6129-04E-216-30-510-000000-24F10	\$28,752.15
Sub-Total							\$131,971.15
Budgeted Fund Source Amount							\$131,971.15
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2	Instructional Resources	Supplies and materials for instructional use	199-11-6399-001-216-24-313-000000-	\$3,147.00
4	2	3	1	Classroom Resources/Supplies	Supplies and materials for instructional use	199-11-6399-001-216-24-313-000000-	\$3,500.00
Sub-Total							\$6,647.00
Budgeted Fund Source Amount							\$6,647.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Snack and refreshments for parents	Snacks for Parents to promote participation	211-61-6499-04L-216-30-510-000000-24F10	\$1,425.00
4	4	2	1	Presenters and workshops	Supplies and materials for parental involvement	211-61-6399-04L-216-30-510-000000-24F10	\$1,425.00
Sub-Total							\$2,850.00
Budgeted Fund Source Amount							\$2,850.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1		Reading materials - instruction	199-11-6329-001-216-25-313-000000	\$2,312.00
Sub-Total							\$2,312.00
Budgeted Fund Source Amount							\$2,312.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	4	1	Project Materials	GENERAL SUPPLIES		\$245.00
Sub-Total							\$245.00
Budgeted Fund Source Amount							\$245.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	3	1	Instructional Resources	INSTRUCTIONAL MATERIALS		\$3,883.00
Sub-Total							\$3,883.00
Budgeted Fund Source Amount							\$3,883.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00
Grand Total Budgeted							\$147,908.15
Grand Total Spent							\$147,908.15
+/- Difference							\$0.00