

Fort Worth Independent School District

220 Alice Contreras Elementary School

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: April 18, 2023

Public Presentation Date: April 21, 2023

Mission Statement

Create a learning community where we DREAM big, BELIEVE in ourselves and ACHIEVE greatness.

Vision

Inspire ALL students to become lifelong learners that positively impact their world.

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Comprehensive Needs Assessment

Revised/Approved: April 14, 2023

Demographics

Demographics Summary

Alice D. Contreras Elementary was established in 2000 and was named after a ground breaking educator and pioneer in the Bilingual education program in Fort Worth ISD. Alice D. Contreras is a Title 1, A-rated, goal-driven Prek-5th grade Dual Language elementary campus. Alice D. Contreras received 4 out of 6 Distinction Designations: Academic Achievement in English/ Language Arts/Reading, Top 25%: Comparative Academic Growth, Top 25%: Comparative Closing the Gaps and Postsecondary Readiness.

Alice D. Contreras provides a safe and equitable learning environment to all students. Community partners such as Blue Zones of Fort Worth, Academy 4, University Christian Church, Girls Inc., Jr. Optimist Club, F3 Mentorships and SouthCliff Baptist Church infuse our students with empathy, optimism, and leadership skills.

Alice D. Contreras employs a talented staff with 100 percent being highly qualified per TEA guidelines. Level of teaching experience range from 0 to over 20 years. In addition to rigorous Tier 1 instruction by highly qualified teachers, Alice D. Contreras proudly offers many programs focused on the whole child (healthy, safe, engaged, supported and challenged). Some programs include Gifted and Talented Thinking Lab, UIL, Fort Worth After School, mentorships, Jr. Optimist Club (football, soccer, softball, cheerleading), Battle of the Books, Spelling and Math Bee.

Our stakeholders include parents, community members, school board members, teachers,

administrators, and students. Alice D. Contreras intentionally involves stakeholders in the decision-making process through campus committees and partnerships such as the Site Base Decision Making Committee (SBDM) and Parent Teacher Organization (PTO). In addition, monthly Leopard News meeting are facilitated by administrators, Family Engagement Specialist and other staff members in order to provide information and classes to parents. In addition, these meetings also provide families a platform to continuously communicate and provide feedback to school stakeholders.

During this academic school year, our enrollment has decreased to 498 students. We have seen a decrease throughout the last 5 years:

2018-2019= 627 students

2019-2020= 610 students

2020-2021= 548 students

2021-2022= 538 students

2022-2023= 498 students

Alice D. Contreras ES has a predominantly Hispanic population of about 94%. Other student groups that attend our campus are:

White: 2%

Black/African-American: 2%

Asian: 1%

Two or more races: 1%

Alice D. Contreras' population includes: 93% Economically Disadvantage, 84% at-risk, 54% Emergent Bilingual, 5% Gifted and Talented, 13% Sped Ed (including RISE students), and 7%

Dyslexia.

The last published mobility rate was in 2020-2021 at 8% which is well below the average district at 17% and state at 14%.

Demographics Strengths

Alice D. Contreras has many strengths. Some of the most notable strengths include:

- Alice D. Contreras has various programs and partnerships that help meet the varying needs of our students. We provide services in Dual Language One-way, ESL, gifted and talented, special education, dyslexia, and fine arts. All of these programs align with our belief that all students can learn when their differentiating needs and interests are considered.
- Our Site Based Decision Making Committee consists of various stakeholders such as parents, staff members, district members, community and business members. We meet as a committee a minimum of six times per year to create, monitor, and adjust our Campus Improvement Plan.

We also have strong partnerships with various organizations in order to best support our students such as:

- The Fort Worth After School Program engages students in various activities such as: homework support, art class, running club, cheer club, and volunteer opportunities.

- The Junior Optimist Club which provides students the opportunity to participate in football, soccer and softball for 3rd-5th grade students.
- Academy 4 which provides a mentor for every 4th grade student. Mentors meet with their mentees once a month. Students engage in different lessons, clubs and individual time with their mentors.
- SouthCliff Baptist Church hosts a Spring Break camp at Alice D. Contreras for students and ESL classes for community members.
- Blue Zones of Fort Worth/Tarrant Food Bank supported the campus with the implementation of the first Good For You Pantry in an elementary school in FWISD. This has allowed us to provide food to our families and community members twice a month.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education population (53 students) performance on the math STAAR at the meet grade level declined from 28% in 20-21 to 23% in 21-22. **Root Cause:** Professional Development was not consistently implemented and monitored in order to ensure general education teachers, specials education teacher, and diagnostician implemented effective strategies to meet the academic and social needs of our special education students in math.

Problem Statement 2 (Prioritized): 2nd-5th grade (347 students) Hispanic population decreased 2% from BOY to MOY on meeting grade level norms on MAP Growth reading in English (41% to 39%). **Root Cause:** Quality PD was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned to the state standards using our new resource Amplify and MAP Growth resources as well as the implementation of technology.

Student Learning

Student Learning Summary

In 2021-2022 Alice D. Contreras received a TEA rating of an A. In addition, Alice D. Contreras received the following Distinction Designations:

- ELA/Reading
- Comparative Academic Growth
- Postsecondary Readiness
- Comparative Closing the Gaps

Our focus, targeted areas include Domain 1 (student achievement) Goal: 77% Approaches, 48% Meets, 29% Masters (21-22: 73% Approaches, 45% meets, 24% Masters) For the 2022-2023 school year, our campus goals are to increase our Domain 1 Student Achievement scale score from a 75 to a 78. Domain 2B (relative progress) will increase from 84 to 87. Domain 3 (closing the gaps) will increase from 87 to 92.

Reading STAAR	Approaches	Meets	Masters
3RD-5TH All	81%	56%	34%
3-5th Hispanic	81%	53%	34%
3-5th White	100%	80%	80%
3-5th SPED	52%	32%	10%
3-5th Continuously enrolled	81%	58%	36%
3-5th Non-continuously enrolled	80%	40%	24%

Reading STAAR	Approaches	Meets	Masters
3-5th ED	80%	54%	32%
3-5th EB	79%	51%	31%

Math STAAR	Approaches	Meet	Masters
3RD-5THAll	71%	41%	19%
3-5th Hispanic	70%	41%	19%
3-5th White	80%	60%	60%
3-5th SPED	52%	23%	10%
3-5th Continuously enrolled	71%	40%	20%
3-5th Non-continuously enrolled	72%	48%	16%
3-5th ED	69%	38%	18%

Math STAAR	Approaches	Meet	Masters
3-5th EB	72%	42%	19%

Science STAAR	Approaches	Meet	Masters
5THAll	53%	21%	9%

Science STAAR	Approaches	Meet	Masters
5th Hispanic	52%	18%	9%
5th SPED	23%	15%	0%
5th Continuously enrolled	55%	21%	9%
5th Non-continuously enrolled	44%	22%	11%
5th ED	51%	19%	6%
5th EB	55%	23%	11%

Below is a summary of our 2022-2023 MOY MAP Growth Data results:

2022-2023 MATH MAP GROWTH MOY	Percent Met grade Norm
Kinder	42% (increase of 12%)
First	24% (decrease of 5%)
Second	41% (increase of 3%)
Third	30% (increase of 5%)
Fourth	35% (decrease of 7%)
Fifth	48% (increase of 8%)
All	37% (increase of 2%)

2022-2023 Reading English MAP GROWTH	Percent Met grade Norm
Kinder	30% (increase of 2%)
First	26% (increase of 10%)
Second	19% (decrease of 1%)
Third	44% (increase of 1%)
Fourth	45% (decrease of 14%)
Fifth	58% (increase of 9%)
All	41% (increase of 2%)

2022-2023 Reading SPANISH MAP GROWTH	Percent Met grade Norm
Kinder	67% (increase of 24%)
First	43% (decrease of 10%)
Second	48% (increase of 5%)
Third	44% (increase of 10%)
All	50% (increase of 7%)

Based on 2021-2022 STAAR performance, some of the strengths include:

- Reading= all subgroups met their performance targets
- 57% of Hispanic students performed at meets in Reading STAAR
- 41% of Hispanic students performed at meets on the math STAAR
- Special Education, Economically Disadvantage, and Emergent Bilingual groups met their performance target for achievement at meets and demonstrated growth

Based on our 2022-2023 MOY MAP Growth data:

- 48% of our 5th graders met the grade level RIT norm in math
- 58% of our 5th graders met the grade level RIT norm in English reading
- 67% of our kindergartner's graders met the grade level RIT norm in Spanish reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of students on grade level in math based on MAP Growth at MOY increased by 1% from BOY (36% to 37% meeting grade level norms). **Root Cause:** System to analyze data , examine student work, and determine next action steps were not consistently implemented during PLCs due to the majority of time being spent internalizing the Eureka resource and lessons.

Problem Statement 2 (Prioritized): Kinder-5th grader students increased 1% from BOY to MOY based on MAP Growth reading percent on grade level. **Root Cause:** MTSS systems to monitor student progress and provide interventions/enrichments were not consistently implemented as teachers became familiar with new resource: Amplify.

School Processes & Programs

School Processes & Programs Summary

Alice D. Contreras employs teachers who are Bilingual/ESL certified and who meet all certification requirements in their academic teaching area. Our Pre-Kindergarten program is a full day program with teachers who meet the criteria of a High-Quality Pre-Kindergarten program.

Implementation and alignment of weekly Professional Learning Communities (PLC) is a focus campus wide with ongoing training to support all staff. The FWISD Professional Learning Communities Framework has been implemented in order to support the success of PLCs. Teachers engage in various activities such as: Planning and Practice, Studying Student Work, Using Student Data, and engage in Professional Learning.

The lesson plans submitted by teachers include critical components such as: lesson objective, activities (gradual release model), and formative assessments.

Leadership teams are involved in the process for recruiting, hiring, assigning, and retaining high-quality educators. Alice D. Contreras has a recruiting committee that includes staff from diverse cultural, ethnic and racial backgrounds. Members include administrators, teachers, counselor and Data Analyst. Applicants are interviewed and engage in tasks depending on the vacancy such as modeling a lesson if interested in a teaching position. The committee then select and place the recommended candidate in the grade level/subjects based on student needs and teacher strengths.

The master schedule has been created to maximize instructional time in all subjects. In addition, teachers have common planning periods which allow them to collaborate with each other.

Students who are not making adequate progress are targeted through MTSS. Branching Minds

is the platform used to monitor MTSS interventions of Tier 2 and 3 students.

Administrators and the campus Instructional Coach conduct consistent walkthroughs and provide individualized bite-size actionable feedback to teachers along with coaching sessions in order to improve student achievement.

School Processes & Programs Strengths

Leadership teams are involved in the process for recruiting, hiring, assigning, and retaining high-quality educators. Alice D. Contreras has a recruiting committee that includes staff from diverse cultural, ethnic and racial backgrounds. Members include administrators, teachers, counselor and Data Analyst. Applicants are interviewed and engage in executing a lesson. The committee then select and place the recommended candidate in the grade level/subjects based on student needs and teacher strengths.

Identified teachers are assigned an instructional coach who meets with them a minimum of 45 minutes a week to support with lesson planning and other instructional needs. The master schedule is built so that grade levels have planning at the same time to facilitate collaborative common planning. Teachers meet during PLC's to discuss planning, teaching, data, student work and engage in PL sessions. Data meetings are scheduled where teachers and the Instructional Leadership Teams take a deep data dive following the data driven protocol. Student work is analyzed and root causes for misconceptions are addressed as well as the next action steps.

Our campus provides Breakfast in the classroom (KSB Program) to all Prek-5th grade students

to support classroom performance and attendance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our 5th grade Hispanic students increased to 18% at meets in science STAAR in 2022 as compared to campus goal of 37%. **Root Cause:** Campus wide, quality Professional Learning was not intentionally planned and delivered as it has been more focused on reading and math and due to the new math and reading resources.

Problem Statement 2 (Prioritized): 6% of our students are identified as Gifted and talented and on STAAR in 21-22 68% mastered on math, reading, and science combined. **Root Cause:** A system to ensure the collaboration amongst the GT teachers and general education teachers to increase nominations and improve enrichment activities was not consistently implemented.

Perceptions

Perceptions Summary

Alice D. Contreras' vision statement is Inspire ALL students to become lifelong learners that positively impact their world. The mission is Create a learning community where we DREAM big, BELIEVE in ourselves and ACHIEVE greatness.

As a Title I campus, opportunities for parental involvement and supplemental resources to enhance the home to school connection are provided. Multiple methods for parent communication are utilized including Blackboard, school website, Social Media Platforms; Facebook, Instagram, Twitter, monthly Smore newsletters, emails, phone calls, and conferences.

Alice D. Contreras has a PTO and volunteer opportunities for parents and community members. Parents and community members are encouraged to participate in the campus decision-making process through the Site Based Decision Making committee which meets a minimum of six times a year.

In addition, monthly Leopard News are scheduled in order to promote the on-going communicating process during the day and after school hours. These meetings are facilitated by administrators, the school's Family Engagement Specialist and/or community/business partners.

The Family Engagement Specialist supports families by making personal phone calls, making home visits, providing supports with technology, providing resources such as Care Solace and Family Research Center. Family Engagement Specialist also provides classes twice a month during Saturday Learning Quest. Administrator and Family Engagement Specialist also provide an All Pro Dad chapter session once a month for Dads/Father figures.

Alice D. Contreras focuses on ensuring a safe and orderly environment for all students and staff

through implementation of an Emergency Operations Plan. In addition, committees such as Student Support Team (SST) meet at a minimum twice a six weeks to review multiple data sources such as attendance, academics, discipline incidents and equitable access to resources.

We did have a slight increase in attendance this school year at the semester 1 mark compared to 2021-2022. This year at semester 1 we have a 92% attendance rate compared to last year with a 91% attendance rate. Below is a table that shows the percentages per cycle:

All	All Students	498	94.6	495	94.4	492	88.9	92.48
	Hispanic	473	94.7	470	94.5	467	88.9	92.53
	African American	8	90.9	8	93.5	8	85.8	89.76
	White	11	92.5	11	90.9	11	88.5	90.65
	Other	6	98.2	6	94.9	6	93.7	95.63
	LEP	271	96.3	272	96.3	270	90.0	94.03
	SE	53	93.6	56	93.1	57	87.8	91.08
	LEP Not Served	18	92.8	20	94.6	20	86.9	91.24

Perceptions Strengths

Families are provided multiple opportunities to engage in the school community. For example, Family Engagement Specialist provides classes twice a month during Saturday Learning Quest, an All Pro Dad Chapter once a month for dads/father figures, and monthly Leopards News.

Families are provided with resources such as clothes and food. The Good for You Pantry is open to all families and community members twice a month. During this time, families are able to "shop" and are provided with food.

PTO is active and supports the school community throughout the year.

Several community partnerships have been established, nurtured and maintained. Some of the partnerships include: Blue Zones of Fort Worth, Food Bank, Jr. Optimist Club, Girls Inc., Reading Partners, Academy 4, F3 mentorships, After School Program, NT Window, Girls Scouts, Cub Scouts, South Cliff Baptist Church, Christian Church, Good News Club, Paschal HS students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Per Branching Minds, as of the 5th six weeks of the 2022-2023 school year, 87 Level 1 referrals have been documented . **Root Cause:** Schoolwide proactive implementation and Professional Learning targeting Restorative Practices, TBRI, PBIS and strategies to support students was not prioritized due to majority of PLCs and staff meetings targeting academic needs of students and the implementation of new math and reading resources.

Problem Statement 2 (Prioritized): Attendance rate during the 2022-2023 school year is 92% which is below our target of 96%. **Root Cause:** Systems to intentionally implement and monitor individual plans to improve attendance for identified students were not consistently implemented.

Priority Problem Statements

Problem Statement 1: Special Education population (53 students) performance on the math STAAR at the meet grade level declined from 28% in 20-21 to 23% in 21-22.

Root Cause 1: Professional Development was not consistently implemented and monitored in order to ensure general education teachers, specials education teacher, and diagnostician implemented effective strategies to meet the academic and social needs of our special education students in math.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 2nd-5th grade (347 students) Hispanic population decreased 2% from BOY to MOY on meeting grade level norms on MAP Growth reading in English (41% to 39%).

Root Cause 2: Quality PD was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned to the state standards using our new resource Amplify and MAP Growth resources as well as the implementation of technology.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The percent of students on grade level in math based on MAP Growth at MOY increased by 1% from BOY (36% to 37% meeting grade level norms).

Root Cause 3: System to analyze data , examine student work, and determine next action steps were not consistently implemented during PLCs due to the majority of time being spent internalizing the Eureka resource and lessons.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Kinder-5th grader students increased 1% from BOY to MOY based on MAP Growth reading percent on grade level.

Root Cause 4: MTSS systems to monitor student progress and provide interventions/enrichments were not consistently implemented as teachers became familiar with new resource: Amplify.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 6% of our students are identified as Gifted and talented and on STAAR in 21-22 68% mastered on math, reading, and science combined.

Root Cause 5: A system to ensure the collaboration amongst the GT teachers and general education teachers to increase nominations and improve enrichment activities was not consistently implemented.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Per Branching Minds, as of the 5th six weeks of the 2022-2023 school year, 87 Level 1 referrals have been documented .

Root Cause 6: Schoolwide proactive implementation and Professional Learning targeting Restorative Practices, TBRI, PBIS and strategies to support students was not prioritized due to majority of PLCs and staff meetings targeting academic needs of students and the implementation of new math and reading resources.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Attendance rate during the 2022-2023 school year is 92% which is below our target of 96%.

Root Cause 7: Systems to intentionally implement and monitor individual plans to improve attendance for identified students were not consistently implemented.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Our 5th grade Hispanic students increased to 18% at meets in science STAAR in 2022 as compared to campus goal of 37%.

Root Cause 8: Campus wide, quality Professional Learning was not intentionally planned and delivered as it has been more focused on reading and math and due to the new math and reading resources.

Problem Statement 8 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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

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

District Goals

Revised/Approved: June 12, 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 87% to 95% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 86% to 96% by May 2024.

*Increase the percentage of Economically Disadvantage students from 85% to 93% by May 2024.

Evaluation Data Sources: BOY-EOY Circle Phonological Awareness Data

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

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

100% of Prek teachers will follow and implement the Creative Curriculum for Texas as evidenced via lesson plans and walkthroughs.

100% of Prek teachers will engage in bi-weekly PLCs

Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Develop and implement a system/cycle of observation and feedback of Literacy instructional aligned to the Creative Curriculum. Intended Audience: Teachers, Teacher Assistants Provider / Presenter / Person Responsible: Administrators, Teachers Date(s) / Timeframe: August-May 2024 Collaborating Departments: Early Learning Department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide opportunities for Prek Teachers and Teacher Assistants to engage in Professional Learning based on student data and teacher needs. Intended Audience: Teachers, Teacher Assistants Provider / Presenter / Person Responsible: ILT, Early Learning Department, Teachers Date(s) / Timeframe: August-May 2024 Collaborating Departments: Early Learning Department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Administrators will track weekly walkthrough feedback in Eduphoria Strive with a goal of 100% of teachers achieving a rating of Proficient in TTESS Domain 2 and Domain 3 by May 2024. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Instructional Coach, School Supports, Early Learning Department Delivery Method: written via Strive, in person during face-to-face coaching sessions	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Campus Leadership Team and identified teachers will observe teachers with a proven record of success in order to build capacity. Identified teachers will implement 2-3 best practices observed as evidenced via walkthroughs. Intended Audience: Prek Teachers, Teacher Assistants Provider / Presenter / Person Responsible: Instructional Coach, Data Analyst, Administrators Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Early Learning, FWISD campuses Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: Teachers and Teacher Assistants will engage in bi-weekly Professional Learning Communities and implement the FWISD PLC framework targeting Planning and Practice, Studying Student Work, Using Student Data, and Professional Learning while utilizing district approved resources such as The Creative Curriculum. Intended Audience: Teachers and Teacher Assistants Provider / Presenter / Person Responsible: Campus Leadership Team, Early Learning Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Early Learning Department Delivery Method: In-person	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: Multi-Tiered Systems of Support (MTSS) meetings will be scheduled in order to support students who are needing additional academic/behavioral supports.

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

Staff Responsible for Monitoring: Prek Teachers, MTSS committee

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Prek teachers and Teacher Assistants will determine the standards that will be monitored via classroom and campus trackers. These standards will be tracked every six weeks. Intended Audience: Teachers, Teacher Assistants Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: MTSS, Early Learning Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Data such as CLI, KEA and student work will be analyzed and monitored during PLCs. Intended Audience: Teachers, Teacher Assistants Provider / Presenter / Person Responsible: Instructional Leadership Team, Early Learning Department, Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Early Learning Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Data such as student referrals will be systematically reviewed, analyzed, and monitored during Professional Learning Communities, Student Support meetings, and MTSS meetings in order to support students who are needing additional behavioral supports. Intended Audience: Teachers, Teacher Assistants Provider / Presenter / Person Responsible: Campus Leadership Team, Early Learning, MTSS representative, SST Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Early Learning, MTSS, Student Support Team Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Teachers and Teacher Assistants will engage in schoolwide implementation and Professional Learning targeting Capturing Kids Hearts, Conscious Discipline, TBRI, PBIS, and how to support students with additional behavioral supports. Intended Audience: Teachers, Teacher Assistants, Instructional Coach Provider / Presenter / Person Responsible: Capturing Kids Hearts, Early Learning Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Early Learning, Student Support Team Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 2nd-5th grade (347 students) Hispanic population decreased 2% from BOY to MOY on meeting grade level norms on MAP Growth reading in English (41% to 39%). Root Cause: Quality PD was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned to the state standards using our new resource Amplify and MAP Growth resources as well as the implementation of technology.

Student Learning

Problem Statement 2: Kinder-5th grader students increased 1% from BOY to MOY based on MAP Growth reading percent on grade level. **Root Cause:** MTSS systems to monitor student progress and provide interventions/enrichments were not consistently implemented as teachers became familiar with new resource: Amplify.

Perceptions

Problem Statement 1: Per Branching Minds, as of the 5th six weeks of the 2022-2023 school year, 87 Level 1 referrals have been documented . **Root Cause:** Schoolwide proactive implementation and Professional Learning targeting Restorative Practices, TBRI, PBIS and strategies to support students was not prioritized due to majority of PLCs and staff meetings targeting academic needs of students and the implementation of new math and reading resources.

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 66% to 74% 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 46% to 54% by May 2024.

*Increase the percentage of English Sped ED students students from 29% to 37% by May 2024.

Evaluation Data Sources: BOY-EOY MAP Fluency

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

Strategy's Expected Result/Impact: Develop the capacity of teachers in the planning and delivery of standards aligned lessons to increase the percentage of students who meet or exceed their expected progress on MAP Fluency.

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools





- **ESF Levers:**

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

- **Results Driven Accountability**

Problem Statements: Student Learning 2 - School Processes & Programs 2

Action Step 1 Details		Reviews			
Action Step 1: Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of 100% of teachers achieving Proficient or above in TTESS Domain 2 and Domain 3. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Leadership Delivery Method: In-person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Campus Leadership Team and identified teachers will observe teachers with a proven record of success in order to build capacity. Identified teachers will implement 2-3 best practices observed as evidenced via walkthroughs. Intended Audience: Teachers, Leadership Team Provider / Presenter / Person Responsible: Instructional Coach, Administrators, Data Analyst Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Literacy Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Teachers and staff will engage in Professional Learning during Professional Learning Communities and staff meetings in order to improve Tier 1 instruction. Intended Audience: Teachers and staff Provider / Presenter / Person Responsible: Campus Leadership Team, Instructional Coach Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Literacy Department, Gifted and Talented Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources such as (Amplify//Estrellita/Esperanza/Lunita/Escalera/Lexia/Neuhaus) and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Develop the capacity of teachers during PLCs following the PLC framework to increase the percentage of students who meet or exceed expectations on EOY MAP Fluency.

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
Action Step 1: Ensure ILT and teachers consistently engage in weekly Professional Learning Communities following the FWISD PLC framework. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coach, Administrators, Data Analyst Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Literacy and Gifted and Talented Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Teachers will engage in vertical alignment Professional Learning Communities during the day in order to develop aligned, engaging and rigorous lessons based on historical data and student needs. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Team, ILT Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Literacy and Gifted and Talented Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Campus Leadership Team and teachers will observe Professional Learning Communities off campus and make necessary upgrades based on observations. Intended Audience: Campus Leadership Team, teachers Provider / Presenter / Person Responsible: Campus Leadership Teams Date(s) / Timeframe: September-December 2023 Collaborating Departments: Other FWISD campuses Delivery Method: in-person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 2nd-5th grade (347 students) Hispanic population decreased 2% from BOY to MOY on meeting grade level norms on MAP Growth reading in English (41% to 39%). Root Cause: Quality PD was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned to the state standards using our new resource Amplify and MAP Growth resources as well as the implementation of technology.

Student Learning

Problem Statement 2: Kinder-5th grader students increased 1% from BOY to MOY based on MAP Growth reading percent on grade level. **Root Cause:** MTSS systems to monitor student progress and provide interventions/enrichments were not consistently implemented as teachers became familiar with new resource: Amplify.

School Processes & Programs

Problem Statement 2: 6% of our students are identified as Gifted and talented and on STAAR in 21-22 68% mastered on math, reading, and science combined. **Root Cause:** A system to ensure the collaboration amongst the GT teachers and general education teachers to increase nominations and improve enrichment activities was not consistently implemented.

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 59% to 69% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 53% to 63% by May 2024.

*Increase the percentage of English Sped ED English ED students from 54% to 63% by May 2024.

Evaluation Data Sources: MAP Growth, MAP fluency, interim assessments, campus assessments.

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

Strategy's Expected Result/Impact: An increase of students who meet or exceed projected growth on MAP Growth Reading in both English and Spanish

Staff Responsible for Monitoring: Teachers, Administrators, Data Analyst

Title I:
2.4, 2.5, 2.6, 4.2
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Data Analyst will support teachers in the creation of assessments that are aligned to state standards and the appropriate level of rigor throughout the year to determine if students learned what was taught. Intended Audience: Teachers Provider / Presenter / Person Responsible: Data Analyst/Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Early Learning, Literacy and Bilingual Department Delivery Method: In-person Funding Sources: Data Analyst provides instructional support during Professional Learning Communities and facilitates data meetings. - Title I (211) - 211-13-6119-04E-220-30-510-000000-24F10 - \$82,011				

Action Step 2 Details	Reviews			
Action Step 2: Kinder-5th grade students and teachers will engage in goal setting conferences, and track MAP Growth and other assessment data via student folders and classroom trackers. Intended Audience: Teachers and students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Literacy Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Title 1 teacher will provide push-in and pull-out supports to targeted students based on the triangulation of data sources. Title 1 teacher will monitor student's progress and document via Branching Minds. Intended Audience: Students and teachers Provider / Presenter / Person Responsible: Title 1 teacher Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Literacy Department, MTSS Delivery Method: In-person Funding Sources: Accelerations/Interventions provided to targeted students by Title 1 teacher (Additional Funds Approved MVR) - Title I (211) - 211-11-6119-04E-220-30-510-000000-24F10 - \$73,416	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Campus Leadership Team and identified teachers will observe teachers with a proven record of success in order to build capacity. Identified teachers will then implement 2-3 best practices observed as evidenced via walkthroughs. Intended Audience: Teachers and students Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Literacy, other FWISD campuses Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: Teachers will administer assessments throughout the year aligned to state standards to determine of students have learned what has been taught. Data Analyst/Campus Leadership Team will facilitate data meetings following the modified atlas protocol and the FWISD School Leadership Data Analysis protocol . Intended Audience: Teachers Provider / Presenter / Person Responsible: Data Analyst, Campus Leadership Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Literacy Department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Instructional materials including resources intentionally designed to meet the needs of all students for all contents will be purchased. Intended Audience: Teachers, students Provider / Presenter / Person Responsible: Campus Leadership Team, Teachers Date(s) / Timeframe: July 2023-April 2024 Collaborating Departments: Purchasing Delivery Method: In-person Funding Sources: SCE resources to support students in all contents - SCE (199 PIC 24) - 199-11-6399-001-220-24-313-000000- - \$7,242	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: Multi-Tiered Systems of Support (MTSS) and SST meetings will be scheduled in order to support students who are needing additional academic/behavioral supports.

Strategy's Expected Result/Impact: An increase of students who meet or exceed projected growth on MAP Growth Reading in both English and Spanish





Staff Responsible for Monitoring: MTSS committee, SST

Title I:
2.4, 2.5, 2.6, 4.2

- ESF Levers:

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

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Teachers and staff will engage in MTSS/SST meetings and proactively identify students needing extra support who have significant gaps or who lack foundational skills. Teachers/MTSS/SST will provide, document and monitor the success of the interventions. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers, MTSS, SST Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: MTSS, SST Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Teachers will use a tracking system that includes assessment information, teacher referrals, and attendance to monitor individual student progress and the success of interventions provided. Intended Audience: Teachers/MTSS Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: MTSS Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 2nd-5th grade (347 students) Hispanic population decreased 2% from BOY to MOY on meeting grade level norms on MAP Growth reading in English (41% to 39%). Root Cause: Quality PD was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned to the state standards using our new resource Amplify and MAP Growth resources as well as the implementation of technology.
Student Learning
Problem Statement 2: Kinder-5th grader students increased 1% from BOY to MOY based on MAP Growth reading percent on grade level. Root Cause: MTSS systems to monitor student progress and provide interventions/enrichments were not consistently implemented as teachers became familiar with new resource: Amplify.
School Processes & Programs
Problem Statement 2: 6% of our students are identified as Gifted and talented and on STAAR in 21-22 68% mastered on math, reading, and science combined. Root Cause: A system to ensure the collaboration amongst the GT teachers and general education teachers to increase nominations and improve enrichment activities was not consistently implemented.

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 English from 96% to 97% by May 2024.
Increase the percentage of PK students who score On Track on Circle Math Spanish from 93% to 97% by May 2024.
Increase the percentage of Spanish ED students from 92% to 97% by May 2024.

Evaluation Data Sources: BOY-EOY Circle

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

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

Staff Responsible for Monitoring: Teachers, Campus Leadership Team

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- Results Driven Accountability

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

Action Step 1 Details		Reviews			
Action Step 1: Develop and implement a system/cycle of observation and feedback of math instructional aligned to the Creative Curriculum. Intended Audience: Teachers and Teacher Assistants Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Early Learning Delivery Method: In-person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide opportunities for Prek Teachers and Teacher Assistants to engage in Professional Learning based on student data and teacher needs. Intended Audience: Teachers and Teacher Assistants Provider / Presenter / Person Responsible: ILT, Early Learning Date(s) / Timeframe: August 2023-April 2024 Collaborating Departments: Early Learning Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 2: Improve Tier 1 Math instruction using Creative Curriculum to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

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

Staff Responsible for Monitoring: Teachers, Campus Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, 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: Teachers and Teacher Assistants will engage in bi-weekly Professional Learning Communities and implement the FWISD PLC framework targeting Planning and Practice, Studying Student Work, Using Student Data, and Professional Learning while utilizing district approved resources such as The Creative Curriculum. Intended Audience: Teachers and Teacher Assistants Provider / Presenter / Person Responsible: Campus Leadership Team, Early Learning Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Early Learning Department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Prek teachers and Teacher Assistants will determine the standards that will be monitored via classroom and campus trackers. These standards will be tracked every six weeks. Intended Audience: Teachers, Teacher Assistants Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: MTSS, Early Learning Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Teachers will schedule and attend Multi-Tiered Systems of Support (MTSS) meetings in order to support students who are needing additional academic/behavioral supports. Intended Audience: Teachers Provider / Presenter / Person Responsible: MTSS/SST Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Early Learning, MTSS and SST Delivery Method: In-person	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: The percent of students on grade level in math based on MAP Growth at MOY increased by 1% from BOY (36% to 37% meeting grade level norms). Root Cause: System to analyze data , examine student work, and determine next action steps were not consistently implemented during PLCs due to the majority of time being spent internalizing the Eureka resource and lessons.
School Processes & Programs
Problem Statement 2: 6% of our students are identified as Gifted and talented and on STAAR in 21-22 68% mastered on math, reading, and science combined. Root Cause: A system to ensure the collaboration amongst the GT teachers and general education teachers to increase nominations and improve enrichment activities was not consistently implemented.

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 59% to 70% by May 2023. Increase the percentage of RP ED students from 64% to 74% by May 2023. ??????

Evaluation Data Sources: BOY-EOY TX-KEA

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

Strategy's Expected Result/Impact: Increase the percentage of Kinder students who score On Track on TX-KEA Math

Staff Responsible for Monitoring: Teachers, Campus Leadership Team

- Title I:**
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, 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: Teachers will engage in Professional Learning sessions during PLCs or after school targeting the Eureka math and math trajectory from concrete to abstract. Intended Audience: Teachers, Campus Leadership Team Provider / Presenter / Person Responsible: Campus Leadership Team, Math department Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math Department Delivery Method: In-person		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The percent of students on grade level in math based on MAP Growth at MOY increased by 1% from BOY (36% to 37% meeting grade level norms). **Root Cause:** System to analyze data , examine student work, and determine next action steps were not consistently implemented during PLCs due to the majority of time being spent internalizing the Eureka resource and lessons.

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 64% to 73% by May 2024.

Increase the percentage of Economically Disadvantage students from 63% to 71% by May 2024.

Evaluation Data Sources: BOY-EOY MAP Growth

Strategy 1: Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction targeting Gifted and Talented students and students who receive Special Education services.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth





Staff Responsible for Monitoring: Teachers, Campus Leadership Team

- Title I:**
2.4, 2.5, 2.6, 4.2
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Results Driven Accountability**

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

Action Step 1 Details	Reviews			
Action Step 1: ILT and identified math teachers will observe teachers with a proven record of success from different campuses in order to build capacity. Identified teachers will implement a minimum of 2-3 best practices observed as evidenced via walkthroughs and lesson plans submitted. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT, Campus Leadership Team Date(s) / Timeframe: September 2023-April 2024 Collaborating Departments: other FWISD campuses Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Teachers and staff will engage in Professional Learning targeting our Gifted and Talented students. Teachers and GT teachers will collaborate throughout the year in order to support students. Intended Audience: Teachers Provider / Presenter / Person Responsible: Gifted and Talented department Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Gifted and Talented department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Teachers and GT teachers will collaborate throughout the year in order to support students. General supplies and materials will be purchased in order to support Gifted and Talented students while in the classroom. Intended Audience: Teachers/Gifted and Talented students Provider / Presenter / Person Responsible: Teachers, Gifted and Talented teachers Date(s) / Timeframe: July 2023-April 2024 Collaborating Departments: Gifted and Talented Department Delivery Method: In-person Funding Sources: Purchase General Supplies - Gifted & Talented (199 PIC 21) - - \$403	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Teachers will submit lesson plans that include clear objectives, opening activities, time allotments that indicate the amount spent on each step of the lesson, and differentiated supports to meet the needs of specific needs of students receiving Special Education services. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators, Instructional Coach Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math Department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: Campus Leadership Team will review lesson plans for identified teachers and provide feedback and lesson planning support. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Math department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Instructional materials including resources intentionally designed to meet the needs of students receiving Special Education services for all contents will be purchased. Intended Audience: Teachers, Students receiving Special Education Services Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: July 2023-May 2024 Collaborating Departments: Special Education Department Delivery Method: In-person Funding Sources: General supplies for students receiving Sped Ed Services - SPED (199 PIC 23) - - \$3,580	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 2: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth

Staff Responsible for Monitoring: Data Analyst, Teachers, Campus Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will administer at least three to four assessments aligned to state standards to determine of students have learned what has been taught. Data Analyst/Campus Leadership Team will facilitate data meetings following the modified atlas protocol and the FWISD School Leadership Data Analysis protocol . Intended Audience: Teachers Provider / Presenter / Person Responsible: September 2023-May 2024 Date(s) / Timeframe: Teachers Collaborating Departments: Data Analyst, Campus Leadership Team Delivery Method: In-person, on-line	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Data Analyst will create assessments that are aligned to state standards and the appropriate level of rigor at least three to four times per year to determine if students learned what was taught. Intended Audience: Teachers Provider / Presenter / Person Responsible: Data Analyst/Assistant Principal Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Kinder-5th grade students and teachers will engage in goal setting conferences, and track MAP Growth and other assessment data via student folders and classroom trackers. Intended Audience: Teachers and students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Title 1 teacher will provide push-in and pull-out supports to targeted students based on the triangulation of data sources. Title 1 teacher will monitor student's progress and document via Branching Minds. Intended Audience: Teachers Provider / Presenter / Person Responsible: Title 1 teacher Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: Instructional materials including resources intentionally designed to meet the needs of Dual Language students for all contents will be purchased. Intended Audience: Teachers and Dual Language students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: July 2023-April 2024 Collaborating Departments: Dual Language department Delivery Method: In-person Funding Sources: Instructional materials including resources intentionally designed to meet the needs of Dual Language students for all contents will be purchased. - BEA (199 PIC 25) - 199-11-6329-001-220-25-313-000000 - \$3,859	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Special Education population (53 students) performance on the math STAAR at the meet grade level declined from 28% in 20-21 to 23% in 21-22. Root Cause: Professional Development was not consistently implemented and monitored in order to ensure general education teachers, specials education teacher, and diagnostician implemented effective strategies to meet the academic and social needs of our special education students in math.
Student Learning
Problem Statement 1: The percent of students on grade level in math based on MAP Growth at MOY increased by 1% from BOY (36% to 37% meeting grade level norms). Root Cause: System to analyze data , examine student work, and determine next action steps were not consistently implemented during PLCs due to the majority of time being spent internalizing the Eureka resource and lessons.
School Processes & Programs
Problem Statement 2: 6% of our students are identified as Gifted and talented and on STAAR in 21-22 68% mastered on math, reading, and science combined. Root Cause: A system to ensure the collaboration amongst the GT teachers and general education teachers to increase nominations and improve enrichment activities was not consistently implemented.

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 56% to 64% by May 2024.

Increase the percentage of EB students from 50% to 57% by May 2024.

Evaluation Data Sources: EOY STAAR

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

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading. Increase the percentage of EB students scoring at MEETS or above on STAAR Reading.

Staff Responsible for Monitoring: Teachers, Campus Leadership Team

Title I:
2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**

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

- **Results Driven Accountability**

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details		Reviews			
Action Step 1: Teachers and Campus Leadership Team will review disaggregated data to track and monitor the progress of all students, including students receiving Special Education services and Emergent Bilingual students during data meetings. Intended Audience: Teachers, Campus Leadership Team Provider / Presenter / Person Responsible: Teachers, Campus Leadership Team Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Literacy Department Delivery Method: In-person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Teachers will engage in data-driven meetings during PLCs and after school to analyze data, identify trends in student misconceptions, determine the root cause as to why students were not successful and create action plans for reteaches. Intended Audience: Teachers Provider / Presenter / Person Responsible: Data Analyst, Campus Leadership Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Literacy Department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Teachers will facilitate data meetings, student-led data meetings at least three times a year: beginning, middle and end of the year. Teachers will also share instructional practices that can be implemented at home in order to support student achievement. Intended Audience: Teachers, students, families Provider / Presenter / Person Responsible: Teachers, Data Analyst, Administrators, Instructional Coach Date(s) / Timeframe: September, February, May Collaborating Departments: Parent Engagement, Literacy, Gifted and Talented, Special Education, Bilingual Department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Teachers will conference with students, set goals, monitor data, provide feedback to students regarding MAP Growth and other assessments as evidenced via student data trackers. Intended Audience: Teachers, students Provider / Presenter / Person Responsible: Teachers/Data Analyst Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Literacy Department, Gifted and Talented, Bilingual Department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: Student progress towards measurable goals such as MAP Growth, Core 5 will be tracked and visible in every classroom and throughout the school to foster student and teacher ownership and goal setting. Intended Audience: Teachers, staff and students Provider / Presenter / Person Responsible: Data Analyst, Assistant Principal Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Literacy Department Delivery Method: In-person	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: Align and leverage programs, resources, and systems of support for existing academic advising.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading. Increase the percentage of EB students scoring at MEETS or above on STAAR Reading

Staff Responsible for Monitoring: Teachers, Campus Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Teachers will engage in MTSS/SST meetings to proactively plan and identify students who have significant learning gaps or who lack foundational skills and provide them with timely interventions that are monitored throughout the year. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers, MTSS, SST Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: MTSS, SST, Literacy Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Teachers will consistently engage in weekly Professional Learning Communities following the FWISD PLC framework. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Literacy Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: 3rd-5th grade teachers will utilize a specialized supplemental software such as Measuring Up in order to support students with the mastery of standards. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers, Data Analyst, Campus Leadership Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Math, Measuring Up Delivery Method: In-person, on-line	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 2nd-5th grade (347 students) Hispanic population decreased 2% from BOY to MOY on meeting grade level norms on MAP Growth reading in English (41% to 39%). Root Cause: Quality PD was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned to the state standards using our new resource Amplify and MAP Growth resources as well as the implementation of technology.
Student Learning
Problem Statement 2: Kinder-5th grader students increased 1% from BOY to MOY based on MAP Growth reading percent on grade level. Root Cause: MTSS systems to monitor student progress and provide interventions/enrichments were not consistently implemented as teachers became familiar with new resource: Amplify.

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 40% to 49% by May 2024.

Increase the percentage of EB students from 41% to 49% by May 2024.

Evaluation Data Sources: EOY STAAR

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math

Staff Responsible for Monitoring: Teachers, Campus Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Step 1: Teachers will create and submit lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, and differentiated paths of instruction to meet the needs of students receiving Special Education services and language objectives to support Emergent Bilingual students.





Intended Audience: Teachers

Provider / Presenter / Person Responsible: Administrators, Instructional Coach

Date(s) / Timeframe: August 2023-May 2024

Collaborating Departments: Math department, Gifted and Talented, Bilingual, Special Education

Delivery Method: In-person, on-line

Action Step 2 Details	Reviews			
Action Step 2: Administrators and Instructional Coach will review lesson plans for identified teachers and provide feedback and lesson planning support. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators, Instructional Coach Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math Delivery Method: In-person, on-line	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Teachers will engage in weekly Professional Learning Communities and implement the FWISD PLC framework targeting Planning and Practice, Studying Student Work, Using Student Data, and Professional Learning while utilizing district approved resources such as Eureka math. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Leadership Team, teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Special Education population (53 students) performance on the math STAAR at the meet grade level declined from 28% in 20-21 to 23% in 21-22. Root Cause: Professional Development was not consistently implemented and monitored in order to ensure general education teachers, specials education teacher, and diagnostician implemented effective strategies to meet the academic and social needs of our special education students in math.
Student Learning
Problem Statement 1: The percent of students on grade level in math based on MAP Growth at MOY increased by 1% from BOY (36% to 37% meeting grade level norms). Root Cause: System to analyze data , examine student work, and determine next action steps were not consistently implemented during PLCs due to the majority of time being spent internalizing the Eureka resource and lessons.
School Processes & Programs
Problem Statement 2: 6% of our students are identified as Gifted and talented and on STAAR in 21-22 68% mastered on math, reading, and science combined. Root Cause: A system to ensure the collaboration amongst the GT teachers and general education teachers to increase nominations and improve enrichment activities was not consistently implemented.

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 21% to 15% by May 2024.

Decrease the number and percentage of students receiving Special Education services (75) from 33% to 27% by May 2024.

Evaluation Data Sources: Six weeks cycle reports

Strategy 1: Align and leverage programs such as Capturing Kids Hearts, PBIS, TBRI, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement , and improve school climate and culture.

Strategy's Expected Result/Impact: Increase student attendance, decrease chronic absenteeism

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

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

- Results Driven Accountability

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Assistant Principal, Data Clerk and Family Engagement Specialist will consistently follow the protocol provided by Parent Partnerships Department to address student absences. Intended Audience: Student Supports Team members, Families Provider / Presenter / Person Responsible: Assistant Principal, Data Clerk, Family Engagement Specialist Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Parent Engagement Department Delivery Method: In-person	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: Student Support Team reviews all students below 90% threshold every 6 weeks.

Strategy's Expected Result/Impact: Increase student attendance

Staff Responsible for Monitoring: Teachers, Counselor, Family Engagement Specialist, Data Clerk, Administrators, Student Support Team

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools





- ESF Levers:

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

- Results Driven Accountability

Problem Statements: Student Learning 2 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: By September 2023, develop a routine data monitoring schedule to assess the efficacy of the supports and interventions provided to identified students including other special population students addressing absences. Intended Audience: Student Support Team Provider / Presenter / Person Responsible: Assistant Principal Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Student Support Services Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Review and monitor other special populations (homeless, foster, military-connected) student data and data for students receiving Special Education services for consecutive absences and failing grades. Provide interventions before 10 consecutive absences. Intended Audience: Other Special Populations (OSP) Provider / Presenter / Person Responsible: Student Support Team Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Student Support Services Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Conduct student/parent meetings and home visits when early warning indicators are identified for OSP (homeless, foster, military-connected) students and receiving Special Education services. Intended Audience: Other Special Populations: OSP (homeless, foster, military-connected) Provider / Presenter / Person Responsible: Student Support Team Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Student Support Services Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Kinder-5th grader students increased 1% from BOY to MOY based on MAP Growth reading percent on grade level. Root Cause: MTSS systems to monitor student progress and provide interventions/enrichments were not consistently implemented as teachers became familiar with new resource: Amplify.
Perceptions
Problem Statement 1: Per Branching Minds, as of the 5th six weeks of the 2022-2023 school year, 87 Level 1 referrals have been documented . Root Cause: Schoolwide proactive implementation and Professional Learning targeting Restorative Practices, TBRI, PBIS and strategies to support students was not prioritized due to majority of PLCs and staff meetings targeting academic needs of students and the implementation of new math and reading resources. Problem Statement 2: Attendance rate during the 2022-2023 school year is 92% which is below our target of 96%. Root Cause: Systems to intentionally implement and monitor individual plans to improve attendance for identified students were not consistently implemented.

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 8% to 5% by May 2024.
Decrease the number of discipline referrals by school personnel for Hispanic students from 8% to 5% by May 2024.

Evaluation Data Sources: Discipline Cycle reports

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

Strategy's Expected Result/Impact: Decrease the number of student referrals

Staff Responsible for Monitoring: Teachers, Student Support Team

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 2 - Perceptions 1, 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Teachers will implement the six strategies gleaned from the chart in "The Growth Mindset Coach" book that promotes a learning oriented classroom to support and develop growth mindset in all student groups. Intended Audience: Teachers and staff Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Gifted and Talented Department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Teachers and staff will implement and monitor the 3 High leverage school-wide practices: Positive Framing and Teacher Tone, Classroom Entry, and Cafeteria using the rubrics. Intended Audience: Teachers and staff Provider / Presenter / Person Responsible: Teachers, staff, administrators Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Student Support Services Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Teachers will review Learner and Culture Descriptors identified in FWISD Instructional Framework and upgrade current rubrics as needed. Intended Audience: Teachers and staff Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Student Support Services Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Professional Development targeting different behaviors will be provided. Teachers will implement learning in the classrooms as evidenced via walkthroughs and a decrease of referrals. Intended Audience: Teachers and staff Provider / Presenter / Person Responsible: Special Education Department Date(s) / Timeframe: September 2023-November 2023 Collaborating Departments: Special Education Department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Convene Student Support Team (SST) to review students with referrals (Focus and Branching Minds), assign a caseload to relevant staff to provide follow-up support.

Strategy's Expected Result/Impact: Decrease the number of student referrals

Staff Responsible for Monitoring: Assistant Principal, teachers, SST

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: By September 2023, develop a routine data monitoring schedule to assess the efficacy of the supports and interventions provided to identified students including other special population students addressing referrals. Intended Audience: Teachers, Student Support Team Provider / Presenter / Person Responsible: Assistant Principal, Student Support Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Student Support Services Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: By September 1, 2023, convene initial SST meeting and develop student support plans for students including alternative behavioral interventions and supports. Intended Audience: Student Support Team Provider / Presenter / Person Responsible: Assistant Principal, Student Support Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Student Support Department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Provide additional Professional Development to identified teachers targeting classroom management, TBRI, PBIS in order to best support students. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators, Instructional Coach Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: MTSS department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Special Education population (53 students) performance on the math STAAR at the meet grade level declined from 28% in 20-21 to 23% in 21-22. Root Cause: Professional Development was not consistently implemented and monitored in order to ensure general education teachers, specials education teacher, and diagnostician implemented effective strategies to meet the academic and social needs of our special education students in math.
Problem Statement 2: 2nd-5th grade (347 students) Hispanic population decreased 2% from BOY to MOY on meeting grade level norms on MAP Growth reading in English (41% to 39%). Root Cause: Quality PD was not systematically provided in order to intentionally plan, differentiate and deliver lessons aligned to the state standards using our new resource Amplify and MAP Growth resources as well as the implementation of technology.
Perceptions
Problem Statement 1: Per Branching Minds, as of the 5th six weeks of the 2022-2023 school year, 87 Level 1 referrals have been documented . Root Cause: Schoolwide proactive implementation and Professional Learning targeting Restorative Practices, TBRI, PBIS and strategies to support students was not prioritized due to majority of PLCs and staff meetings targeting academic needs of students and the implementation of new math and reading resources.
Problem Statement 2: Attendance rate during the 2022-2023 school year is 92% which is below our target of 96%. Root Cause: Systems to intentionally implement and monitor individual plans to improve attendance for identified students were not consistently implemented.

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 Hispanic students from .2% by .1% May 2024.

Evaluation Data Sources: Focus, ADQ Discipline Report

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions

Staff Responsible for Monitoring: Assistant Principal, Student Support Team

Title I:

2.4, 2.5, 2.6, 4.1

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Teachers will co-create, implement and monitor student positive behavioral plans for students with chronic behavioral patterns. Plans and data will be documented using Branching Minds. Student Support Team will monitor plans once a six weeks. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers, Assistant Principal, Student Support Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: MTSS Delivery Method: In-person				

Action Step 2 Details	Reviews			
Action Step 2: MTSS/SST meetings will be scheduled to discuss behavioral concerns and identify best practices to implement in order to best support students. Intended Audience: Teachers Provider / Presenter / Person Responsible: Assistant Principal, Student Support Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: MTSS Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Implement House System in order to enhance our positive climate and culture for students and staff. Implement processes that build character, relationships, and school spirit. Intended Audience: Teachers, staff, students, families Provider / Presenter / Person Responsible: Instructional Leadership team Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Other FWISD campuses Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Per Branching Minds, as of the 5th six weeks of the 2022-2023 school year, 87 Level 1 referrals have been documented . Root Cause: Schoolwide proactive implementation and Professional Learning targeting Restorative Practices, TBRI, PBIS and strategies to support students was not prioritized due to majority of PLCs and staff meetings targeting academic needs of students and the implementation of new math and reading resources.

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 once a month to twice a month by May 2024.

Evaluation Data Sources: Parent/Family Sign-in sheets, parent feedback, flyers used to promote activities

Strategy 1: Foster collaborative partnerships (High-Impact Tutoring, Pyramid, SBDM, Student Council, Family Engagement Events) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

Strategy's Expected Result/Impact: Increase student and family engagement

Staff Responsible for Monitoring: Family Engagement Specialist

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools





- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Host Science Night at the Fort Worth Museum of Science and History in order to support student's learning and increase family engagement. Intended Audience: Families Provider / Presenter / Person Responsible: Fort Worth Museum of Science and History Date(s) / Timeframe: November 2023 Collaborating Departments: Science and Math department Delivery Method: In-person Funding Sources: Family Night at the museum to promote math and science - Parent Engagement - 211-61-6299-04L-220-30-510-000000-24F10 - \$800				

Action Step 2 Details	Reviews			
Action Step 2: A minimum of six meetings will be held with the Site-Based Decision Making Team in order to review and monitor campus goals, progress and action steps. Intended Audience: Site-Based Decision Making Committee Provider / Presenter / Person Responsible: Principal, SBDM committee Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: ADQ, SST Delivery Method: In-person, virtual	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Community partner(Reading Partners) will host one resource fair for families. Intended Audience: Families Provider / Presenter / Person Responsible: Principal, Reading Partners Date(s) / Timeframe: October 14, 2023 Collaborating Departments: Reading Partners, Parent Partnerships department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Family Engagement Specialist will track and monitor family participation using At-a-Glance document provided by Parent Partnerships Department and make necessary adjustments as needed in order to increase engagement for other events. Intended Audience: Families Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Parent Partnerships, SBDM committee Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: Host various events throughout each month such as Food Pantry, All Pro Dads, Leopard News, Literacy Night, Data Nights, Parent Academy and purchase necessary supplies. Intended Audience: Families Provider / Presenter / Person Responsible: Family Engagement Specialist, Principal, Data Analyst, Leadership Team Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Parent Engagement, Gifted and Talented Delivery Method: In-person Funding Sources: Supplies and materials for parental engagement-Parent Engagement - Parent Engagement - 211-61-6399-04L-220-30-510-000000-24F10 - \$336	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Provide refreshments and snacks to engender a feeling of comfort and belonging/appreciation to families that attend events. Intended Audience: Families Provider / Presenter / Person Responsible: Family Engagement Specialist, Administrators Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Parent Engagement Department Delivery Method: In-person Funding Sources: Snacks to promote family participation-Parent Engagement - Parent Engagement - 211-61-6499-04L-220-30-510-000000-24F10 - \$800	Formative			Summative
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
Action Step 7: Family Engagement will lead family sessions before and after school. Intended Audience: Families Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Family Engagement Delivery Method: In-person Funding Sources: Extra duty pay for Family Engagement Activities - Parent Engagement - 211-61-6116-04L-220-30-510-000000-24F10 - \$800	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 4 Problem Statements:

School Processes & Programs

Problem Statement 1: Our 5th grade Hispanic students increased to 18% at meets in science STAAR in 2022 as compared to campus goal of 37%. **Root Cause:** Campus wide, quality Professional Learning was not intentionally planned and delivered as it has been more focused on reading and math and due to the new math and reading resources.

Problem Statement 2: 6% of our students are identified as Gifted and talented and on STAAR in 21-22 68% mastered on math, reading, and science combined. **Root Cause:** A system to ensure the collaboration amongst the GT teachers and general education teachers to increase nominations and improve enrichment activities was not consistently implemented.

Perceptions

Problem Statement 2: Attendance rate during the 2022-2023 school year is 92% which is below our target of 96%. **Root Cause:** Systems to intentionally implement and monitor individual plans to improve attendance for identified students were not consistently implemented.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Data Analyst provides instructional support during Professional Learning Communities and facilitates data meetings.	Data Analyst	211-13-6119-04E-220-30-510-000000-24F10	\$82,011.00
1	3	1	3	Accelerations/Interventions provided to targeted students by Title 1 teacher (Additional Funds Approved MVR)	Title I Teacher	211-11-6119-04E-220-30-510-000000-24F10	\$73,416.00
Sub-Total							\$155,427.00
Budgeted Fund Source Amount							\$128,944.62
+/- Difference							-\$26,482.38
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	6	SCE resources to support students in all contents	Supplies and materials for instructional use	199-11-6399-001-220-24-313-000000-	\$7,242.00
Sub-Total							\$7,242.00
Budgeted Fund Source Amount							\$7,242.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Family Night at the museum to promote math and science	Family Science Night	211-61-6299-04L-220-30-510-000000-24F10	\$800.00
4	4	1	5	Supplies and materials for parental engagement-Parent Engagement	Supplies and materials for parental involvement	211-61-6399-04L-220-30-510-000000-24F10	\$336.00
4	4	1	6	Snacks to promote family participation-Parent Engagement	Snacks for Parents to promote participation	211-61-6499-04L-220-30-510-000000-24F10	\$800.00
4	4	1	7	Extra duty pay for Family Engagement Activities	Extra Duty for parental involvement	211-61-6116-04L-220-30-510-000000-24F10	\$800.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$2,736.00
Budgeted Fund Source Amount							\$2,736.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	2	5	Instructional materials including resources intentionally designed to meet the needs of Dual Language students for all contents will be purchased.	Reading materials - instruction	199-11-6329-001-220-25-313-000000	\$3,859.00
Sub-Total							\$3,859.00
Budgeted Fund Source Amount							\$3,859.00
+/- 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	3	Purchase General Supplies	GENERAL SUPPLIES		\$403.00
Sub-Total							\$403.00
Budgeted Fund Source Amount							\$403.00
+/- 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	General supplies for students receiving Sped Ed Services	GENERAL SUPPLIES		\$3,580.00
Sub-Total							\$3,580.00
Budgeted Fund Source Amount							\$3,580.00
+/- Difference							\$0.00
Grand Total Budgeted							\$146,764.62
Grand Total Spent							\$173,247.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							+/- Difference
							-\$26,482.38

Addendums

Alice D. Contreras Elementary

COMPROMISO DE PADRE, MAESTRO, Y ESTUDIANTE DEL 2023-2024

Nuestro compromiso es trabajar juntos con padres y miembros de la comunidad para dar la fuerza a cada estudiante que logre su nivel más alto en su educación y que sea un estudiante y ciudadano responsable. Juntos podemos fomentar altos niveles de progreso y actitudes positivas sobre el progreso de excelencia en un ambiente seguro.

COMO PADRE/GUARDIAN ME ESFORZARÉ A:

- Comunicar positivamente sobre información de la escuela, los maestros, directores, y otros miembros personales de la escuela con mi hijo/a
- Asegurar que mi hijo/a asista a clases regularmente y a tiempo
- Asistir a conferencias de padre-maestro
- Participar en el aprendizaje de mi hijo/a y en las actividades escolares
- Proveer a mi hijo/a con descanso, alimentarlo, y dar atención medica cuando sea necesario para que mi hijo/a este listo/a para aprender
- Pasar tiempo con mi hijo/a leyendo, escribiendo, escuchándole, hacer matemáticas y platicar con ellos
- Ayudar a mi hijo/a resolver conflictos en una manera positiva y sin violencia
- Firmar y regresar formas que requieren revisar y firmar como padre

COMO ESTUDIANTE, ME ESFORZARÉ A:

- Tener actitud positiva con mí mismo, con otros, con la escuela, y con mi aprendizaje
- Siempre tratar de hacer lo mejor en mis trabajos y comportamiento
- Venir a la escuela preparado con mi tarea y mis útiles
- Asistir a la escuela a tiempo y diariamente
- Aceptar responsabilidad de mis acciones
- Respetar las diferencias en otros, sus familiares, y miembros del personal
- Trabajar a resolver conflictos en una manera positiva y sin violencia
- Seguir reglas de la escuela y el distrito
- Respetar los derechos y la propiedad de otras personas

COMO MIEMBRO PERSONAL/MAESTRO ME ESFORZARÉ A:

- Tener respeto y valor de cada estudiante y miembro de su familia
- Trabajare a provenir un ambiente seguro y generoso para el aprendizaje de los alumnos
- Mantener comunicación con padres y estudiantes
- Ofrecer oportunidades para participación de los padres/guardianes
- Demostrar comportamiento profesional y actitud positivo
- Mantener expectativas a niveles altos para la academia y comportamiento de los alumnos
- Ayudar a los estudiantes a resolver problemas en maneras positivas y sin violencia
- Informar a padres sobre el progreso académico de sus hijos
- Proporcionar alta calidad de instrucción y liderazgo

COMO DIRECTORA ME ESFORZARÉ A:

- Apoyar a los estudiantes, padres y a las maestras en la educación
- Establecer un ambiente en el cual hay comunicación positiva entre padres, estudiantes y maestras

Firma del Padre/Guardián _____

Firma del estudiante _____

Firma del Maestro/a _____

Firma de la directora _____

Alice D. Contreras Elementary

PARENT, TEACHER, STUDENT COMPACT 2023-2024

Our commitment is to partner with parents and community to empower each child to achieve his or her highest potential, and to become a lifelong learner and a responsible citizen. Together we foster high expectations and promote positive attitudes to achieve excellence in a safe and nurturing environment.

AS A PARENT/GUARDIAN, I WILL STRIVE TO:

- Communicate positive information regarding school, teachers, principals, and other campus personnel when discussing school with my son or daughter
- See that my child attends school regularly and is on time in-person
- Attend parent-teacher conferences
- Be an active participant in my child's learning and school activities
- Provide adequate rest, food, and medical attention so that my child is ready to learn
- Spend time each day with my child reading, writing, listening, doing math or just talking
- Help my child resolve conflicts in positive, non-violent ways
- Sign and return all papers that require a parent or guardian's signature

AS A STUDENT, I WILL STRIVE TO:

- Have a positive attitude toward self, others, school and learning
- Always try to do my best in my work and my behavior
- Come to school prepared with my homework and supplies
- Attend school regularly and arrive on time in person or remotely
- Accept responsibility for my own actions
- Respect the differences in others, their families, and staff
- Work to resolve conflicts in positive, non-violent ways
- Comply with school and district rules
- Respect the personal rights and property of others

AS A TEACHER, I WILL STRIVE TO:

- Respect and value each child and his or her family
- Provide a safe and caring environment that promotes active learning, and a caring atmosphere
- Maintain open lines of communication with students and parents
- Seek ways to involve parents in the school program
- Demonstrate professional behavior and a positive attitude
- Maintain and foster high standards of academic achievement and positive behavior
- Help children to resolve conflicts in positive, nonviolent ways
- Inform parents of the individual achievement levels of students
- Provide quality teaching and leadership

AS A PRINCIPAL, I WILL STRIVE TO:

- Support the students, parents and teachers with education
- Establish an environment where there is positive communication between parents, students and teachers

Parent/Guardian signature _____

Student signature _____

Teacher signature _____

Principal signature _____



Title 1 Meeting

**Junta de Título 1
y Junta de Datos**



**Where/ Donde: Alice
Contreras**

Time/ Hora: 4:30 p.m.

When/ Cuando: 9/21/23



Title 1 Meeting

**Junta de Título 1
y Junta de Datos**



**Where/ Donde: Alice
Contreras**

Time/ Hora: 4:30 p.m.

When/ Cuando: 9/19/23

TITLE 1 MEETING MINUTES:

- overview of Title 1: Used PP to review information and details of what Title 1 means for our campus
- usage of Title 1 funds: reviewed allocated budget and how we will allocate it: Title 1 Teacher and Data Analyst
- school-Parent Compact and Parental Involvement Policy: reviewed documents and expectations
- STAAR results: informed families that they are receiving their child's data during our Open House Data meetings- individual student score sheets
- seek parents/guardians input: asked families to provide feedback: many opportunities: All Pro Dad, Leopard News...



ALICE D. CONTRERAS ELEMENTARY 2023-2024



PURPOSE OF THE MEETING:

- overview of Title 1
- usage of Title 1 funds
- school-Parent Compact and Parental Involvement Policy
- STAAR results
- seek parents/guardians input



PROPOSITO DE ESTA JUNTA:

- descripción general del Título 1
- uso de fondos del Título 1
- compacto entre la escuela y los padres y la póliza de participación de los padres
- recibir sugerencias de los padres / tutores



ALICE D. CONTRERAS ELEMENTARY IS A TITLE ONE CAMPUS

- **Title I, Part A (Title I)** of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
- **Título I, Parte A (Título I)** de la Ley de Educación Primaria y Secundaria, según enmendada (ESEA), proporciona asistencia financiera a las agencias educativas locales (LEA) y escuelas con números altos o altos porcentajes de niños de familias de bajos ingresos para ayudar a garantizar que todos los niños cumplan con los estándares académicos estatales desafiantes.



ALICE D. CONTRERAS ELEMENTARY IS A TITLE ONE CAMPUS

- Funding is determined by the percentage of students on free and reduced lunch. (we average about 91% each year)
- **Registering online is very important to receive our funding, since the lunch application is found online only.**
- Supplemental programs and supplies are provided with these funds
 - Extra materials for all contents
 - Supplies and materials for students to use in classroom
 - Staff



ALICE D. CONTRERAS ELEMENTARY IS A TITLE ONE CAMPUS

- Los fondos recibidos dependen del porcentaje de alimentos gratuitos o reducidos (el por medio de nuestra escuela es aproximadamente 91%)
- **Registrándose en línea es muy importante para recibir fondos, porque ahí es donde se llena la aplicación de almuerzo.**
- Programas y materiales adicionales están proporcionados con estos fondos
 - Materiales extras para todas las materias
 - Materiales para el uso de los estudiantes en las clases
 - Personal



ALLOCATIONS 2023-2024: \$128,944.62

Title I (211)					
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description
1	3	1	1	Data Analyst provides instructional support during Professional Learning Communities and facilitates data meetings.	Data Analyst
1	3	1	3	Accelerations/Interventions provided to targeted students by Title I teacher (Additional Funds Approved MVR)	Title I Teacher



REQUIREMENTS / REQUISITOS

- School compact (teachers, administrators, parents, students)
- Compacto de escuela (maestros, administradores, padres, estudiantes)
- Parent involvement policy / Póliza de participación de los padres
- Parent, student, teacher agreement
- Acuerdo de padres, alumnos y maestros
- Keep signed parent, student, teacher agreements
- Mantener acuerdos firmados entre padres, alumnos y docentes
- Keep sign in sheets for all events / Mantener las hojas de registraci3n para todos los eventos



INCREASE READING LEVELS FOR ALL STUDENTS

During School

- Robust Tier 1 instruction
- PathBlazers- students' pathway
- Accelerated Reading Program with library Books- students check out books on their level and take a quiz to earn points
- Intentional small group instruction

Support at Home

- Ensure students read at home at least 20 minutes daily
- Ask students about what they are reading
- Take your children to the community library
- Check out books at our school library

Durante el día escolar

- ▶ Instrucción robusta
- ▶ Pathblazer- nivel del estudiante
- ▶ Programa "Accelerated Reader" con libros de la biblioteca al nivel del estudiante- leen el libro y toman examen para ganar puntos
- ▶ Instrucción intencional en grupos pequeños

Apoyo en casa

- ▶ Asegurarse que los estudiantes lean por lo menos 20 minutos diario
- ▶ Hacerles preguntas sobre lo que están leyendo
- ▶ Llevar a sus hijos a la biblioteca
- ▶ Sacar libros aquí en nuestra biblioteca



FAMILY INVOLVEMENT POLICY

A child's education is most successful when there is a strong partnership between home and school, a partnership that thrives on communication. Your involvement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Becoming familiar with all of your child's school activities, academic programs and special programs offered in the district. Discuss with the teacher, counselor or administration any questions you may have about the options and opportunities available to your child.
- Monitor your child's academic progress and contact teachers as needed. (Ensure you have registered in PowerSchool).
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or virtual conference with a teacher, counselor, or administration, please call the school office at (817) 814-7800. A teacher will usually return your call or meet with you during his or her conference period or at a mutually convenient time before or after school.
- Exercising your right to review teaching materials, textbooks, other aids and to examine tests that have been administered to your child.



POLIZA DE PARTICIPACION FAMILIAR

La educación de un niño se vuelve exitosa cuando hay una relación fuerte entre el hogar y la escuela, una relación que entabla la comunicación. Su participación en esta relación puede incluir:

- Animar a su hijo(a) a que ponga una alta prioridad en la educación y trabajar con su hijo(a) diariamente para mostrar todas las oportunidades educativas que la escuela provee.
- Familiarizarse con las actividades escolares y programas académicos de su hijo(a), incluyendo los programas especiales ofrecidos por el distrito. Pregunte al maestro/a, consejera o administración acerca de las diferentes opciones y oportunidades disponibles para su hijo(a).
- Revise su progreso académico y comuníquese con los maestros cuando sea necesario. (Registrarse para cuenta de PowerSchool).
- Asistir a conferencias y solicitar conferencias adicionales. Para concertar una cita virtual o por teléfono con un maestro(a), consejera o administración por favor llame a la oficina al (817) 817-814-7800 para hacer la cita. El maestro(a) regresará su llamada o lo citará durante su periodo de conferencias o a una hora conveniente para ambos antes o después de clases.
- Ejercitar su derecho de revisar materiales de instrucción, libros de texto y otra ayuda y examinar pruebas administradas a su hijo(a).



Tips for parents Ways to Encourage Positive Self-Esteem

Emphasize what your child does well. Look for the positive, not the negative.

Remember that children must feel loved for who they are, not for what they do.

Develop confidence that your child can do things for him/herself. Your child needs to feel that you have faith in him or her.

Recognize accomplishments.

Respect your child as an individual with his or her own thoughts and feelings.

Expect responsible behavior from your child to the extent capable.

Don't compare your child to others--friends, relatives, or siblings.

Encourage your child through sensitive listening and sensitive expressions:

"Explain to me what you want to do."

"I am proud of what you did."

"I know you can do that."

"It looks like you tried really hard to do that."

"I am pleased when you handle that on your own."

Provide structure in your home so your child knows exactly what is and is not acceptable.

Spend time with your child and time apart from your child. We need time for fun together, and time off by ourselves to get refreshed.

Encourage your child to make friends. Share with him or her what to do in order to keep friends.

Obviously pets are not for every family, but if you and the rest of the family have no objections, give your child a pet to bolster self-image.



INFORMACION PARA PADRES
Modos para inculcar el amor propio

1. Enfátice en lo que su niño(a) hace bien. Busque lo positivo, no lo negativo.
2. Recuerde, los niños(as) deben sentir amor por lo que son, no por lo que hacen.
3. Desarrolle confianza en que su niño puede hacer cosas por sí mismo. Su niño(a) necesita sentir que usted tiene fe en él o ella.
4. Reconozca los logros.
5. Respete a su niño(a) como individuo con sus propios pensamientos y sentimientos.
6. Espere comportamiento responsable de su niño(a), al nivel apropiado.
7. No compare a su niño(a) con otros--amigos, parientes, o hermanos(as).
8. Anime a su niño(a) a través de expresiones sensibles:
 - "Explicame lo que quieres hacer."
 - "¡Estoy orgulloso(a) de lo que hiciste!"
 - "¡Yo sé que tu puedes hacerlo!"
 - "Parece que ha tratado bastante para hacerlo."
 - "Me complace cuando tu manejas eso por tu cuenta."
9. Provea estructura en el hogar para que su niño(a) sepa exactamente lo que es aceptable y lo que no es aceptable.
10. Pase tiempo con su niño(a) y tiempo aparte de su niño(a). Necesitamos tiempo para divertirnos juntos, y tiempo para sí mismos para refrescarnos.
11. Anime a su niño(a) a hacer amistades. Comparta con él o ella lo que debe hacer para conservar las amistades.
12. Obviamente las mascotas no son para todas las familias, pero si usted y el resto de la familia no tiene objeciones, dele una mascota a su niño(a) para fortalecer su imagen



PARENT VOLUNTEERS / PADRES VOLUNTARIOS

- We have a PTO (Parent Teacher Organization). Please follow Facebook Page
- If you are interested in becoming a volunteer, please visit the FWISD Community webpage and complete the online application.

Maneras de ser voluntario/a

- ▶ **Tenemos un PTO (Padre/Maestro organización)**
- ▶ **Si esta interesado en ser un/a voluntario/a, por favor visite la pagina red de FWISD Community y complete la aplicación.**



COMMUNICATION TOOL

- Facebook, Instagram, Twitter
- Alice D. Contreras website
- Monthly calendars
- Flyers and reminders
- Marquee
- Phone calls, text messages, emails via Blackboard
- FWISD APP
- Facebook, Instagram, Twitter
- Pagina de Internet de Alice D. Contreras
- Calendarios mensuales
- Notes y recordatorios
- Rotulo
- FWISD APP
- Llamadas, textos, correos electronicos via Blackboard



PARENT/GUARDIAN INPUT

- What do you think the school can do differently to support the students academic achievement?
- What can parents do at home to support students' academic achievement?
- How can we strengthen the parent- teacher school partnership to support student achievement?



SUGERENCIAS DE PADRES/TUTORES

- ¿Qué crees que la escuela puede hacer de manera diferente para apoyar el logro académico de los estudiantes?
- ¿Qué pueden hacer los padres en casa para apoyar el rendimiento académico de los estudiantes?
- ¿Cómo podemos fortalecer la asociación escolar de padres y maestros para apoyar el logro de los estudiantes?



Alice D. Contreras Elementary

PARENT, TEACHER, STUDENT COMPACT 2023-2024

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AS A PARENT/GUARDIAN, I WILL STRIVE TO:

- Communicate positive information regarding school, teachers, principals, and other campus personnel when discussing school with my son or daughter
- See that my child attends school regularly and is on time in-person
- Attend parent-teacher conferences
- Be an active participant in my child's learning and school activities
- Provide adequate rest, food, and medical attention so that my child is ready to learn
- Spend time each day with my child reading, writing, listening, doing math or just talking
- Help my child resolve conflicts in positive, non-violent ways
- Sign and return all papers that require a parent or guardian's signature

AS A STUDENT, I WILL STRIVE TO:

- Have a positive attitude toward self, others, school and learning
- Always try to do my best in my work and my behavior
- Come to school prepared with my homework and supplies
- Attend school regularly and arrive on time in person or remotely
- Accept responsibility for my own actions
- Respect the differences in others, their families, and staff
- Work to resolve conflicts in positive, non-violent ways
- Comply with school and district rules
- Respect the personal rights and property of others

AS A TEACHER, I WILL STRIVE TO:

- Respect and value each child and his or her family
- Provide a safe and caring environment that promotes active learning, and a caring atmosphere
- Maintain open lines of communication with students and parents
- Seek ways to involve parents in the school program
- Demonstrate professional behavior and a positive attitude
- Maintain and foster high standards of academic achievement and positive behavior
- Help children to resolve conflicts in positive, nonviolent ways
- Inform parents of the individual achievement levels of students
- Provide quality teaching and leadership

AS A PRINCIPAL, I WILL STRIVE TO:

- Support the students, parents and teachers with education
- Establish an environment where there is positive communication between parents, students and teachers

Parent/Guardian signature _____

Student signature _____

Teacher signature _____

Principal signature _____

Parent Sign In

Parent Name	Student Name
1. Adriana Soto	Josue Rozos
2. Minerva Collazo	Joana Gil Collazo.
3. Mayra Sanchez	Xitlali Hurtado
4. David Hurtado	Xitlali Hurtado
5. Dayana Hernandez	Bryan Hernandez.
6. Leticia Perez	Mateo Garcia
7. Fabiola Garcia.	Ryder Calderon.
8. IVUET Zoya	Frida palacios
9. Marilu Cruz	Juan Rico
10. Rosa Galvan	Guadalupe Rosales
11. Stephanie Camillo	Ily Alvarez
12. David Hurtado	Xitlali Hurtado
13. Marcos Tiliano	Isaac Tiliano
14. Fabiola Dominguez	AXEL Dominguez
15. Susur Rodriguez	Fernanda Rodriguez
16.	
17.	
18.	
19.	
20.	

Parent Sign In

Parent Name	Student Name
1. Jennifer Lopez	Yanni Davila
2. Luis Arellano Araceli Roman	Elias Arellano-Rejas
3. Isabel Paz	Miamelendez
4. Ileana Martinez	Ivy Reyes
5. Hayley Brooks	Millie Brooks
6. Tammy Brooks	Millie Brooks
7. Allen Roche	Millie Brooks
8. Daniel Marmolejo	Rolando Marmolejo
9. Franchesca Garza	Annabella Garza
10. Deyanira Guajosa	Kayden Perez
11. Mario Zamora	Allison Zamora
12. Elizabeth Gomez	Benjamin Gomez
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

Parent Sign In

Parent Name	Student Name
1. Verónica Nava	Domingo Castillo
2. Mariela Santillán	Danaris Sandoval
3. Clarissa Valois	Clarissa Vabiz
4. Maira Frias	Alina Velasquez
5. Julio & Sonia Lopez	Julio C. Lopez
6. Maria Gonzalez	Gibran Torres
7. Elizabeth Ramirez	Biareny Ramirez
8. Juan Jose Suto	Alexander Suto
9. Sergio Rosales	Brandon Rosales
10.	
11.	
12.	
13.	
14.	
15.	

Parent Sign In

9/19/23

Parent Name	Student Name
1. ERNESTO MORALES	ANDREW MORALES
2. Nidia Torres	Paola Herrera
3. Porcha S. Julian	Melanie Luna
4. Manuela Najera	Jerry Najera JR
5. Rosa Arellano	Ximena Luna
6. Ruby Castro	Ashley Pozos
7. JOSE JIMENEZ	MIA Jimenez
8. Maria Ramirez	Nicole Acosta
9. Alicia Gonzalez	Emma Pinal
10. Erik Hernandez	Harmony Hernandez
11. Emmanuel Pinal	Emmanuel Pinal
12. Patricia Delarosa	JOSE Delarosa
13. Thang Ngai Kim	Mary Evan
14. Maria Garcia	Natalie Garcia
15.	
16.	
17.	
18.	
19.	
20.	

Parent Sign In

Parent Name	Student Name
1. Delma Dominguez	Eduardo Dominguez
2. Juana Gomez	Erik Ayala
3. Ashley Beamer	Amelia Cornejo
4. Bruno Carranza	Vivian Carranza
5. Elizabeth Hernandez	Kailey Hernandez
6. Mary E. Rodriguez	Santiago Castillo
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

Keefe

Parent Data Night Sign In

Teacher:

Date:

	Student Name
1	Leah Loa
2	Rogelio Garcia Jr.
3	Tranco Garcia Perez
4	Viviana I Lopez
5	Amelie Escobedo
6	Victoria Tinoco
7	Emily Mata
8	Jesus Perez
9	Veronica Herrera
10	Adrian Nino Adrian Nino
11	Delila Sandoval
12	Annabell Cruz
13	
14	

Bennett Parent Sign In

Parent Name	Student Name
1. Ricardo Camacho	Minotairo Camacho
2. Angelica Lopez	Jonathan Ramirez
3. Arisa Mohammadi	MUZAIL Mohammadi
4. Gloria Campos	Daniela Martinez
5. Ernesto Martinez	Same
6. TANIA CASTRO	Aeriel Morales
7. Jeremy Esteller	Iris Esteller
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Ketner

Parent Sign In

Parent Name	Student Name
1. Teresa Chavez	Julietta Chavez
2. Virginia Rosales	Camila Mejia
3. Maria Gonzalez	Bryan Rosales
4. Yvonne Pina	Brondon Santos
5. Blanca C. Callegos	Alejandra Montes
6. Benjamin Montes	Leonardo Montes
7. Jessica K. Castillo	Juan C. Gonzalez
8. Nancy Cabrera	Evelyn Morillo Cabrera
9. Yvette Valiente	Yvette Valiente
10. Jose Diaz Maribel Bedolla	Daniela Bedolla
11. Diana Gomez	Natalia Gomez
12. Andres Landeros, Jennifer Landeros	Abigail Landeros
13. SARAH SAGRERO	Debora Negrete.
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Parent Sign In

Parent Name	Student Name
1. Elizabeth Perez	Joseph Moreno
2. Brenda Benitez	Ulysess Benitez
3. Elizabeth Hernandez	Isabella Hernandez
4. Rosa Arellano	Alina Luna
5. Dulce Roman	Alex Roman
6. Erika Riley	Manaki Riley
7. Jessica Rios	Hector Garcia
8. Tiffany Marmolejo	Eliana Zavala
9. Juan Zavala	Eliana Zavala
10. Carolina Reyes	Bastian Rodriguez
11. Dulce Gutierrez	Ana Hernandez
12. Gloria Garcia	Joshua Strickland
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