Fort Worth Independent School District

157 Luella Merrett Elementary School

2023-2024 Improvement Plan

Mission Statement

We will provide a safe, inclusive learning environment that cultivates strong academic, social-emotional, and independent life-long learners while building positive community relationships.

Vision

Preparing our students to succeed for a changing tomorrow.

Core Beliefs

At Luella Merrett BE THE BEST that you can BEE..

BEE RESPONSIBLE

BEE RESPECTFUL

BEE SAFE

BEE PREPARED

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Comprehensive Needs Assessment

Revised/Approved: April 18, 2023

Demographics

Demographics Summary

Luella Merrett Elementary is located in the West side of Fort Worth Texas. Students from our school feed to Western Hills High School.

Enrollment by Race/Ethnicity	
African American	31 students - 7%
Hispanic	372 students - 80%
White	50 students - 11%
American Indian	4 students - 0%
Two or More Races	13 students - 3%
Enrollment by Group	
Economically Disadvantaged	434 students - 93%
At Risk	463 students - 100%
LEP	230 students - 49%
SPED	63 students - 14%
GT	27 students - 6%
Total Enrolled	463 students

Our campus qualifies for Title I funding with academic programming for pre-kindergarten through fifth grade. Additional programming includes self-contained and inclusion special education classes.

We offer an afterschool program and have a PTA that is working o bridge our families and educators in creating an optimal learning environment for students.

100% of our staff is highly qualified, and 51% of the school's teaching staff has 11 or more years teaching experience.

Demographics Strengths

Low mobility rate of students

High Teacher retention rate

Experienced teaching staff

Communication between parents and teachers

Students' academic progress

We have a large Hispanic population and provide Dual Language classes to support our Emergent Bilingual population in all grade levels.

We provide multiple resources to support the economic needs of students and families including: free breakfast and lunch for all students, chromebooks, school supplies, school uniforms, winter coats, etc. to those in need. We also provide an after school program for students in grades 3rd through 5th.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Only 31% of Special Education students in grades K through 5 met their projected growth in MAP Growth Reading English.   **Root Cause:** Teacher professional development has not targeted teachers and staff who support Special Education students.

Problem Statement 2 (Prioritized): Only 58% of Emergent Bilingual students in grades 1 through 5 have either regressed or stayed the same in their TELPAS Composite scores **Root Cause:** Teacher professional development has not targeted linguistic supports and instructional model consistency in the bilingual and ESL classrooms.

Problem Statement 3 (Prioritized): Only 45% of Economically Disadvantaged students met their projected growth in MAP Growth Reading English.   **Root Cause:** Lack of class time to be responsive to students in need of Tier 2 and Tier 3 support.

Student Learning

Student Learning Summary

2022 STAAR -All Students	Did Not Meet Grade Level Performance	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3rd Math	36%	64%	34%	9%
4th Math	46%	54%	27%	8%
5th Math	41%	59%	37%	11%
3rd Reading	36%	64%	33%	15%
4th Reading	42%	58%	39%	23%
5th Reading	28%	72%	51%	31%

Our 2022 data reflects that we are struggling to get our from the Approaches to Meets category in Math at each grade level with 37% or less meeting grade level performance expectations.

We are tracking only English Reading since the number of students taking the assessment in Spanish is not statistically significant. Reading performance is stronger, overall, than our Math performance.

STAAR Meets Data		
Grade	2021	2022
3rd Math	16%	34%
4th Math	27%	27%
5th Math	14%	37%
3rd Reading	32%	33%
4th Reading	28%	39%
5th Reading	39%	51%

Although our STAAR data is not where we would like it to be, but we saw some growth in every Meets category from last year.

MAP Scores from the end of the year last year indicate that 32% of 2nd through 5th grade Math students are projected to be in the Approaches category on STAAR, only 31% of students who took English Reading and 51% of students who tested in Spanish Reading are in the Approaches area when projecting success on STAAR.

MAP Reading Growth - English

Grade Level	Number	% Met Projected Growth
KG	44	39

Grade Level	Number	% Met Projected Growth
01	42	52
02	62	26
03	68	60
04	83	47
05	78	40
All	377	44

MAP Math Growth

Grade Level	Number	% Met Projected Growth
KG	79	46
01	77	44
02	62	60
03	68	50
04	84	54
05	81	44
All	451	49

Student Learning Strengths

Students showed growth in math where the same students increased their percentage at Meets level by at least 10%.

3rd Grade and 5th Grade Math more than doubled their percentage of students at Meets, going from 16% to 34% in 3rd and from 14% to 37% in 5th.

5th grade Reading showed an increase of over 10% at Meets from 2021 to 2022.

Students in 3rd through 5th grades also showed growth in Hispanic and Economically Disadvantaged sub-groups from 2021 to 2022.

Students showed growth in Lexia throughout the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 41% of 3rd-5th grade students performed at a Meets level in English ELA/Reading STAAR.   **Root Cause:** Teachers need more opportunities throughout the year for deeply planning and practice creating learning objectives and developing scaffolds.

Problem Statement 2 (Prioritized): 33% of 3rd-5th grade students performed at a Meets level on Math STAAR.   **Root Cause:** Teachers need more opportunities throughout the year for deeply planning and practice creating learning objectives and developing scaffolds.

School Processes & Programs

School Processes & Programs Summary

In the 22-23 school year, weekly 50 minute PLCs were implemeted. PLCs focuses included internalization of the unit, internalization of the lesson, analyzing student learning, sharing instructional practices, analyzing data, identifying targeted TEKS, and professional development with Lexia. We began training teachers in monthly staff meetings for documentation in Branching Minds.

Established an attencance committee that met every six weeks to identify chronically absent students. Students with perfect attendance for the six weeks were celebrated at parties, and individual classes traacked their classroom attendance for a reward, attendance recovery opportunities were provided for chronically absent students.

We have held regular Administrative Team meetings as well as Instructional Leadership Team meetings throughout the year.

Tutoring opportunities were provided to students beginning in January with a vendor tutor as well as campus-bsed tutoring based on student data.

In the 23-24 school year we will focus on continuing the 50 minute weekly PLCs with a focus on internalization of the new curriculums, creating aligned learning ojectives, analying student learning/performance data, identifying linguistic supports and scaffolds to support quality Tier 1 instruction.

Administration will focus on providing teachers with consistent feedback and coaching in PLCs , face-to-face conersations, and through walk-throughs.

School Processes & Programs Strengths

PLCs were conducted weekly with fidelity in grades K through 5 to support the implementation of the new curriculums.

Data meetings after every testing cycle were held in K through 5 PLCs.

Teachers in K-5 implemented Lexia and tracked student usage and progress through Units.

Attendance was monitored by teachers more frequently this year.

Parent Teacher conferences were conducted at the beginning of the year and the middle of the year to discuss student data and progress.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): MTSS meetings are not being held consistently to evaluate the progress of Tier 2 and Tier 3 students.   **Root Cause:** The counselor position was vacant and there was no time scheduled to monitor students and conduct MTSS meetings throughout the year.

Problem Statement 2 (Prioritized): According to MAP data, 42% of students in grades 2 through 5 were not on track to be College and Career ready.   **Root Cause:** School has not implemented a campus wide data tracking system to identify at risk students using data from MAP, Lexia and Dream Box.

Problem Statement 3: Our average daily attendance is 93.73% for the 2022-2023 school year.   **Root Cause:** School does not have a consistent system to target chronically absent students and conduct home visits.

Perceptions

Perceptions Summary

In the 22-23 school year the campus focused on strenghening school culture and climate, revised the campus mission statement (We will provide a safe, inclusive learning envirionment that cultivates strong academic, social-emotional, and independent life long learners while building positive community relationships). and vision (Preparing our students to succeed for a changins tomorrow) in collaboration with teachers and staff.

Faculty and staff have a shared focus on collaboration and moving the campus in a positive direction both academically and culturally.

The campus has created positive learning environment among students and staff by utilizing PBIS, and by celerating both teacher and student achievements.

Teachers nominate student of the month, staff member of the month, and Bee tickets for students who meet or exceed school wide expectations and they are recognized throughout the school year.

The staff nominates coleagues who have displayed excellence, been supportive and embody the characteristics of a model example on campus each month.

Luella Merrett has prioritized family and community partnership. More than 12 community events have been held on campus, parent newsletter is sent monthly, and social media outlets are up to date with current events.

In the 23-24 school year Luella Merrett will continue to focus on building a positive school climate through PBIS, community partnerships, and will target parent partnerships with a focus on academics.

We will continue to work onn the overall improvement of school facilities and appearance.

Perceptions Strengths

Implementation of PBIS, staff recognitions, community events throughout the school year, improvement of school facilities, regular parent contact through social media, and teacher collaboration.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 29% of students had failing courses during the 22-23 school year   **Root Cause:** There is a need for more parent partnership opportunities to discuss academic progress, supporting student learning at home, and parent education.

Problem Statement 2: 10 or more parent complaints during parent teacher conferences in calls to office and on social media indicate a need for improved customer service.   **Root Cause:** Customer service oriented, professional communication with families has been inconsistent and more training is required.

Priority Problem Statements

Problem Statement 1: Only 31% of Special Education students in grades K through 5 met their projected growth in MAP Growth Reading English.
Root Cause 1: Teacher professional development has not targeted teachers and staff who support Special Education students.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 58% of Emergent Bilingual students in grades 1 through 5 have either regressed or stayed the same in their TELPAS Composite scores
Root Cause 2: Teacher professional development has not targeted linguistic supports and instructional model consistency in the bilingual and ESL classrooms.
Problem Statement 2 Areas: Demographics

Problem Statement 3: 33% of 3rd-5th grade students performed at a Meets level on Math STAAR.
Root Cause 3: Teachers need more opportunities throughout the year for deeply planning and practice creating learning objectives and developing scaffolds.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: 41% of 3rd-5th grade students performed at a Meets level in English ELA/Reading STAAR.
Root Cause 4: Teachers need more opportunities throughout the year for deeply planning and practice creating learning objectives and developing scaffolds.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: MTSS meetings are not being held consistently to evaluate the progress of Tier 2 and Tier 3 students.
Root Cause 5: The counselor position was vacant and there was no time scheduled to monitor students and conduct MTSS meetings throughout the year.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: According to MAP data, 42% of students in grades 2 through 5 were not on track to be College and Career ready.
Root Cause 6: School has not implemented a campus wide data tracking system to identify at risk students using data from MAP, Lexia and Dream Box.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: 29% of students had failing courses during the 22-23 school year
Root Cause 7: There is a need for more parent partnership opportunities to discuss academic progress, supporting student learning at home, and parent education.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Only 45% of Economically Disadvantaged students met their projected growth in MAP Growth Reading English.
Root Cause 8: Lack of class time to be responsive to students in need of Tier 2 and Tier 3 support.
Problem Statement 8 Areas: Demographics

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 95% to 98% by May 2024.
*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 95% to 98% by May 2024.
*Increase the percentage of EL students who score On Track on Circle Phonological Awareness from 94% to 96% by May 2024.

    Evaluation Data Sources: Circle Assessment Data-CLI

Strategy 1: Improve the quality of Tier 1 instruction for all students using the Teaching Strategies from Creative Curriculum and alignment to the Pre-K Guidelines

    Strategy's Expected Result/Impact: 95% of students will be identified as On Track for Kindergarten readiness according to CLI/Circle data.

    Progress monitoring: Circle test and data trackers

    Staff Responsible for Monitoring: Teachers, Administrators, Data Analyst

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

    Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Bi-weekly PLCs will be used to provide planning support for Tier 1 instruction, Data analysis, and lesson acceleration strategies as needed **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Teachers, Data Analyst, ICs, Administrators **Date(s) / Timeframe:** 8-16-23 to 5-22-24 **Collaborating Departments:** Early Childhood **Delivery Method:** Weekly PLCs	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			
Action Step 2: Classroom walkthroughs and feedback will focus on lesson alignment to the FWISD scope and sequence, program standards, and creative curriculum implementation.	Formative			Summative
program standards, and creative curriculum implementation. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Teachers, ICs, Administrators **Date(s) / Timeframe:** Throughout the 2023-2024 school year **Collaborating Departments:** Early Childhood Department **Delivery Method:** Face-to-Face and STRIVE	Nov	Jan	Mar	June

0% **No Progress**   100% **Accomplished**   ➡ **Continue/Modify**   ✖ **Discontinue**

Strategy 2: All Pre-K teachers will progress monitor using data trackers to ensure that at least 95% of all pre-k students make progress on phonological awareness.

Strategy's Expected Result/Impact: 95% of students will be On Track for Kindergarten Readiness according to CLI/Circle data.

Progress Monitor: CLI data and trackers

Staff Responsible for Monitoring: Teachers, Data Analyst, ICs, Administrators

Title I:
2.6
 - **TEA Priorities:**
Improve low-performing schools

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Train and provide the teachers with a data tracking system to monitor student progress in phonological awareness.	Formative			Summative
awareness. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Data Analyst, IC, Administrators **Date(s) / Timeframe:** Throughout the 2023-2024 school year **Collaborating Departments:** Early Learning Department **Delivery Method:** Campus PLC	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Analyze student data to identify and address gaps in phonological awareness skills , identify Tier 2 and 3 supports and develop plans for reteaching.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Data Analyst, IC, Administrators **Date(s) / Timeframe:** 08-14-23 to 05-25-24 **Collaborating Departments:** Early Learning Department **Delivery Method:** Campus PLC				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: According to MAP data, 42% of students in grades 2 through 5 were not on track to be College and Career ready. **Root Cause**: School has not implemented a campus wide data tracking system to identify at risk students using data from MAP, Lexia and Dream Box.

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 63% to 70% 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 45% to 60% by May 2024.
*Increase the percentage of Hispanic students who Meet or Exceed grade level expectations of key MAP fluency indicators in English from 46% to 60% by May 2024.

HB3 District Goal

Evaluation Data Sources: MAP Assessment

Strategy 1: Develop the capacity of regular program and dual language K-3 literacy teachers by ensuring they are effectively utilizing and implementing the Amplify district curriculum.

Strategy's Expected Result/Impact: 100% of K-3rd grade teachers will effectively use of the Amplify curriculum, and identify FWISD Literacy and Biliteracy Framework components in each daily lesson as measured by written plans, lesson plan feedback, and instructional delivery during walkthroughs.

Progress Monitoring: Lesson plans, lesson plan feedback, instructional delivery

Staff Responsible for Monitoring: Teachers, Data Analyst , IC, Administrators

Title I:
2.5
 - **TEA Priorities:**
Improve low-performing schools

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: PLCs will be used to provide tier 1 instruction planning support, data analysis, and lesson acceleration strategies as needed.	Formative			Summative
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, Data Analyst, IC and Administrators **Date(s) / Timeframe:** Throughout the 2023-2024 school year **Collaborating Departments:** Literacy Department **Delivery Method:** In Person PLCs	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Classroom walkthroughs and feedback will focus on lesson alignment to the FWISD scope and sequence, state/program standards, and effective Amplify implementation	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, IC and Administrators **Date(s) / Timeframe:** Throughout the 2023-2024 school year **Collaborating Departments:** Literacy Department **Delivery Method:** Campus Walks				

0% **No Progress**	100% **Accomplished**	➡ **Continue/Modify**	✖ **Discontinue**	

Strategy 2: Student Support Team will collaborate with grade level teams and individual teachers to identify Tier 2 and Tier 3 supports and create MTSS plans for students making limited progress.

Strategy's Expected Result/Impact: Students identified as struggling will make progress toward grade level expectations.

Progress Monitoring: MAP Fluency, MTSS Reports

Staff Responsible for Monitoring: Teachers, Data Analyst, IC, and Administrators

Title I:
2.6
 - **TEA Priorities:**
Improve low-performing schools

Problem Statements: Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: One PLC each month will be used for MTSS to discuss student data and Tier 2/Tier 3 supports.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, Data Analyst, ICs , Administrators **Date(s) / Timeframe:** Monthly throughout the 2023-2024 school year **Collaborating Departments:** MTSS **Delivery Method:** in PLCs				

Action Step 2 Details	Reviews			
Action Step 2: Create a master schedule that allows for time for teachers to provide Tier 2 and Tier 3 supports during the school day.	Formative			Summative
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers, ICs, Administrators				
Date(s) / Timeframe: Throughout the 2023-2024 school year				
Collaborating Departments: MTSS				
Funding Sources: Title 1 Teacher Assistant - Title I (211) - 211-11-6129-04E-157-30-510-000000-24F10 - $23,086, General Supplies - SPED (199 PIC 23) - - $2,835				
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✗ **Discontinue**				

Strategy 3: Teachers and administration will work directly with the Bilingual Content specialists and department to provide targeted feedback and support around linguistic strategies and the dual language instructional model.

Strategy's Expected Result/Impact: Dual language teachers will be able to provide quality tier 1 instruction to support the learning and language acquisition of their Emergent Bilingual students

Staff Responsible for Monitoring: Teachers, IC, Administrators

Title I:
2.4

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Meet with Bilingual content specialists and schedule them to support teachers in PLCs.	Formative			Summative
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: ICs and Administrators				
Date(s) / Timeframe: Throughout the 2023-2024 school year				
Collaborating Departments: Bilingual Department				
Delivery Method: Through PLCs				
Funding Sources: Supplies and Materials - BEA (199 PIC 25) - 199-11-6329-001-157-25-313-000000 - $2,975				

Action Step 2 Details	Reviews			
Action Step 2: Conduct learning walks with content specialists and administration to identify areas of strength and areas in need of further support	Formative			Summative
Intended Audience: Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: ICs and Administrators				
Date(s) / Timeframe: Throughout the 2023-2024 school year				
Collaborating Departments: Bilingual Content Deartment				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Only 31% of Special Education students in grades K through 5 met their projected growth in MAP Growth Reading English.   **Root Cause**: Teacher professional development has not targeted teachers and staff who support Special Education students.
Problem Statement 2: Only 58% of Emergent Bilingual students in grades 1 through 5 have either regressed or stayed the same in their TELPAS Composite scores   **Root Cause**: Teacher professional development has not targeted linguistic supports and instructional model consistency in the bilingual and ESL classrooms.

Student Learning
Problem Statement 1: 41% of 3rd-5th grade students performed at a Meets level in English ELA/Reading STAAR.   **Root Cause**: Teachers need more opportunities throughout the year for deeply planning and practice creating learning objectives and developing scaffolds.

School Processes & Programs
Problem Statement 1: MTSS meetings are not being held consistently to evaluate the progress of Tier 2 and Tier 3 students.   **Root Cause**: The counselor position was vacant and there was no time scheduled to monitor students and conduct MTSS meetings throughout the year.

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

School Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 49% to 60% 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 44% to 60% by May 2024.
*Increase the percentage of African American students or group that is most marginalized from 36% to 50% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Assessment

Strategy 1: Improve the quality of Tier 1 instruction for all students through internalizing units and lessons in Amplify and creating learning objectives aligned to the rigor of the TEKS

Strategy's Expected Result/Impact: Students will meet or exceed projected growth in MAP growth through instruction aligned to the TEKS and curriculum.

Progress monitoring: walk-throughs, IPCs

Staff Responsible for Monitoring: Teachers, IC, Administrators

Title I:
2.5
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative			**Summative**
Action Step 1: PLCs will be used to provide tier 1 instruction planning support, data analysis, and lesson acceleration strategies.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, Data Analyst, ICs, Administrators **Date(s) / Timeframe:** Throughout the 2023-2024 school year **Collaborating Departments:** Literacy Department **Delivery Method:** PLCs				

Action Step 2 Details	Reviews			
Action Step 2: Classroom walkthroughs and feedback will focus on lesson alignment to the FWISD scope and sequence, state/program standards, and effective Amplify implementation.	**Formative**			**Summative**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, ICs, Administrators **Date(s) / Timeframe:** Throughout the 2023-2024 school year **Collaborating Departments:** Literacy Department **Delivery Method:** Campus walks, face-to-face and STRIVE	**Nov**	**Jan**	**Mar**	**June**

Action Step 3 Details	Reviews			
Action Step 3: Teachers will be trained in writing lesson objectives aligned to the TEKS, and provided with time for building IPCs.	**Formative**			**Summative**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, Data Analyst, ICs, Administrators **Date(s) / Timeframe:** Throughout the 2023-2024 school year **Collaborating Departments:** Literacy Department **Delivery Method:** PLCs **Funding Sources:** Substitutes for Professional Personnel for planning every six weeks - Title I (211) - 211-11-6112-04E-157-30-510-000000-24F10 - $5,000	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Strategy 2: Student Support Team will collaborate with grade level teams and individual teachers to identify Tier 2 and Tier 3 supports and create MTSS plans for students making limited progress.

Strategy's Expected Result/Impact: Students identified as struggling will make progress toward grade level expectations.

Progress Monitoring: MAP Growth, MTSS Reports

Staff Responsible for Monitoring: Teachers, Data Analyst, ICs, Administrators

Title I:
2.6
 - **TEA Priorities:**
Improve low-performing schools

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

Action Step 1 Details		Reviews			
Action Step 1: One PLC each month will be used for MTSS to discuss student data and Tier 2/Tier 3 supports.		**Formative**			**Summative**
Intended Audience: Teachers		**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers, ICs, Administrators					
Date(s) / Timeframe: Throughout the 2023-2024 school year					
Collaborating Departments: MTSS					
Delivery Method: in PLCs					

Action Step 2 Details		Reviews			
Action Step 2: Teachers will receive training, planning time, and program materials to support struggling learners.		**Formative**			**Summative**
Intended Audience: Teachers		**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers, ICs, Administrators					
Date(s) / Timeframe: Throughout the 2023-2024 school year					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Only 31% of Special Education students in grades K through 5 met their projected growth in MAP Growth Reading English. **Root Cause**: Teacher professional development has not targeted teachers and staff who support Special Education students.

Student Learning
Problem Statement 1: 41% of 3rd-5th grade students performed at a Meets level in English ELA/Reading STAAR. **Root Cause**: Teachers need more opportunities throughout the year for deeply planning and practice creating learning objectives and developing scaffolds.

School Processes & Programs
Problem Statement 1: MTSS meetings are not being held consistently to evaluate the progress of Tier 2 and Tier 3 students. **Root Cause**: The counselor position was vacant and there was no time scheduled to monitor students and conduct MTSS meetings throughout the year.
Problem Statement 2: According to MAP data, 42% of students in grades 2 through 5 were not on track to be College and Career ready. **Root Cause**: School has not implemented a campus wide data tracking system to identify at risk students using data from MAP, Lexia and Dream Box.

Perceptions
Problem Statement 1: 29% of students had failing courses during the 22-23 school year **Root Cause**: There is a need for more parent partnership opportunities to discuss academic progress, supporting student learning at home, and parent education.

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 95% to 98% by May 2024. Increase the percentage of Spanish test takers from 90% to 98% by May 2024.

Evaluation Data Sources: Circle Assessment

Strategy 1: Provide bi-weekly PLCs to monitor student progress and alignment to the Pre-K Guidelines.

Strategy's Expected Result/Impact: 98% of students will be identified as On Target for CLI Math Readiness

Progress Monitoring: CLI Math

Staff Responsible for Monitoring: Teachers, Data Analyst, ICs and Administrators

Title I:
2.4, 2.5
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Create a PLC schedule for Pre-K teachers and conduct PLCs to monitor and track student progress.	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers, Data Analyst, ICs, Admninistrators				
Date(s) / Timeframe: Bi-weekly throughout the year				
Collaborating Departments: Early Childhood				
Action Step 2 Details	Reviews			
Action Step 2: Align Pre-K guidelines with Creative Curriculum and lesson objectives.	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers, ICs, Administrators				
Date(s) / Timeframe: Throughout the 2023-2024 school year				
Collaborating Departments: Early Childhood				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 33% of 3rd-5th grade students performed at a Meets level on Math STAAR.   **Root Cause**: Teachers need more opportunities throughout the year for deeply planning and practice creating learning objectives and developing scaffolds.

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 Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Math Growth from 53% to 63% by May 2024.
Increase the percentage of EL students in grades K-5 who Meet or Exceed projected growth on MAP Math Growth from 54% to 64% by May 2024.

High Priority

Evaluation Data Sources: MAP Math growth

Strategy 1: Improve the quality of Tier 1 math instruction for all students through internalization of modules in Eureka, and create learning objectives aligned to the rigor of the TEKS.

Strategy's Expected Result/Impact: Students will meet or exceed expected MAP Growth through instruction aligned to the TEKS and curriculum.

Progress Monitoring: Walk throughs and IPCs

Staff Responsible for Monitoring: Teachers, ICs, Administrators

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: PLCs will be used to provide tier 1 instruction planning support, data analysis, and lesson acceleration strategies	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, Data Analyst, ICs, Administrators **Date(s) / Timeframe:** Throughout the 2023-2024 school year **Collaborating Departments:** Content area departments **Funding Sources:** Supplies and Materials - Title I (211) - 211-11-6399-04E-157-30-510-000000-24F10				

Action Step 2 Details	Reviews			
Action Step 2: Classroom walkthroughs and feedback will focus on lesson alignment to the FWISD scope and sequence, state/program standards, and effective Eureka implementation	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, ICs, Administrators **Date(s) / Timeframe:** Throughout the 2023-2024 school year **Collaborating Departments:** Content Area Departments				

Action Step 3 Details	Reviews			
Action Step 3: Teachers will be trained in writing lesson objectives aligned to the TEKS, and provided with time for building IPCs.	Formative			Summative
Intended Audience: Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Teachers, ICs, Administrators				
Date(s) / Timeframe: Throughout the 2023-2024 school year				
Collaborating Departments: Content area departments				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Strategy 2: Improve Tier 2 and Tier 3 Math support and differentiation for struggling students.

Strategy's Expected Result/Impact: Students will meet their projected growth.

Staff Responsible for Monitoring: Teachers, ICs, Administrators

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

Problem Statements: Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will receive training, planning time, and program materials to support all learners.	Formative			Summative
Intended Audience: Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Teachers, ICs, Administrators				
Date(s) / Timeframe: Throughout the 2023-2024 school year				
Collaborating Departments: Content area departments				
Funding Sources: Supplies and Materials - SCE (199 PIC 24) - 199-11-6399-001-157-24-313-000000- - $3,732				
Action Step 2 Details	Reviews			
Action Step 2: One PLC each month will be used for MTSS to discuss student data and Tier2/Tier 3 supports	Formative			Summative
Intended Audience: Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Teachers, Data Analyst, ICs, Administrators				

Date(s) / Timeframe: Monthly from September 2023 to May 2024
Collaborating Departments: MTSS

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Only 31% of Special Education students in grades K through 5 met their projected growth in MAP Growth Reading English.   **Root Cause**: Teacher professional development has not targeted teachers and staff who support Special Education students.

Student Learning
Problem Statement 2: 33% of 3rd-5th grade students performed at a Meets level on Math STAAR.   **Root Cause**: Teachers need more opportunities throughout the year for deeply planning and practice creating learning objectives and developing scaffolds.

School Processes & Programs
Problem Statement 1: MTSS meetings are not being held consistently to evaluate the progress of Tier 2 and Tier 3 students.   **Root Cause**: The counselor position was vacant and there was no time scheduled to monitor students and conduct MTSS meetings throughout the year.

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 39% to 55% by May 2023.
Increase the percentage of EL students scoring at MEETS from 28% to 35% and Economically Disadvantaged from 29% to 36% by May 2023.

> **High Priority**
>
> **HB3 District Goal**
>
> **Evaluation Data Sources:** STAAR Reading

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework and Amplify to improve overall literacy in all 3rd-5th grade classrooms through professional learning sessions, planning, materials, and extended day.

> **Strategy's Expected Result/Impact:** To ensure that quality Tier 1 instruction is provided to all students.
>
> Progress Monitoring: Benchmarks and formative assessments with the goal that at least 55% of students are meeting grade level expectations.
>
> **Staff Responsible for Monitoring:** Teachers, Data Analyst, IC, Administrators
>
> **Title I:**
> 2.4, 2.5
> **- TEA Priorities:**
> Improve low-performing schools
>
> **Problem Statements:** Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: PLCs will be used to provide Tier 1 instruction planning support, data analysis, and lesson acceleration strategies.	Formative			Summative
Intended Audience: Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Teachers, Data Analyst, ICs, Administrators				
Date(s) / Timeframe: Throughout the 2023-2024 school year				
Collaborating Departments: Literacy Department Multilingual Department				
Funding Sources: General Supplies - Gifted & Talented (199 PIC 21) - - $374				

Action Step 2 Details	Reviews			
Action Step 2: Classroom walkthroughs and feedback will focus on lesson alignment to the FWISD scope and sequence, state/program standards, and effective Amplify implementation.	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers, Data Analyst, IC, Administrator				
Date(s) / Timeframe: Throughout the 2023-2024 school year				
Collaborating Departments: Literacy Department				
Delivery Method: NA				

Action Step 3 Details	Reviews			
Action Step 3: Provide tutoring for students.	**Formative**			**Summative**
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers/Vendor				
Date(s) / Timeframe: Throughout the 2023-2024 school year				
Collaborating Departments: MTSS Department Extended Learning				
Delivery Method: In-person tutoring				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Strategy 2: Improve the quality of Tier 1 instruction for all students by internalizing units and lessons in Amplify and creating learning objectives aligned to the rigor of the TEKS.

Strategy's Expected Result/Impact: Students will meet or exceed grade level expectations through instruction aligned to the TEKS and grade level curriculum

Progress Monitoring Classroom walk through and PLC schedule:

Staff Responsible for Monitoring: Teachers, ICs, Administrators

Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Demographics 3

Action Step 1 Details	Reviews			
Action Step 1: Teachers will be trained in writing lesson objectives aligned to the TEKS and provided with a time for building IPCs.	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers, ICs, Administrators				
Date(s) / Timeframe: Throughout the 2023-2024 school year				
Collaborating Departments: Content area departents				

Action Step 2 Details	Reviews			
Action Step 2: Classroom walkthroughs and feedback will focus on lesson alignment to the FWISD scope and sequence, state/program standards, and effective Amplify implementation.	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers, ICs, Administrators				
Date(s) / Timeframe: Throughout the 2023-2024 school year				
Collaborating Departments: Content Area departments				

Action Step 3 Details	Reviews			
Action Step 3: Data Analyst will provide relevant information, identify patterns, student strengths and weaknesses on a grade level and school level to facilitate Tier 1 lesson planning and opportunities for acceleration.	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers, Data Analyst, ICs, Administrators				
Date(s) / Timeframe: Throughout the 2023-2024 school year				
Collaborating Departments: Content Area department				
Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-157-30-510-000000-24F10 - $94,047				

Action Step 4 Details	Reviews			
Action Step 4: Teachers will receive professional development from district content experts to support Tier 1 instruction and best practices.	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers, ICs, Content area departments, Administrators				
Date(s) / Timeframe: Throughout the 2023-2024 school year				
Collaborating Departments: Content area departents				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Strategy 3: Students will be provided with opportunities to interact with self-selected texts to increase fluency and reading comprehension through increased library time and the purchase of AR.

Strategy's Expected Result/Impact: Students will have more time to read self-selected texts therefore improving their fluency and reading comprehension. Progress Monitoring- AR, MAP Growth

Staff Responsible for Monitoring: Librarian, Admininstration

Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Library will be a part of the Specials rotation to provide additional time that students are actively engaged in reading and building fluency and comprehension.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Students **Provider / Presenter / Person Responsible:** Librarian **Date(s) / Timeframe:** Throughout the 2023-2024 school year				
Action Step 2 Details	Reviews			
Action Step 2: The Accelerated Reading (AR) program will be utilized to increase student motivation, accountability and tracking of engagement in reading self selected texts.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Students **Provider / Presenter / Person Responsible:** Teachers, Librarian **Date(s) / Timeframe:** Throughout the 2023-2024 school year **Funding Sources:** Accelerated Reader Program - Title I (211) - 211-11-6399-04E-157-30-510-000000-24F10 - $5,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Only 58% of Emergent Bilingual students in grades 1 through 5 have either regressed or stayed the same in their TELPAS Composite scores   **Root Cause**: Teacher professional development has not targeted linguistic supports and instructional model consistency in the bilingual and ESL classrooms.
Problem Statement 3: Only 45% of Economically Disadvantaged students met their projected growth in MAP Growth Reading English.   **Root Cause**: Lack of class time to be responsive to students in need of Tier 2 and Tier 3 support.

Student Learning
Problem Statement 1: 41% of 3rd-5th grade students performed at a Meets level in English ELA/Reading STAAR.   **Root Cause**: Teachers need more opportunities throughout the year for deeply planning and practice creating learning objectives and developing scaffolds.

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 30% to 50% by May 2023.
Increase the percentage of EL students scoring at MEETS from 21% to 30% and Economically Disadvantaged from 18% to 25% by May 2023.

High Priority

Evaluation Data Sources: STAAR Math

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Math Framework ensuring Eureka curriculum is used to improve overall math performance in all 3rd-5th grade classrooms through professional learning sessions, planning, materials, and extended day.

Strategy's Expected Result/Impact: Teachers will be prepared to provide quality tier 1 instruction to students by having the resources necessary. Progress Monitoring: Walkthroughs, PD agendas

Staff Responsible for Monitoring: administration

Title I:
2.4, 2.5

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

Action Step 1 Details	Reviews			
Action Step 1: PLCs will be used to provide tier 1 instruction planning support, data analysis, and lesson acceleration strategies.	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers, Data Analyst, ICs, Administrators				
Date(s) / Timeframe: Throughout the 2023-2024 school year				
Collaborating Departments: Content area departments				

Action Step 2 Details	Reviews			
Action Step 2: Provide tutoring for students.	**Formative**			**Summative**
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers, Vendors, Administrators				
Date(s) / Timeframe: Throughout the 2023-2024 school year				
Collaborating Departments: HIT Tutoring				

Action Step 3 Details	Reviews			
Action Step 3: Teachers will be provided with unit specific math manipulatives and materials to support the math implementation.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers				
Provider / Presenter / Person Responsible: Teachers, ICs, Administrators				
Date(s) / Timeframe: Throughout the 2023-2024 school year				
Collaborating Departments: Math department				
Funding Sources: manipulatives and materials to support the math implementation - SCE (199 PIC 24) - 199-11-6399-001-157-24-313-000000- - $3,000				

	0% **No Progress**	100% **Accomplished**	→ **Continue/Modify**	✗ **Discontinue**

Strategy 2: Improve the quality of tier 1 instruction for all students by internalizing modules and lessons in Eureka and creating learning objectives aligned to the TEKS.

Strategy's Expected Result/Impact: Students will meet or exceed grade level expectations through instruction aligned to the TEKS and curriculum. Progress Monitoring: Walkthroughs, PLC Schedules

Staff Responsible for Monitoring: Adminstration, IC

Title I:
2.4, 2.5
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

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

Action Step 1 Details	Reviews			
Action Step 1: Teachers will be trained in writing lesson objectives aligned to the TEKS and provided with time for building IPCs.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers				
Provider / Presenter / Person Responsible: Teachers, ICs, Administrators				
Date(s) / Timeframe: Throughout the 2023-2024 school year				
Collaborating Departments: Content area departments				

Action Step 2 Details	Reviews			
Action Step 2: Data Analyst will provide relevant information, identify patterns, student strengths and weaknesses on a grade and school level to facilitate Tier 1 lesson planning and opportunities for acceleration.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, Data Analyst, ICs, Administrators **Date(s) / Timeframe:** Throughout the school year **Collaborating Departments:** Content area departments				

Action Step 3 Details	Reviews			
Action Step 3: Teachers will receive professional development from Dream Box to support acceleration.	Formative			Summative
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers, ICs, DreamBox personnel, Administrators **Date(s) / Timeframe:** Throughout the 2023-2024 school year **Collaborating Departments:** DreamBox personnel				

0% No Progress	100% Accomplished	➡ Continue/Modify	✗ Discontinue

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 33% of 3rd-5th grade students performed at a Meets level on Math STAAR.   **Root Cause**: Teachers need more opportunities throughout the year for deeply planning and practice creating learning objectives and developing scaffolds.
School Processes & Programs
Problem Statement 2: According to MAP data, 42% of students in grades 2 through 5 were not on track to be College and Career ready.   **Root Cause**: School has not implemented a campus wide data tracking system to identify at risk students using data from MAP, Lexia and Dream Box.

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

School Performance Objective 1: Increase the average daily attendance from 93.73% to 96% by May 2024.

High Priority

Evaluation Data Sources: Focus Attendance Reports

Strategy 1: Campus Attendance Committee will develop a system to target chronically absent students.

Strategy's Expected Result/Impact: The number of chronically absent students will decrease and support will be provided. Progress Monitoring: Branching Minds, Focus Attendance Reports, SST Meetings

Staff Responsible for Monitoring: AP

Title I:
2.5
 - **TEA Priorities:**
Improve low-performing schools

Problem Statements: School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			

Action Step 1: By August 31, 2023 identify, select, and notify Campus Attendance Committee of meeting schedule for the 23-24 school year
   Intended Audience: Students
   Provider / Presenter / Person Responsible: Teachers, Attendance Committee members, AP
   Date(s) / Timeframe: Throughout the 2023-224 school year
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
Action Step 2 Details	**Reviews**			

Action Step 2: Campus Attendance Committee will meet every six weeks to review attendance reports, identify students below the 90% daily attendance, and send home communication with options for attendance restoration.
   Intended Audience: Students
   Provider / Presenter / Person Responsible: Teachers, Attendance committee members, AP
   Date(s) / Timeframe: Throughout the 2023-2024 school year
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Action Step 3 Details	Reviews			

Action Step 3: Family Engagement Specialist, with the support of the counselor and FWISD Navigator, will engage in the following daily supports: warm calls, documentation of parent contacts and follow-ups, and home visits for chronically absent students.
 	
    Intended Audience: Students
    Provider / Presenter / Person Responsible: Teachers, Family Engagement, Counselor, District Navigator, Administrators
    Date(s) / Timeframe: Throughout the 2023-2024 school year
	Formative			Summative

	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Strategy 2: Students daily attendance will be monitored and rewarded with campus and classroom incentives.

    Strategy's Expected Result/Impact: Increase average daily attendance while creating a positive school climate. Progress Monitoring: Focus attendance reports, SST, and calendar of celebrations/rewards

    Staff Responsible for Monitoring: Teachers, Administrators, Counselor, Family Engagement

    Title I:
2.5, 4.2
 - **TEA Priorities:**
Improve low-performing schools

    Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			

Action Step 1: Students will receive a Free Dress Friday incentive for being present each day every week. Teachers will identify a classroom attendance monitor to assist in tracking absent or tardy students.
    Intended Audience: Students
    Provider / Presenter / Person Responsible: Teachers, Counselor, Administrators
    Date(s) / Timeframe: Weekly throughout the 2023-2024 school year
	Formative			Summative

	Nov	**Jan**	**Mar**	**June**
Action Step 2 Details	**Reviews**			

Action Step 2: Teachers will post a classroom attendance chart and use it to monitor and track student attendance. Classes will be rewarded with parties for perfect attendance.
    Intended Audience: Students
    Provider / Presenter / Person Responsible: Teachers, Counselor, Admiistrators
    Date(s) / Timeframe: Throughout the 2023-2024 school year
	Formative			Summative

	Nov	**Jan**	**Mar**	**June**

Action Step 3 Details	Reviews			
Action Step 3: Students with perfect attendance for the six weeks will be rewarded with a Perfect Attendance Party.	**Formative**			**Summative**
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Counselor, Parent Engagement, Administrators				
Date(s) / Timeframe: Every six weeks throughout the 2023-2024 school year				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: MTSS meetings are not being held consistently to evaluate the progress of Tier 2 and Tier 3 students.   **Root Cause**: The counselor position was vacant and there was no time scheduled to monitor students and conduct MTSS meetings throughout the year.
Problem Statement 2: According to MAP data, 42% of students in grades 2 through 5 were not on track to be College and Career ready.   **Root Cause**: School has not implemented a campus wide data tracking system to identify at risk students using data from MAP, Lexia and Dream Box.
Perceptions
Problem Statement 1: 29% of students had failing courses during the 22-23 school year   **Root Cause**: There is a need for more parent partnership opportunities to discuss academic progress, supporting student learning at home, and parent education.

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 66 to 26 by May 2024.
Decrease the number of discipline referrals by school personnel for African American students 15 to 7 by May 2023.

    Evaluation Data Sources: Focus Referrals

Strategy 1: Align and leverage programs and resources, such as Positive Behavior Intervention Systems (PBIS) and Restorative Practices to decrease behavior and discipline incidents, and improve school climate and culture.

    Strategy's Expected Result/Impact: Student discipline referrals will decrease due to increased student confidence and academic improvement.

    Progress Monitoring: Focus and Grades, Branching Minds

    Staff Responsible for Monitoring: AP

    Title I:
2.5
 - **TEA Priorities:**
Improve low-performing schools

    Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			

Action Step 1: Create a campus wide PBIS plan to identify common area expectations (cafeteria, auditorium, hallway, etc.), rewards and incentives, and recognition of positive behavior and citizenship.
    Intended Audience: Teachers
    Provider / Presenter / Person Responsible: AP
    Date(s) / Timeframe: In August 2023
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
Action Step 2 Details	Reviews			

Action Step 2: Provide teachers with Restorative Practices and TBRI training.
    Intended Audience: Teachers
    Provider / Presenter / Person Responsible: Trainers, AP
    Date(s) / Timeframe: Throughout the 2023-2024
    Collaborating Departments: Restorative Practices, TBRI Trainers
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Action Step 3 Details	Reviews			
	Formative			Summative
Action Step 3: Continue with the implementation of Super Bee Tickets and Student of the Month to reward students for positive behavior and citizenship.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Teachers and Students **Provider / Presenter / Person Responsible:** Teachers and Support Staff, District Navigator, AP **Date(s) / Timeframe:** Throughout the 2023-2024 school year				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: MTSS meetings are not being held consistently to evaluate the progress of Tier 2 and Tier 3 students. **Root Cause**: The counselor position was vacant and there was no time scheduled to monitor students and conduct MTSS meetings throughout the year.
Problem Statement 2: According to MAP data, 42% of students in grades 2 through 5 were not on track to be College and Career ready. **Root Cause**: School has not implemented a campus wide data tracking system to identify at risk students using data from MAP, Lexia and Dream Box.

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 male students from 18 to 6 by May 2024.

Evaluation Data Sources: Focus Discipline Reports

Strategy 1: Assistant Principal will create Student Support Team (SST) to review students with high number of referrals, assign caseload to caseworker to provide follow up support based on SST protocol.

Strategy's Expected Result/Impact: Student referral numbers will decrease and students will receive supports to improve their behavior and academics.

Progress Monitoring: Focus and Branching Minds Reports

Staff Responsible for Monitoring: AP, counselor, FWISD navigator

Title I:
2.5
 - **TEA Priorities:**
Improve low-performing schools

Problem Statements: School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Hold SST meeting at least once each six weeks to monitor student progress and develop student support plans for students including alternative behavior interventions and supports. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** AP **Date(s) / Timeframe:** Throughout the 2023-2024 school year	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Action Step 2 Details	**Reviews**			
Action Step 2: FWISD Navigator and campus counselor will support students who are at high risk of experiencing suspensions. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** District Navigator, AP **Date(s) / Timeframe:** Throughout the 2023-2024 school year	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

Strategy 2: Identify students who repeatedly struggle with behavior and are at risk of suspension through SST and MTSS Meetings.

Strategy's Expected Result/Impact: Decreased number of student suspensions

Progress Monitoring: Branching Minds, Focus, MTSS

Staff Responsible for Monitoring: AP

Title I:
2.5
 - **TEA Priorities:**
Improve low-performing schools

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Counselor and District Navigator will identify students experiencing behavioral difficulty to check in daily and build mentor/mentee relationships. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Counselor, District Navigator, AP **Date(s) / Timeframe:** Throughout the 2023-2024 school year	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			
Action Step 2: Counselor and District Navigator will provide parents of students who are struggling with behavior with resources and support to target specific behaviors. **Intended Audience:** Parents **Provider / Presenter / Person Responsible:** Counselor, District Navigator, AP **Date(s) / Timeframe:** Throughout the 2023-2024 school year	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

School Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: MTSS meetings are not being held consistently to evaluate the progress of Tier 2 and Tier 3 students.   **Root Cause**: The counselor position was vacant and there was no time scheduled to monitor students and conduct MTSS meetings throughout the year.
Perceptions
Problem Statement 1: 29% of students had failing courses during the 22-23 school year   **Root Cause**: There is a need for more parent partnership opportunities to discuss academic progress, supporting student learning at home, and parent education.

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 parent and school engagement activities, both during school hours and after school, that target student achievement, a culturally responsive learning environment, and community support.

High Priority

Evaluation Data Sources: Participation logs, parent sign-up sheets.

Strategy 1: Increase parent engagement and community partnership through planned school events that target cultural proficiency and community partnerships.

Strategy's Expected Result/Impact: For parents and community partners to feel welcome and have a greater sense of belonging.

Progress Monitoring: Event calendar and sign-in sheets

Staff Responsible for Monitoring: Principal. AP, Parent Engagement Specialist

TEA Priorities:
Improve low-performing schools

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Create a community engagement committee to plan, promote, and prepare for events.	**Formative**			**Summative**
Intended Audience: Parents	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Parent Engagement, Counselor, Administrators and Admin team				
Date(s) / Timeframe: Beginning of the 2023-2024 school year				
Action Step 2 Details	**Reviews**			
Action Step 2: Administration will meet with PTA every six weeks in the school provided Community Room.	**Formative**			**Summative**
Intended Audience: Parents	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Adminisrators				
Date(s) / Timeframe: Throughout the 2023-2024 school year				

Action Step 3 Details	Reviews			
Action Step 3: Coffee with the Principal - once a month parents will join the principal to discuss upcoming events, concerns, school needs, data, curriculum and updates.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Parents **Provider / Presenter / Person Responsible:** Parent Engagement, District Navigator, Principal **Date(s) / Timeframe:** Throughout the 2023-2024 school year **Funding Sources:** Coffee and snacks - Title I (211) - 211-61-6129-04L-157-30-510-000000-24F10 - $2,000				

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Strategy 2: Provide parent partnership opportunities to discuss academic progress, supporting student learning at home, and parent education.

Strategy's Expected Result/Impact: Parents will become better prepared to support student academic achievement

Progress Monitoring: Sign-in sheets, school calendar, report card grades

Staff Responsible for Monitoring: Teachers, District Navigator , Parent Engagement , Administrators

Title I:
4.2
 - **TEA Priorities:**
Improve low-performing schools

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Conduct fall and spring parent/teacher conferences to provide opportunities to discuss student social emotional development, academic performance, and receive report cards.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Parents **Provider / Presenter / Person Responsible:** Teachers, IC, Administrators **Date(s) / Timeframe:** Throughout the 2023-2024 school year **Funding Sources:** After school Parent conferences - Title I (211) - 211-61-6116-04L-157-30-510-000000-24F10 - $1,848.28				

Action Step 2 Details		Reviews			
Action Step 2: Conduct BOY Grade Level Parent Meetings to discuss partnerships, classroom expectations, and school policies and expectations.		**Formative**			**Summative**
Intended Audience: Parents		**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers, Counselor, Administrators					
Date(s) / Timeframe: Beginning of 2023-2024 school year					

Action Step 3 Details		Reviews			
Action Step 3: Conduct parent academy once every six weeks to discuss learning strategies that can be implemented at home.		**Formative**			**Summative**
Intended Audience: Parents		**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Counselor, District Navigator, Parent Engagement, Administrators					
Date(s) / Timeframe: Throughout the 2023-2024 school year					
Funding Sources: Supplies and Refreshments - Parent Engagement - 211-61-6399-04L-157-30-510-000000-24F10 - $2,784					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Strategy 3: Implement the Parent of the Week initiative to foster positive and trusting relationships between parents and the school community.

Strategy's Expected Result/Impact: Parents and school community will have a more positive and trusting relationship

Progress Monitoring: Decrease in complaints

Staff Responsible for Monitoring: FWISD Navigator, Parent Engagement

Title I:
4.2
 - TEA Priorities:
Improve low-performing schools

Problem Statements: Perceptions 1

Action Step 1 Details				Reviews			

Action Step 1: Encourage all parents to fill out the Background Check information at grade level Open House night at the beginning of the year.
    Intended Audience: Parents
    Provider / Presenter / Person Responsible: District Navigator, Parent Engagement
    Date(s) / Timeframe: Beginning of the 2023-2024 school year
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**
Action Step 2 Details				**Reviews**			

Action Step 2: Parent Engagement, with the support of the District Navigator, will coordinate and schedule parent of the week visits for parents who have passed the background check.
    Intended Audience: Parents
    Provider / Presenter / Person Responsible: District Navigator, Parent Engagement
    Date(s) / Timeframe: Throughout the 2023-2024 school year
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue							

School Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: 29% of students had failing courses during the 22-23 school year **Root Cause**: There is a need for more parent partnership opportunities to discuss academic progress, supporting student learning at home, and parent education.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Aura Angel	Principal
Classroom Teacher 1	Elizabeth Cavazos	Classroom Teacher
Classroom Teacher 2	Eduardo Chapa	Classroom Teacher
Classroom Teacher 3	Kimberly Kern	Classroom Teacher
Classroom Teacher 4	Patricia Alvarez	Classroom Teacher
DERC Representative 1	Andrea Sandoval	Classroom Teacher
Non-classroom Professional	Leah DeLorey	Campus Instructional Coach
DERC Representative 2	Elizabeth Moffatt	Data Analyst
Community Representative 1	Chris Benites	Pastor
Business Representative 1	Amy Smith	Owner Toro Branded Apparel and Merch
Parent 1	Rebecca Chapman	Parent
Parent 2	Lorena Bautista	Parent
Parent 3	Guadalupe Yescas	Parent
Parent	Cristela Elizabeth Diaz	Parent
Parent	Maria Romero	Parent

Campus Funding Summary

Title I (211)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	2	Title 1 Teacher Assistant	Teacher Assistant	211-11-6129-04E-157-30-510-000000-24F10	$23,086.00
1	3	1	3	Substitutes for Professional Personnel for planning every six weeks	Subs for supplemental instruction	211-11-6112-04E-157-30-510-000000-24F10	$5,000.00
2	2	1	1	Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04E-157-30-510-000000-24F10	$0.00
3	1	2	3	Data Analyst	Data Analyst	211-13-6119-04E-157-30-510-000000-24F10	$94,047.00
3	1	3	2	Accelerated Reader Program	Supplies and materials for instructional use	211-11-6399-04E-157-30-510-000000-24F10	$5,000.00
4	4	1	3	Coffee and snacks	Family Engagement Specialist	211-61-6129-04L-157-30-510-000000-24F10	$2,000.00
4	4	2	1	After school Parent conferences	Extra duty for family engagement activities after hours	211-61-6116-04L-157-30-510-000000-24F10	$1,848.28
						Sub-Total	$130,981.28
						Budgeted Fund Source Amount	$130,981.28
						+/- Difference	$0.00

SCE (199 PIC 24)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	2	1	Supplies and Materials	Supplies and materials for instructional use	199-11-6399-001-157-24-313-000000-	$3,732.00
3	2	1	3	manipulatives and materials to support the math implementation	Supplies and materials for instructional use	199-11-6399-001-157-24-313-000000-	$3,000.00
						Sub-Total	$6,732.00
						Budgeted Fund Source Amount	$6,732.00
						+/- Difference	$0.00

Parent Engagement

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	2	3	Supplies and Refreshments	Supplies and materials for parental involvement	211-61-6399-04L-157-30-510-000000-24F10	$2,784.00
						Sub-Total	$2,784.00
						Budgeted Fund Source Amount	$2,784.00
						+/- Difference	$0.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	3	1	Supplies and Materials	Reading materials - instruction	199-11-6329-001-157-25-313-000000	$2,975.00
						Sub-Total	$2,975.00
						Budgeted Fund Source Amount	$2,975.00
						+/- Difference	$0.00

Gifted & Talented (199 PIC 21)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	General Supplies	GENERAL SUPPLIES		$374.00
						Sub-Total	$374.00
						Budgeted Fund Source Amount	$374.00
						+/- Difference	$0.00

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	2	General Supplies	GENERAL SUPPLIES		$2,835.00
						Sub-Total	$2,835.00
						Budgeted Fund Source Amount	$2,835.00
						+/- Difference	$0.00
						Grand Total Budgeted	$146,681.28

**SPED (199 PIC 23)**
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
	**Grand Total Spent**	$146,681.28
	**+/- Difference**	$0.00