

**Fort Worth Independent School District**  
**133 W. M. Green Elementary School**  
**2023-2024 Improvement Plan**



# Mission Statement

## MISSION STATEMENT

We will promote a positive and innovative educational environment that cultivates learning for all. By joining forces with stakeholders, we will produce life-long learners and productive citizens.

## Vision

To develop productive citizens. Productive citizens are confident, self-directed learners who produce quality work and enrich their community.

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# Comprehensive Needs Assessment

Revised/Approved: April 18, 2023

## Demographics

### Demographics Summary

W.M. Green Elementary is a sixty- four-year-old, PK-5th grade Title I campus in Fort Worth ISD located in Fort Worth, TX. Fort Worth is a growing urban city on the west side of the Dallas/Fort Worth Metroplex. Fort Worth is the fifth largest city in the state of Texas and the 13th largest city in the United States. Fort Worth is a diverse community and residents report that it is a great place to live and raise families. The campus is a neighborhood school that is located at the southeast edge of the city. Approximately 2/3 of students live close enough to walk to school. Additionally, there are 11 bus routes that bring students who live more than two miles away from our school. During this past year, enrollment decreased by 3.8 percent resulting in 557 students enrolled as of April 2023. Our Hispanic student group is showing the fastest growth. The campus student groups sizes: 65.6% are Hispanic, 26.1% are African American. White students make up 3.5% of the population and there are 1.3% claiming Two-or-More Races. The last published mobility rate of 19.4% for W.M. Green Elementary is well above the state average of 13.6%. Attendance rates increased this year from 90.96 to 93.49%. The campus attributes this achievement to attendance recovery, a strong partnership with parents led by the family engagement specialist and a focus on high-quality education. W.M. Green Elementary student groups include 51.25% English Learners (ELLs), 2.86% Gifted and Talented, and 12.90% Special Education. Additionally, 98.56% are economically disadvantaged, 78.2% are identified as at-risk. W.M. Green Elementary School employs a high-quality, talented staff. The turnover rate among our staff is low because people love to work at W.M. Green Elementary. However, the campus frequently has new employees due to staff promotions and relocations. Therefore, a strong mentoring and support process is in place.

### Demographics Strengths

W.M. Green Elementary has many strengths. Some of the most notable demographics strengths include:

1. Campus attendance rate increased by 3.49% this school year.
2. Low staff turnover rate. One teacher applied for the voluntary transfer list.
3. At least 20% more students recovered attendance through afterschool and SLQ programming.
4. Next year's projected enrollment resulted in an allocation of one additional teacher and one additional library assistant.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Attendance rate dropped for all students by 5% in cycle 3 (87.9%) but has shown an upward trend of 1 - 5 percentage points in cycle 4 (92.3%) and cycle 5 (93.3%). **Root Cause:** Although we follow the district criteria, our campus needs a more compressed attendance process.

**Problem Statement 2:** 21% of our AA students were identified as chronically absent. **Root Cause:** A system for verifying addresses and phone numbers need to be more consistent.

# Student Learning

## Student Learning Summary

<a href="#">% Meeting Projected MAP Growth - Reading</a>	47%	422
<a href="#">% of Opportunity Group Meeting Projected MAP Growth - Reading</a>	47%	137
<a href="#">% Meeting Projected MAP Growth - Math</a>	54%	423
<a href="#">% of Opportunity Group Meeting Projected MAP Growth - Math</a>	51%	137
<a href="#">% Meeting K-3 Reading Fluency Goals on MAP</a>	42%	290
<a href="#">% of English Learners Progressing One Level on TELPAS</a>	38%	198
<a href="#">% Pre-K On Track - Phonological Awareness</a>	92%	51

## Student Learning Strengths

Kindergarten is meeting their projected growth expectations in MAP Reading and Mathematics.

3rd and 5th grade are expected to meet growth expectations in MAP Mathematics.

5th grade is currently meeting their projected growth in Reading.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Based on MAP Growth Middle of the Year Data, less than 36% of 3rd - 5th grade students will score at meets or above on STAAR Reading and or Math. **Root Cause:** The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to teacher vacancies , leading to inconsistent instructional practices.

**Problem Statement 2:** Based on EOY MAP Growth, 45% for students in K-5 met their projected growth. **Root Cause:** Student interventions were inconsistent.

# School Processes & Programs

## School Processes & Programs Summary

### School Processes & Programs Summary

Weekly PLC's are held to provide new learning opportunities where teachers can analyze data and implement strategies through collaboration.

Wyatt Nation PLC are held to provide new learning opportunities where teachers can analyze data and implement strategies through collaboration.

Implementation of the House System

Saturday Learning Quest

Daily Scheduled interventions

FWISD Afterschool program is held Monday - Thursday for students in 3rd-5th with enrichment activities.

## School Processes & Programs Strengths

### School Processes & Programs Strengths

W.M. Green Elementary focuses on student engagement activities, utilizing the FWISD Curriculum.

We also focus on posting the ELPS objective we utilize during the week.

Numerous activities were provided on campus and in the pyramid.

Community Partners supported students with various incentives and gifts.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The Branching Minds Intervention Usage report shows 35% of Tier 3 interventions support is being delivered with fidelity. **Root Cause:** Although there is an Intervention process in place on our campus the process has not been implemented with fidelity throughout our campus.

**Problem Statement 2:** Tier I instruction across grade levels were not consistently aligned. **Root Cause:** PLC focus was not consistent.

# Perceptions

## Perceptions Summary

Over 30 dads attended our ALL Pro Dads meetings this year. Over 35 mothers attended our Mom's Meeting. Parents respond and "like" the information we send out on our social pages. Daily Scheduled interventions allowed students to work on individualized, computer based skills.

## Perceptions Strengths

Implementation of the House System

Saturday Learning Quest

Student Council

FWISD Afterschool program is held Monday - Thursday for students in 3rd-5th with enrichment activities.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Based on the Branching Minds Behavior Incident report, 45% of our students struggle with regulating their emotions **Root Cause:** SEL resources are not being used consistently.

**Problem Statement 2:** Based on Branching Minds Behavior Incident report 19% of our students struggle with aggression **Root Cause:** Students need more opportunities and practice interacting with others appropriately.

# Priority Problem Statements

**Problem Statement 1:** Attendance rate dropped for all students by 5% in cycle 3 (87.9%) but has shown an upward trend of 1 - 5 percentage points in cycle 4 (92.3%) and cycle 5 (93.3%).

**Root Cause 1:** Although we follow the district criteria, our campus needs a more compressed attendance process.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Based on MAP Growth Middle of the Year Data, less than 36% of 3rd - 5th grade students will score at meets or above on STAAR Reading and or Math.

**Root Cause 2:** The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to teacher vacancies , leading to inconsistent instructional practices.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** The Branching Minds Intervention Usage report shows 35% of Tier 3 interventions support is being delivered with fidelity.

**Root Cause 3:** Although there is an Intervention process in place on our campus the process has not been implemented with fidelity throughout our campus.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Based on the Branching Minds Behavior Incident report, 45% of our students struggle with regulating their emotions

**Root Cause 4:** SEL resources are not being used consistently.

**Problem Statement 4 Areas:** Perceptions



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- T-TESS data

## Parent/Community Data

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

## Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# District Goals

Revised/Approved: June 26, 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 77% to 80% by May 2024

\*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 90% to 92% by May 2024.

\*Increase the percentage of AA students from 79% to 81% by May 2024.

**Evaluation Data Sources:** CLI Progress Monitoring Reports.

**Strategy 1:** Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

**Strategy's Expected Result/Impact:** Teachers will utilize researched based instructional practices.

**Staff Responsible for Monitoring:** Principal, Assistant principal , Instructional coach and teachers

**TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Amplify, Reading Academies, Creative Curriculum) by November 30, 2023 (first semester) and February 28, 2024(second semester).</p> <p><b>Intended Audience:</b> Teachers, CIC, Campus administrator  <b>Provider / Presenter / Person Responsible:</b> Early Learning and Literacy  <b>Date(s) / Timeframe:</b> Principal, Assistant Principal and Instructional Coach  <b>Collaborating Departments:</b> Early Learning and Literacy  <b>Delivery Method:</b> In person and virtual training.</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> 90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations.</p> <p><b>Intended Audience:</b> Teachers and students</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal, CiC, Data Analyst</p> <p><b>Date(s) / Timeframe:</b> August 2023-May 2024</p> <p><b>Collaborating Departments:</b> Teaching and learning</p> <p><b>Delivery Method:</b> In person and virtual</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Ensure focus of at least 30% of reading PLCs focus on analyzing student work for Amplify and Creative Curriculum teachers.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal, CIC and Data Analyst</p> <p><b>Date(s) / Timeframe:</b> August 2023- May 2024</p> <p><b>Collaborating Departments:</b> Teaching and learning</p> <p><b>Delivery Method:</b> in person and virtual</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Based on MAP Growth Middle of the Year Data, less than 36% of 3rd - 5th grade students will score at meets or above on STAAR Reading and or Math.</p> <p><b>Root Cause:</b> The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to teacher vacancies , leading to inconsistent instructional practices.</p>

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

**School Performance Objective 2:** \*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 52% to 54% 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 37% to 39% by May 2024.

\*Increase the percentage of ELL students from 33% to 35% by May 2024.

**Evaluation Data Sources:** MAP fluency report

**Strategy 1:** Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/SAVVAS/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:** Academic Growth of all students





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

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b>                      Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Amplify, Reading Academies, Creative Curriculum) by November 30, 2023 (first semester) and February 28, 2023<sup>4</sup> (second semester).  <b>Intended Audience:</b> Teachers, CIC, Campus administrator  <b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal and Instructional Coach  <b>Date(s) / Timeframe:</b> August 2023 - April 1, 2024  <b>Collaborating Departments:</b> Early Learning and Literacy  <b>Delivery Method:</b> In person and virtual training.</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> 90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations.</p> <p><b>Intended Audience:</b> Teachers and students</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal, CiC, Data Analyst</p> <p><b>Date(s) / Timeframe:</b> August 2023-May 2024</p> <p><b>Collaborating Departments:</b> Teaching and learning</p> <p><b>Delivery Method:</b> In person and virtual</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Ensure focus of at least 30% of reading PLCs focus on analyzing student work for Amplify and Creative Curriculum teachers.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal, CIC and Data Analyst</p> <p><b>Date(s) / Timeframe:</b> August 2023- May 2024</p> <p><b>Collaborating Departments:</b> Teaching and learning</p> <p><b>Delivery Method:</b> in person and virtual</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Based on MAP Growth Middle of the Year Data, less than 36% of 3rd - 5th grade students will score at meets or above on STAAR Reading and or Math.</p> <p><b>Root Cause:</b> The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to teacher vacancies , leading to inconsistent instructional practices.</p>

**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 45% to 47% 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 50% to 52% by May 2024.

\*Increase the percentage of Hispanic students from 17% to 19% by May 2024.





**Evaluation Data Sources:** MAP Data report

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

**Strategy's Expected Result/Impact:** Teachers will continuously utilize researched based practices to ensure quality Tier I instruction for all students

**Staff Responsible for Monitoring:** Principal, Assistant principal, Instructional Coach and teachers.

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Amplify, Reading Academies, Creative Curriculum) by November 30, 2024 (first semester) and February 28, 2024 (second semester).</p> <p><b>Intended Audience:</b> Teachers, CIC, Campus administrator  <b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal, CIC , Data Analyst and teachers  <b>Date(s) / Timeframe:</b> August 2023- May 2024  <b>Collaborating Departments:</b> Teaching and Learning  <b>Delivery Method:</b> In Person and virtual</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 3 Problem Statements:**

## Student Learning

**Problem Statement 1:** Based on MAP Growth Middle of the Year Data, less than 36% of 3rd - 5th grade students will score at meets or above on STAAR Reading and or Math.  
**Root Cause:** The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to teacher vacancies , leading to inconsistent instructional practices.



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

**School Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 85% to 87% by May 2024.  
Increase the percentage of EB/EL students 77% to 80% by May 2023.

**Evaluation Data Sources:** CLI End of year data





**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.

**Strategy's Expected Result/Impact:** Teachers will utilize researched based quality instructional practices.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional coach and teachers.

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations. <b>Intended Audience:</b> Teachers and students <b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal, CIC, data analyst <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Teaching and learning <b>Delivery Method:</b> in person and virtual  <b>Funding Sources:</b> Supplies and materials - SCE (199 PIC 24) - 199-11-6399-001-133-24-313-000000- - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Based on MAP Growth Middle of the Year Data, less than 36% of 3rd - 5th grade students will score at meets or above on STAAR Reading and or Math.  <b>Root Cause:</b> The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to teacher vacancies , leading to inconsistent instructional practices.</p>

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

**School Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 64% to 66% by May 2024  
Increase the percentage of Economically Disadvantaged from 62% to 65% by May 2024.

**Evaluation Data Sources:** KEA Data

**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 44% to 46% by May 2023.

Increase the percentage of SPED students from 20% to 22% by May 2024.

**Evaluation Data Sources:** MAP Growth Data





**Strategy 1:** Maximize 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:** Teachers will continuously utilize researched based practices to ensure quality Tier I instruction for all students.

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

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Incorporate a spiral review, using approved resources, during every math block. <b>Intended Audience:</b> Teachers and students <b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal, CIC, data analyst <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Teaching and Learning <b>Delivery Method:</b> In person  <b>Funding Sources:</b> supplies and materials - SCE (199 PIC 24) - 199-11-6399-001-133-24-313-000000- - \$1,479	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Based on MAP Growth Middle of the Year Data, less than 36% of 3rd - 5th grade students will score at meets or above on STAAR Reading and or Math.  <b>Root Cause:</b> The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to teacher vacancies , leading to inconsistent instructional practices.</p>

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

**School Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 36% to 38% by May 2023.

Increase the percentage of Economically Disadvantaged students from 35% to 37% by May 2023.

**Evaluation Data Sources:** STAAR Data

**Strategy 1:** Align and leverage programs, resources, and systems of support for existing academic advising.

**Strategy's Expected Result/Impact:** Systematic programming and resources will allow teachers to efficiently plan and implement quality instructional practices for all students.

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

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure data driven instruction through progress monitoring beginning August 15, 2022 <b>Intended Audience:</b> Teachers, students, parents <b>Provider / Presenter / Person Responsible:</b> Data Analyst <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> Data and Assessment <b>Delivery Method:</b> in person and virtually  <b>Funding Sources:</b> Supplies and materials - BEA (199 PIC 25) - 199-11-6329-001-133-25-313-000000 - \$1,360	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Ensure student instructional growth through engaged and rigorous and engaged activities. <b>Intended Audience:</b> Teachers Students parents <b>Provider / Presenter / Person Responsible:</b> Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Date(s) / Timeframe:</b> August 2023 - May 2024</p> <p><b>Collaborating Departments:</b> Leading and Learning</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Supplies and material - Gifted &amp; Talented (199 PIC 21) - - \$108, - SPED (199 PIC 23) - - \$6,000</p>				
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**School Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Attendance rate dropped for all students by 5% in cycle 3 (87.9%) but has shown an upward trend of 1 - 5 percentage points in cycle 4 (92.3%) and cycle 5 (93.3%). <b>Root Cause:</b> Although we follow the district criteria, our campus needs a more compressed attendance process.
<b>Student Learning</b>
<b>Problem Statement 1:</b> Based on MAP Growth Middle of the Year Data, less than 36% of 3rd - 5th grade students will score at meets or above on STAAR Reading and or Math. <b>Root Cause:</b> The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to teacher vacancies , leading to inconsistent instructional practices.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> The Branching Minds Intervention Usage report shows 35% of Tier 3 interventions support is being delivered with fidelity. <b>Root Cause:</b> Although there is an Intervention process in place on our campus the process has not been implemented with fidelity throughout our campus.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Based on the Branching Minds Behavior Incident report, 45% of our students struggle with regulating their emotions <b>Root Cause:</b> SEL resources are not being used consistently.

**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 23% to 25% by May 2023.

Increase the percentage of students of the Economically Disadvantaged) from 23% to 25% by May 2023.

**Evaluation Data Sources:** STAAR Data





**Strategy 1:** Align and leverage programs, resources, and systems of support for existing academic advising.

**Strategy's Expected Result/Impact:** Systematic programming and resources will allow teachers to efficiently plan and implement quality instructional practices for all students.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach and Teachers.

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Build teacher instructional capacity to plan and implement explicit/systematic Tier I instruction in all content areas with differentiated and scaffolded supports particularly for Economically Disadvantaged students.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Teacher and Learning  <b>Date(s) / Timeframe:</b> Principal, Assistant, CIC  <b>Collaborating Departments:</b> Teacher and Learning  <b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Materials - SCE (199 PIC 24) - 199-11-6399-001-133-24-313-000000- - \$2,800</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Ensure data driven instruction through progress monitoring beginning August 2023</p> <p><b>Intended Audience:</b> Teachers, students, parents  <b>Provider / Presenter / Person Responsible:</b> Data Analyst  <b>Date(s) / Timeframe:</b> August 2023- May 2024  <b>Collaborating Departments:</b> Data and Assessment  <b>Delivery Method:</b> in person and virtually</p> <p><b>Funding Sources:</b> Data Analyst - Title I (211) - 211-13-6119-04E-133-30-510-000000-24F10 - \$86,946</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Ensure student instructional growth through engaged and rigorous and engaged activities. <b>Intended Audience:</b> Teachers, students, parents <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> August 2023-May 2023 <b>Collaborating Departments:</b> Teaching and Learning <b>Delivery Method:</b> in person  <b>Funding Sources:</b> supplies - Gifted & Talented (199 PIC 21) - - \$108	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Attendance rate dropped for all students by 5% in cycle 3 (87.9%) but has shown an upward trend of 1 - 5 percentage points in cycle 4 (92.3%) and cycle 5 (93.3%). <b>Root Cause:</b> Although we follow the district criteria, our campus needs a more compressed attendance process.
<b>Student Learning</b>
<b>Problem Statement 1:</b> Based on MAP Growth Middle of the Year Data, less than 36% of 3rd - 5th grade students will score at meets or above on STAAR Reading and or Math. <b>Root Cause:</b> The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to teacher vacancies , leading to inconsistent instructional practices.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> The Branching Minds Intervention Usage report shows 35% of Tier 3 interventions support is being delivered with fidelity. <b>Root Cause:</b> Although there is an Intervention process in place on our campus the process has not been implemented with fidelity throughout our campus.

**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 28% to 26% by May 2024.





**Evaluation Data Sources:** District Attendance Reports

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

**Strategy's Expected Result/Impact:** Systematic programming and resources will result in increased student attendance.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, counselors and teachers.

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Create a multi level system to track, monitor, recover and celebrate student attendance at least once per grading cycle.</p> <p><b>Intended Audience:</b> Parents, teachers, counselors, support staff and administrative team.</p> <p><b>Provider / Presenter / Person Responsible:</b> Assistant Principal, Principal</p> <p><b>Date(s) / Timeframe:</b> August -2023- May 2024</p> <p><b>Collaborating Departments:</b> Parent Partnerships</p> <p><b>Delivery Method:</b> in person</p> <p><b>Funding Sources:</b> snacks and food - SCE (199 PIC 24) - 199-11-6399-001-133-24-313-000000- - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Attendance rate dropped for all students by 5% in cycle 3 (87.9%) but has shown an upward trend of 1 - 5 percentage points in cycle 4 (92.3%) and cycle 5 (93.3%). <b>Root Cause:</b> Although we follow the district criteria, our campus needs a more compressed attendance process.</p>



**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 1.7 to 1.5 by May 2024.  
Decrease the number of discipline referrals by school personnel for EB/EL students from 2.1 to 1.9 by May 2024.

**Evaluation Data Sources:** District Focus Data reports





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

**Strategy's Expected Result/Impact:** Students will be able to self regulate, spending more time on task in the classroom.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors and teachers.

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Using funds for an additional counselor to track and monitor the utilization of SEL resources, programs and technology applications to support student social, emotional and physical well being in the classrooms.</p> <p><b>Intended Audience:</b> Students, teachers, campus staff and parents</p> <p><b>Provider / Presenter / Person Responsible:</b> Counselors</p> <p><b>Date(s) / Timeframe:</b> August 2023 - May 2024</p> <p><b>Collaborating Departments:</b> Student and School Support</p> <p><b>Funding Sources:</b> Counselor - Title I (211) - 211-31-6119-04E-133-30-510-000000-24F10 - \$72,220, technology - SPED (199 PIC 23) - - \$211</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Improve overall school culture and climate by celebrating students and staff through recognitions, celebrations and motivational activities at least monthly.</p> <p><b>Intended Audience:</b> Students, staff and parents</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal, counselors and FES.</p> <p><b>Date(s) / Timeframe:</b> August 2023-May2024</p> <p><b>Collaborating Departments:</b> Parent partnerships</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Implement the RCA House System in 3rd-5th grade including house meetings, celebrations, representation on the campus including individual student lanyards, shirts, etc.. , banners, bulletin boards, House application to share house pride etc...</p> <p><b>Intended Audience:</b> students, staff and parents</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, counselor, house leaders (teachers)</p> <p><b>Date(s) / Timeframe:</b> August 2023- May 2023</p> <p><b>Collaborating Departments:</b> Community partnerships</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Based on the Branching Minds Behavior Incident report, 45% of our students struggle with regulating their emotions <b>Root Cause:</b> SEL resources are not being used consistently.</p>

**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 Economically Disadvantaged from 1.5 to 1.3 by May 2024.

**Evaluation Data Sources:** District Focus Reports

**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 2 to 4 by May 2024.

**Evaluation Data Sources:** Campus Calendar of Events





**Strategy 1:** Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

**Strategy's Expected Result/Impact:** Increased academic student growth

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Data Analyst, Counselors and Teachers.

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Facilitate positive perception of school community through collaboration, communication and workshop, (donuts for dad, muffins with moms, great day for grandparents, volunteer appreciation etc..)</p> <p><b>Intended Audience:</b> Parents community</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal, FES</p> <p><b>Date(s) / Timeframe:</b> August 2023-2024</p> <p><b>Collaborating Departments:</b> Parent Partnerships</p> <p><b>Delivery Method:</b> in person and electronically</p> <p><b>Funding Sources:</b> food and snacks for family engagement activities - Parent Engagement - 211-61-6499-04L-133-30-510-000000-24F10 - \$2,000, materials for family engagement - Parent Engagement - 211-61-6399-04L-133-30-510-000000-24F10 - \$1,234</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Attendance rate dropped for all students by 5% in cycle 3 (87.9%) but has shown an upward trend of 1 - 5 percentage points in cycle 4 (92.3%) and cycle 5 (93.3%). <b>Root Cause:</b> Although we follow the district criteria, our campus needs a more compressed attendance process.</p>

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2	Data Analyst	Data Analyst	211-13-6119-04E-133-30-510-000000-24F10	\$86,946.00
4	2	1	1	Counselor	Counselor	211-31-6119-04E-133-30-510-000000-24F10	\$72,220.00
<b>Sub-Total</b>							\$159,166.00
<b>Budgeted Fund Source Amount</b>							\$157,399.47
<b>+/- Difference</b>							<b>-\$1,766.53</b>
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	Supplies and materials	Supplies and materials for instructional use	199-11-6399-001-133-24-313-000000-	\$2,000.00
2	3	1	1	supplies and materials	Supplies and materials for instructional use	199-11-6399-001-133-24-313-000000-	\$1,479.00
3	2	1	1	Materials	Supplies and materials for instructional use	199-11-6399-001-133-24-313-000000-	\$2,800.00
4	1	1	1	snacks and food	Supplies and materials for instructional use	199-11-6399-001-133-24-313-000000-	\$2,000.00
<b>Sub-Total</b>							\$8,279.00
<b>Budgeted Fund Source Amount</b>							\$8,279.00
<b>+/- Difference</b>							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	food and snacks for family engagement activities	Snacks for Parents to promote participation	211-61-6499-04L-133-30-510-000000-24F10	\$2,000.00
4	4	1	1	materials for family engagement	Supplies and materials for parental involvement	211-61-6399-04L-133-30-510-000000-24F10	\$1,234.00
<b>Sub-Total</b>							\$3,234.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Budgeted Fund Source Amount</b>							\$3,234.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplies and materials	Reading materials - instruction	199-11-6329-001-133-25-313-000000	\$1,360.00
<b>Sub-Total</b>							\$1,360.00
<b>Budgeted Fund Source Amount</b>							\$1,360.00
<b>+/- Difference</b>							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	Supplies and material	GENERAL SUPPLIES		\$108.00
3	2	1	3	supplies	GENERAL SUPPLIES		\$108.00
<b>Sub-Total</b>							\$216.00
<b>Budgeted Fund Source Amount</b>							\$216.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2		GENERAL SUPPLIES		\$6,000.00
4	2	1	1	technology	TECHNOLOGY < \$5000		\$211.00
<b>Sub-Total</b>							\$6,211.00
<b>Budgeted Fund Source Amount</b>							\$6,211.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$176,699.47

**SPED (199 PIC 23)**

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						<b>Grand Total Spent</b>	\$178,466.00
						<b>+/- Difference</b>	<b>-\$1,766.53</b>