

Fort Worth Independent School District

167 South Hills Elementary School

2023-2024 Improvement Plan

Accountability Rating: B



Mission Statement

As a school community, we will collaborate to foster rigorous student learning and ensure success academically, socially and emotionally for EVERY STUDENT, EVERY DAY!

Vision

We will empower well-rounded, confident and responsible students who aspire to achieve their full potential.

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Comprehensive Needs Assessment

Revised/Approved: August 25, 2023

Demographics

Demographics Summary

South Hills is comprised of 675 students of which 89% are Economically Disadvantaged. Our student population is 89% Hispanic, 3% African American, 7% White and 1% Two or more races. 48% of our students are English Learners, with 45% being serviced in Bilingual classrooms. We have 7% of students on 504 and 5% Dyslexia and 10% receiving SPED services. 4% of our students are identified Gifted and Talented. Our Campus Mobility Rate is 13%

Our staff composition is Hispanic 39%, White 56%, African American 5%. 86% of our staff is female and 14% are male. Our staff's average years of experience in education is 14. 30% of our staff holds a Masters degree.

We engage with the South Hills Elementary neighborhood community and partner with Doxology Bible Church and South Hills Christian Church.

Demographics Strengths

- One of the largest elementary schools in FWISD
- Community school with generational enrollment
- Low Mobility Rate
- Low Teacher Turnover Rate
- Bilingual campus
- Bilingual administrator, secretary, nurse, data clerk, family engagement specialist
- Strong SPED (Bilingual teacher) and Dyslexia (1 Bilingual teacher) department

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a gap in the communication between parents and teachers because each party bypasses the other and goes straight to administration with their concerns. **Root Cause:** We have a veteran staff that tends to have a fixed mindset in the areas of diversity, cultural awareness and SEL.

Problem Statement 2: South Hills Elementary has 20.8% of students that are chronically absent and have attendance less than 90% **Root Cause:** We have not established a proactive, campus-wide attendance plan.

Student Learning

Student Learning Summary

In looking at our Spring MAP Growth Math Projected Proficiency Summary Report, 57% of students are projected to be at Approaches or higher on STAAR Math.

For the Spring MAP Growth Reading Projected Proficiency Summary Report, 61% of students are projected to be at Approaches or higher on STAAR Reading.

For the Spring MAP Growth Reading Spanish Projected Proficiency Summary Report, 78% of students are projected to be at Approaches or higher on STAAR Reading Spanish.

Between the Fall and Spring Reading Interim assessments, the average score increased for 3rd, 4th and 5th grades.

In Math, the average score increased for 3rd, 4th and 5th between Fall and Spring Interim assessments.

On the 5th grade Science Interim, our campus average was comparable to the district average.



Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Spring 2022-2023
 District: Fort Worth ISD
 Grouping: None
 Weeks of Instruction: 32 (Spring 2023)

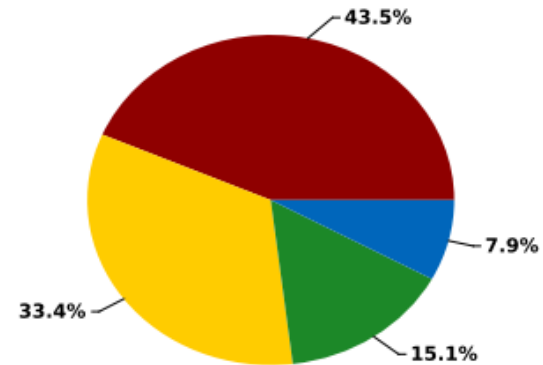
Math: Math K-12

167 - South Hills ES

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	94	50	53.2%	28	29.8%	11	11.7%	5	5.3%
3	106	58	54.7%	33	31.1%	12	11.3%	3	2.8%
4	98	33	33.7%	28	28.6%	19	19.4%	18	18.4%
5	118	40	33.9%	50	42.4%	21	17.8%	7	5.9%
Total	416	181	43.5%	139	33.4%	63	15.1%	33	7.9%





Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Spring 2022-2023
District: Fort Worth ISD
Grouping: None
Weeks of Instruction: 32 (Spring 2023)

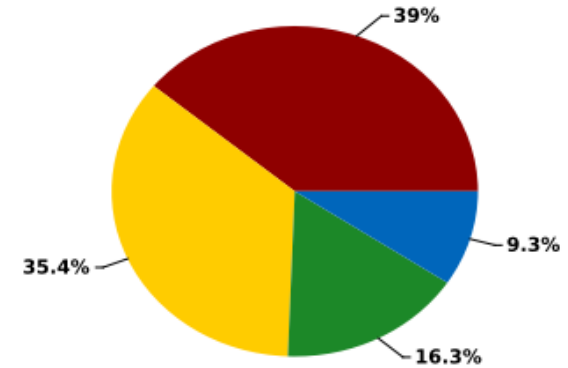
Language Arts: Reading

167 - South Hills ES

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	94	54	57.4%	30	31.9%	9	9.6%	1	1.1%
3	107	49	45.8%	32	29.9%	15	14.0%	11	10.3%
4	98	28	28.6%	41	41.8%	20	20.4%	9	9.2%
5	119	32	26.9%	45	37.8%	24	20.2%	18	15.1%
Total	418	163	39.0%	148	35.4%	68	16.3%	39	9.3%



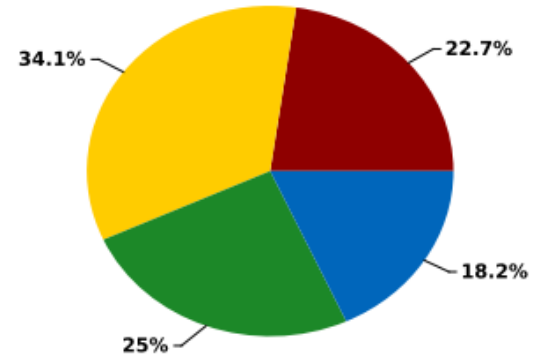
Language Arts: Reading (Spanish)

167 - South Hills ES

Projected to: State of Texas Assessments of Academic Readiness (STAAR) Spanish taken in spring.

View Linking Study: <https://www.nwea.org/state-solutions/texas/>

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	40	9	22.5%	14	35.0%	9	22.5%	8	20.0%
5	4	1	25.0%	1	25.0%	2	50.0%	0	0.0%
Total	44	10	22.7%	15	34.1%	11	25.0%	8	18.2%





Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Fort Worth ISD

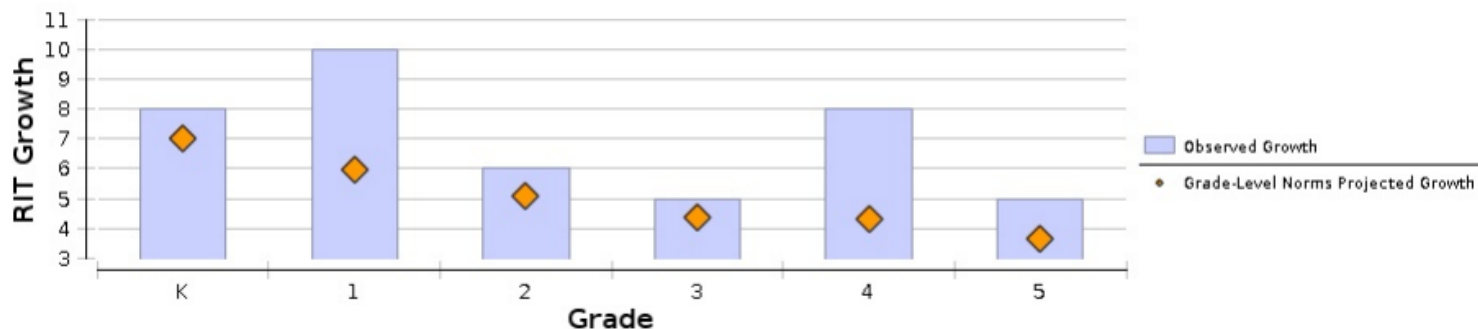
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Winter 2023 - Spring 2023
 Weeks of Instruction: Start - 20 (Winter 2023)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

167 - South Hills ES

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Winter 2023			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	82	147.1	11.2	28	155.4	12.5	37	8	0.8	7.0	1.25	90	82	45	55	53
1	110	161.6	12.2	7	171.6	13.4	22	10	0.7	5.9	3.82	99	110	78	71	76
2	93	176.3	14.5	10	182.1	15.3	12	6	0.7	5.1	0.78	78	93	49	53	50
3	102	185.5	15.4	4	191.0	16.6	6	5	0.6	4.4	1.33	91	102	53	52	50
4	98	202.5	18.0	31	210.5	19.0	50	8	0.7	4.3	4.57	99	98	70	71	71
5	116	208.2	16.1	20	212.9	16.6	24	5	0.5	3.7	1.11	87	116	70	60	57

Math: Math K-12





Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Fort Worth ISD

Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Winter 2023 - Spring 2023
 Weeks of Instruction: Start - 20 (Winter 2023)
 End - 32 (Spring 2023)

Grouping: None
 Small Group Display: No

167 - South Hills ES

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Winter 2023			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	45	144.6	8.7	37	151.1	9.8	35	7	0.9	6.8	-0.27	39	45	22	49	45
1	68	157.4	14.4	8	161.7	15.7	7	4	1.1	4.9	-0.58	28	68	32	47	42
2	93	167.8	15.2	2	173.1	14.6	4	5	0.8	3.8	1.49	93	93	54	58	54
3	105	184.6	17.3	10	189.8	16.8	15	5	0.9	3.2	2.18	99	105	61	58	56
4	98	198.1	18.1	27	201.8	16.7	34	4	0.9	2.3	1.49	93	98	59	60	58
5	116	206.6	15.6	36	210.3	15.3	46	4	0.6	1.9	2.12	98	116	75	65	65

Language Arts: Reading



Student Learning Strengths

- B Campus / Tier 1
- Technology Integration in instructional delivery
- Technology 1:1

- Instructional Coaches and administrators actively engage teachers by building capacity in Tier 1 Instructional alignment
- Our focus has remained on instructional alignment and data-driven, research-based instructional practices
- Lexia Core 5 and DreamBox Competition
- Effective testing calendars and strong communication with Data Analyst

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers are carrying the cognitive lift and not allowing students to engage in productive struggles. **Root Cause:** Students are not exposed to consistent teaching in the areas of listening, speaking, reading, writing and thinking.

Problem Statement 2 (Prioritized): PLC cycles are inconsistent and do not always support student and teacher learning. **Root Cause:** Our PLCs don't consistently follow a specific cycle or adhere to the PLC framework.

School Processes & Programs

School Processes & Programs Summary

- District Curriculum Frameworks
- DreamBox and Lexia Core 5
- Classroom Data sheets
- Weekly PLCs
- Campus Leadership Team
- Instructional Support Team
- DiSC Workplace Personality Training with Mr. Womack
- Tiered Walkthrough Plan and Proration Guide
- SBDM
- Wildcat Weekly Calendar for Staff
- Monthly Newsletter and calendar for parents
- House of ROAR

School Processes & Programs Strengths

Master Schedule

Weekly Student Support Team Meetings and MTSS Meetings

Our Instructional Support Team has continued to provide teachers with targeted support, differentiated approaches in the area of Tier 1 instruction, based on grade level needs.

Campus wide classroom data sheets have continued to provide critical information to pertinent campus stakeholders.

Monthly Campus Leadership team meetings provide opportunities for all teachers to have equal agency, regular discussions, and problem solving of school-wide needs.

Regular weekly PLCs have offered grade levels time to collaborate and share instructional practices.

DreamBox and Lexia Core 5 challenge

Two campus instructional coaches, Title 1 Math Interventionist, Reading Interventionist

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Interventions were started later in the year and progress monitoring was not conducted or monitored with fidelity. **Root Cause:** Initiating and completing the MTSS process is time consuming and teachers often times hold off and monitor student progress rather than begin the process.

Problem Statement 2: Discipline has become more of a campus-wide concern and teachers feel that consequences are lacking and there has been an increase in students being sent to the office. **Root Cause:** Teachers do not have a clear understanding of the discipline procedures or in class restorative practices that could be used.

Perceptions

Perceptions Summary

South Hills Elementary Mission Statement - As a school community, we will collaborate to foster rigorous student learning and ensure success academically, socially and emotionally for EVERY STUDENT, EVERY DAY!

South Hills Elementary Vision Statement - We will empower well-rounded, confident and responsible students who aspire to achieve their full potential.

With minority populations making up the majority of our student body and staff, we celebrate cultural differences, physical differences, and neurological differences.

Our vision statement applies not only to our students but to our faculty and staff as well. The Instructional Support Teams has worked to provide an environment that empowers and celebrates building teacher capacity and agency.

Our administrators have an open door policy where everyone is welcome to voice their ideas, opinions and concerns and know that they will be heard and validated.

We believe that the social and emotional needs of our students and their parents must be met in order for them to succeed at high levels. Our campus has cyclical guidance lessons, a community food pantry, monthly parent meetings, holiday assistance programs and offers a variety of counseling services.

Perceptions Strengths

- Low staff turnover
- Supportive community sponsors
- Generational school community
- Substitutes often request to be called back because our students are so well-behaved and the school is very well organized
- ROAR / HOUSE System
- Principal has a strong relationship with the community
- We have an active PTA
- Community Involvement Events
- Campus Sports: cheer, football, soccer, softball

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Faculty and staff have low trust in each other and are disinterested in doing anything extra. **Root Cause:** There are pockets of low trust and

low moral that are having a big impact on the rest of the staff when partnered with the level of exhaustion that teachers are feeling.

Problem Statement 2: Parents are not comfortable being as involved as they want to be. **Root Cause:** Parents do not know how to best support their students in the areas of academics, attendance and engagement, or always feel welcome.

Priority Problem Statements

Problem Statement 1: There is a gap in the communication between parents and teachers because each party bypasses the other and goes straight to administration with their concerns.

Root Cause 1: We have a veteran staff that tends to have a fixed mindset in the areas of diversity, cultural awareness and SEL.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Teachers are carrying the cognitive lift and not allowing students to engage in productive struggles.

Root Cause 2: Students are not exposed to consistent teaching in the areas of listening, speaking, reading, writing and thinking.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Interventions were started later in the year and progress monitoring was not conducted or monitored with fidelity.

Root Cause 3: Initiating and completing the MTSS process is time consuming and teachers often times hold off and monitor student progress rather than begin the process.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Faculty and staff have low trust in each other and are disinterested in doing anything extra.

Root Cause 4: There are pockets of low trust and low moral that are having a big impact on the rest of the staff when partnered with the level of exhaustion that teachers are feeling.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: PLC cycles are inconsistent and do not always support student and teacher learning.

Root Cause 5: Our PLCs don't consistently follow a specific cycle or adhere to the PLC framework.

Problem Statement 5 Areas: Student Learning

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

- Other additional data

District Goals

Revised/Approved: May 18, 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 37% to 70%, and in Spanish from 5% to 70% by May 2024.

*Increase the percentage of Hispanic PK students who score On Track on Circle Phonological Awareness in English from 20% to 70% by May 2024.

High Priority

Evaluation Data Sources: Circle Phonological Awareness in English and Spanish - BOY, MOY, EOY

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous academic activities in interest areas, based upon student needs with district-approved resources (Creative Curriculum) and data with PreK teachers using the gradual release model and assessment aligned with FWISD curriculum.

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

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Pre-K teachers will participate in at least 2 PLCs per month. Intended Audience: Pre-K teachers, assistants, students, Instructional Leadership Team Provider / Presenter / Person Responsible: Early Learning Department, Instructional Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK classrooms through professional learning sessions, planning and materials.

Strategy's Expected Result/Impact: Increase the percentage of Dual Language Pre-K students who score On Track on Circle Phonological Awareness

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: 1. Pre-K teachers will attend the required professional learning for and successfully implement Creative Curriculum. 2. By September 1, 2023, develop a system for observation / feedback cycles utilizing CIRCLE Classroom Environment Checklist and the Classroom Observation Tool. 3. Identify target areas where students could benefit from enrichment and plan ways to incorporate with Creative Curriculum.</p> <p>Intended Audience: Pre-K teachers, assistants, students, Instructional Leadership Team Provider / Presenter / Person Responsible: Early Learning Department, Instructional Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Members of the Instructional Leadership Team will become more knowledgeable on Early Childhood best practices and methodologies to provide better coaching and support to teachers and assistants.</p> <p>Intended Audience: Members of Instructional Leadership Team Provider / Presenter / Person Responsible: Early Learning Department Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: Face-to-face</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:

Student Learning

Problem Statement 1: Teachers are carrying the cognitive lift and not allowing students to engage in productive struggles. **Root Cause:** Students are not exposed to consistent teaching in the areas of listening, speaking, reading, writing and thinking.

Problem Statement 2: PLC cycles are inconsistent and do not always support student and teacher learning. **Root Cause:** Our PLCs don't consistently follow a specific cycle or adhere to the PLC framework.

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 57% to 60% and in Spanish from 44% to 60% by May 2024.

*Increase the percentage of SPED students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 20.5% to 22% by May 2024.

High Priority

Evaluation Data Sources: MAP Fluency BOY, MOY, EOY

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: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: 1. Kindergarten - Grade 3 teachers will attend the required professional learning for and successfully implement Amplify. 2. By September 1, 2023, Russell and Flores will develop a system for observation / feedback cycles by administration and campus created classroom environment checklist.</p> <p>Intended Audience: Kindergarten - Grade 3 teachers, students Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Leading & Learning Delivery Method: Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance and help students attain standard growth on the basis of the student's IEP.

Strategy's Expected Result/Impact: Increase the percentage of SPED students who Meet or Exceed grade level expectations (specified in IEP) on key MAP Fluency indicators.

Staff Responsible for Monitoring: Instructional Leadership Team, SPED team, teachers

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Use BOY and MOY data to create intervention plans with progress monitoring measures that are documented through Branching Minds and monitored by administrators to ensure fidelity.</p> <p>Intended Audience: Kinder - 3rd grade teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Delivery Method: Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: 1. Hold PLC in early September where every teacher is able to review the IEPs, 504s and MTSS documentation for current students. 2. Establish and maintain a schedule for weekly SST meetings to support already identified SPED students and students in the MTSS process.</p> <p>Intended Audience: Teachers, SPED team</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Delivery Method: Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Teachers are carrying the cognitive lift and not allowing students to engage in productive struggles. **Root Cause:** Students are not exposed to consistent teaching in the areas of listening, speaking, reading, writing and thinking.

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 46.2% to 55%, and in Spanish from 51.3% to 62% by May 2024.

*Increase the percentage of SPED students who meet or exceed projected growth on MAP Growth Reading in English from 38.3% to 48% by May 2024.

High Priority

Evaluation Data Sources: MAP Growth Reading in English and Spanish - BOY, MOY, EOY

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 K-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: 1. Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps, student performance goals and intervention plans in September and January. 2. Russell and Flores will hold individual data conferences with each teacher in September, January and May to discuss student growth goals and progress made.</p> <p>Intended Audience: Kindergarten - Grade 5 teachers and students Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: Face-to-Face</p> <p>Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-167-30-510-000000-24F10 - \$78,942, Substitutes for Instructional Planning Days - Title I (211) - 211-11-6112-0PD-167-30-510-000000-24F10 - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June






Strategy 2: Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: 1. Hold PLC in early September where every teacher is able to review the IEPs, 504s and MTSS documentation for current students. 2. Establish and maintain a schedule for weekly SST meetings to support already identified SPED students and students in the MTSS process.</p> <p>Intended Audience: Kindergarten - Grade 5 teachers and students Provider / Presenter / Person Responsible: Instructional Leadership Team, SPED team Date(s) / Timeframe: May 2023 - August 2024 Delivery Method: Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Purchase additional instructional materials and supplies for Bilingual teachers / students</p> <p>Intended Audience: Bilingual students and teachers Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2023 - March 2024 Collaborating Departments: Multilingual Department Delivery Method: Face-to-Face</p> <p>Funding Sources: Materials / Supplies for Bilingual students - BEA (199 PIC 25) - 199-11-6329-001-167-25-313-000000 - \$4,012</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Teachers are carrying the cognitive lift and not allowing students to engage in productive struggles. **Root Cause:** Students are not exposed to consistent teaching in the areas of listening, speaking, reading, writing and thinking.

Problem Statement 2: PLC cycles are inconsistent and do not always support student and teacher learning. **Root Cause:** Our PLCs don't consistently follow a specific cycle or adhere to the PLC framework.

School Processes & Programs

Problem Statement 1: Interventions were started later in the year and progress monitoring was not conducted or monitored with fidelity. **Root Cause:** Initiating and completing the MTSS process is time consuming and teachers often times hold off and monitor student progress rather than begin the process.

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 Pre-K students who score On Track on Circle Math in English from 76.9% to 80%, and in Spanish from 52.6% to 65% by May 2024.

Increase the percentage of Dual Language Pre-K students who score On Track on Circle Math from 52.6% to 65% by May 2024.

High Priority

Evaluation Data Sources: Circle Math - BOY, MOY, EOY

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Creative Curriculum) and data with Pre-K teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Increase the percentage of Pre-K students who score On Track on Circle Math in English and Spanish.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.6

- TEA Priorities:


Build a foundation of reading and math


- ESF Levers:


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


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

Action Step 1 Details	Reviews			
Action Step 1: Pre-K teachers will attend at least 2 PLCs per month to internalize Creative Curriculum, study student work, analyze data and plan for interventions Intended Audience: Pre-K teachers, assistants and students Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Early Childhood Department Delivery Method: Face-to-face	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 2: Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

Strategy's Expected Result/Impact: Increase the percentage of Pre-K students who score On Track on Circle Math in English and Spanish

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: 1. PK teachers attend the required professional learning for and successfully implement Creative Curriculum.</p> <p>2. By September 1, 2023, develop a system for observation / feedback cycles utilizing CIRCLE Classroom Environment Checklist and the Classroom Observation Tool.</p> <p>3. Identify target areas where students could benefit from enrichment and plan ways to incorporate with Creative Curriculum.</p> <p>Intended Audience: Pre-K teachers, assistants and students</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: Early Childhood Department</p> <p>Delivery Method: Face-to-face</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Teachers are carrying the cognitive lift and not allowing students to engage in productive struggles. Root Cause: Students are not exposed to consistent teaching in the areas of listening, speaking, reading, writing and thinking.</p>
<p>Problem Statement 2: PLC cycles are inconsistent and do not always support student and teacher learning. Root Cause: Our PLCs don't consistently follow a specific cycle or adhere to the PLC framework.</p>
School Processes & Programs
<p>Problem Statement 1: Interventions were started later in the year and progress monitoring was not conducted or monitored with fidelity. Root Cause: Initiating and completing the MTSS process is time consuming and teachers often times hold off and monitor student progress rather than begin the process.</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 Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math in English from 46.6% to 60% by May 2024.

Increase the percentage of SPED Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 20% to 25% by May 2024.

High Priority

Evaluation Data Sources: MAP Growth Math in English and Spanish - BOY, MOY, EOY

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

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

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: 1. Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps, student performance goals and intervention plans in September and January. 2. Russell and Flores will hold individual data conferences with each teacher in September, January and May to discuss student growth goals and progress made.</p> <p>Intended Audience: Kindergarten - Grade 5 teachers and students Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Leading & Learning Delivery Method: Face-to-face</p> <p>Funding Sources: Title 1 Math Teacher - Title I (211) - 211-11-6119-04E-167-30-510-000000-24F10 - \$77,996, Substitutes for Instructional Planning Days - Title I (211) - 211-11-6112-0PD-167-30-510-000000-24F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Teachers are carrying the cognitive lift and not allowing students to engage in productive struggles. Root Cause: Students are not exposed to consistent teaching in the areas of listening, speaking, reading, writing and thinking.</p> <p>Problem Statement 2: PLC cycles are inconsistent and do not always support student and teacher learning. Root Cause: Our PLCs don't consistently follow a specific cycle or adhere to the PLC framework.</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 40% to 50% by May 2024.

Increase the percentage of 3-5 grade SPED students scoring at Approaches or above on STAAR Reading from 19% to 30% by May 2024 (pending STAAR results in August 2023).

High Priority

Evaluation Data Sources: STAAR Reading 2022 and 2023

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

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

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

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

Action Step 1 Details	Reviews			
Action Step 1: 1. Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps based on highest leverage, lowest performance TEKS to inform WIN plans (including Lexia Core 5, reading interventionist)	Formative			Summative
	Nov	Jan	Mar	June

- 2. Russell and Flores will establish a system to review WIN plans, implementation and progress monitoring data
- 3. Provide after school tutoring starting in October to identified students
- 4. Purchase materials for students / teachers as needed.

Intended Audience: Teachers in grades 3 - 5
Provider / Presenter / Person Responsible: Instructional Leadership Team
Date(s) / Timeframe: August 2023 - May 2024
Collaborating Departments: Leading & Learning
Delivery Method: Face-to-Face

Funding Sources: Tutoring - SCE (199 PIC 24) - 199-13-6117-001-167-24-313-000000- - \$3,000, Supplies and Materials - Title I (211) - 211-11-6399-04E-167-30-510-000000-24F10 - \$2,000

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Strategy 2: Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance and help students attain a standard growth on the basis of the student's IEP

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

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: 1. Hold PLC in early September where every teacher is able to review the IEPs, 504s and MTSS documentation for current students. 2. Establish and maintain a schedule for weekly SST meetings to support already identified SPED students and students in the MTSS process.</p> <p>Intended Audience: Teachers in grades 3 - 5, SPED team Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Special Education, Leading & Learning Delivery Method: Face-to-Face</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:

Student Learning
<p>Problem Statement 1: Teachers are carrying the cognitive lift and not allowing students to engage in productive struggles. Root Cause: Students are not exposed to consistent teaching in the areas of listening, speaking, reading, writing and thinking.</p>
<p>Problem Statement 2: PLC cycles are inconsistent and do not always support student and teacher learning. Root Cause: Our PLCs don't consistently follow a specific cycle or adhere to the PLC framework.</p>
School Processes & Programs
<p>Problem Statement 1: Interventions were started later in the year and progress monitoring was not conducted or monitored with fidelity. Root Cause: Initiating and completing the MTSS process is time consuming and teachers often times hold off and monitor student progress rather than begin the process.</p>

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 32% to 50% by May 2024.

Increase the percentage of 4th grade RP students (3rd graders from 2022 - 2023) scoring at MEETS or above on STAAR Math from 10% to 40% by May 2024

High Priority

Evaluation Data Sources: STAAR Math 2023 and 2024

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

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

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
Action Step 1: 1. Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps based on highest leverage, lowest performance TEKS to inform WIN plans (including Dreambox, Title 1 Math teacher, Eureka Affirm)	Formative			Summative
	Nov	Jan	Mar	June

- 2. Russell and Flores will establish a system to review WIN plans, implementation and progress monitoring data.
- 3. Provide after school tutoring starting in October to identified students.
- 4. Purchase supplies and materials for teachers / students as needed.

Intended Audience: Teachers in grades 3-5

Provider / Presenter / Person Responsible: Instructional Leadership Team

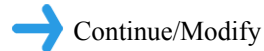
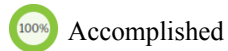
Date(s) / Timeframe: August 2023 - May 2024

Collaborating Departments: Learning & Leading

Delivery Method: Face-to-Face

Funding Sources: Tutoring - SCE (199 PIC 24) - 199-13-6117-001-167-24-313-000000- - \$3,000, Supplies and Materials - Title I (211) - 211-11-6399-04E-167-30-510-000000-24F10 - \$1,899.38

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Strategy 2: Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance

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

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
Action Step 1: 1. Ensure PLC focus on lesson internalization and planning for Eureka lessons. 2. Facilitate collaboration between intervention teacher, tier 1 math teacher, and Title 1 math teacher to identify and target individual student gaps Intended Audience: Math teachers in grades 3 - 5 Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Learning & Leading Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Teachers are carrying the cognitive lift and not allowing students to engage in productive struggles. Root Cause: Students are not exposed to consistent teaching in the areas of listening, speaking, reading, writing and thinking.
Problem Statement 2: PLC cycles are inconsistent and do not always support student and teacher learning. Root Cause: Our PLCs don't consistently follow a specific cycle or adhere to the PLC framework.
School Processes & Programs
Problem Statement 1: Interventions were started later in the year and progress monitoring was not conducted or monitored with fidelity. Root Cause: Initiating and completing the MTSS process is time consuming and teachers often times hold off and monitor student progress rather than begin the process.

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 10% to 5% by May 2024.

High Priority

Evaluation Data Sources: Attendance data from FOCUS

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates and increase parent/school engagement

Strategy's Expected Result/Impact: Decrease the number and percentage of students who have excessive absences.

Staff Responsible for Monitoring: Instructional Leadership Team, Attendance Committee

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: 1. FES will monitor student attendance and collaborate with counselor, data clerk and teachers to track student attendance and provide support services. 2. Develop and implement a system to track and progress monitor any students who are trending toward chronically absent	Formative			Summative
	Nov	Jan	Mar	June

as well as students with a history of chronic absenteeism.
 2. Family Engagement Specialist and staff will collaborate to provide targeted parent engagement strategies to all families that create a greater sense of belonging and increase awareness on the importance of daily attendance and parent partnerships.

3. Incentive improvement in student attendance and academic gains in Lexia and DreamBox.

Intended Audience: Students who are at-risk of having chronic absenteeism

Provider / Presenter / Person Responsible: Instructional Leadership Team, Attendance Committee

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

Delivery Method: Face-to-face

Funding Sources: Incentives for Improvement in Attendance & Academics - SCE (199 PIC 24) - 199-11-6399-001-167-24-313-000000- - \$3,673

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No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a gap in the communication between parents and teachers because each party bypasses the other and goes straight to administration with their concerns. **Root Cause:** We have a veteran staff that tends to have a fixed mindset in the areas of diversity, cultural awareness and SEL.

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 14 to 7 by May 2024.
Decrease the number of discipline referrals by school personnel for Hispanic students from 40% to 20% by May 2024.

High Priority

Evaluation Data Sources: FOCUS, Dashboard, ADQ Archive

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in culturally responsive best practices.

Strategy's Expected Result/Impact: Decrease the overall number of discipline referrals by school personnel

Staff Responsible for Monitoring: Administrators

Title I:

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: 1. Provide teachers with the Fort Worth ISD Discipline Process Map and adapt it to meet the needs of our campus. 2. ILT will attend Restorative Practices training and select a core group of teachers to serve as campus ambassadors to create campus buy-in. 3. Provide Active Classroom Management training to all teachers. 4. Hold weekly SST meetings to discuss struggling students and create next steps to implement</p> <p>Intended Audience: All teachers, staff and students Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Restorative Practices Delivery Method: Face-to-face</p> <p>Funding Sources: - SPED (199 PIC 23) - - \$4,367, - Gifted & Talented (199 PIC 21) - - \$490</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

School Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: There is a gap in the communication between parents and teachers because each party bypasses the other and goes straight to administration with their concerns. Root Cause: We have a veteran staff that tends to have a fixed mindset in the areas of diversity, cultural awareness and SEL.</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 Hispanic students from 45% to 20% (when compared to other student populations) by May 2024.

High Priority

Evaluation Data Sources: FOCUS, Dashboard, ADQ Archive

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: Decrease the number of out-of-school suspensions for Hispanic students

Staff Responsible for Monitoring: Administrators

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: 1. Provide teachers with the Fort Worth ISD Discipline Process Map and adapt it to meet the needs of our campus. 2. ILT will attend Restorative Practices training and select a core group of teachers to serve as campus ambassadors to create campus buy-in. 3. Provide Active Classroom Management training to all teachers. 4. Hold weekly SST meetings to discuss struggling students and create next steps to implement Intended Audience: All teachers, staff and students Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Restorative Practices Delivery Method: Face-to-face	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: There is a gap in the communication between parents and teachers because each party bypasses the other and goes straight to administration with their concerns. **Root Cause:** We have a veteran staff that tends to have a fixed mindset in the areas of diversity, cultural awareness and SEL.

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

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 15 to 20 by May 2024.

High Priority

Evaluation Data Sources: Record of campus / community events

Strategy 1: Foster collaborative partnerships (High-Impact Tutoring, Hero-to-Hero, Helping Hands, Tarrant County Food Bank) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

Strategy's Expected Result/Impact: Increase the number of student and parent engagement activities during and outside of regular school hours

Staff Responsible for Monitoring: Instructional Leadership Team, Family Engagement Specialist

Title I:

4.1, 4.2

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: 1. FES will host monthly family classes/events to provide educational information and opportunities to strengthen the home/school partnership and empower families. 2. U R Teachers 2 - provide strategic opportunities for teachers to share instructional strategies that can be implemented at home (2 sessions per grade, per year)</p> <p>Intended Audience: All stakeholders - students, parents, teachers, staff, community Provider / Presenter / Person Responsible: Instructional Leadership Team, Family Engagement Specialist Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Community Partnerships Delivery Method: Face-to-face</p> <p>Funding Sources: Family STEAM Night - Title I (211) - 211-61-6299-04E-167-30-510-000000-24F10 - \$800, Food for Parent / Family Engagement events - Parent Engagement - 211-61-6499-04L-167-30-510-000000-24F10 - \$2,000, Supplies for Parent / Family Engagement event - Parent Engagement - 211-61-6399-04L-167-30-510-000000-24F10 - \$1,894</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Send a small group of teachers / staff to the Ron Clark Academy so that they can learn more about implementing the House System to provide students with more engaging instructional interactions and to improve our culture and climate.</p> <p>Intended Audience: All faculty & staff Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Ron Clark Academy Delivery Method: Face-to-face</p> <p>Funding Sources: Ron Clark Academy - Title I (211) - 211-13-6411-04E-167-30-510-000000-24F10 - \$6,000, Ron Clark Academy - Title I (211) - 211-23-6411-04E-167-30-510-000000-24F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Ms. Flores will attend a conference that will deepen her pedagogy regarding to leadership</p> <p>Intended Audience: Assistant Principal Flores Provider / Presenter / Person Responsible: TBD Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: Face-to-face</p> <p>Funding Sources: Leadership Conference for Ms. Flores - Title I (211) - 211-23-6411-04E-167-30-510-000000-24F10 - \$1,800</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: There is a gap in the communication between parents and teachers because each party bypasses the other and goes straight to administration with their concerns. Root Cause: We have a veteran staff that tends to have a fixed mindset in the areas of diversity, cultural awareness and SEL.</p>

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Data Analyst	Data Analyst	211-13-6119-04E-167-30-510-000000-24F10	\$78,942.00
1	3	1	1	Substitutes for Instructional Planning Days	Subs for professional development	211-11-6112-0PD-167-30-510-000000-24F10	\$4,000.00
2	2	1	1	Substitutes for Instructional Planning Days	Subs for professional development	211-11-6112-0PD-167-30-510-000000-24F10	\$3,000.00
2	2	1	1	Title 1 Math Teacher	Title I Teacher	211-11-6119-04E-167-30-510-000000-24F10	\$77,996.00
3	1	1	1	Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04E-167-30-510-000000-24F10	\$2,000.00
3	2	1	1	Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04E-167-30-510-000000-24F10	\$1,899.38
4	4	1	1	Family STEAM Night	Family Science Night	211-61-6299-04E-167-30-510-000000-24F10	\$800.00
4	4	1	2	Ron Clark Academy	Travel for Teachers and Data Analysts (PD)	211-13-6411-04E-167-30-510-000000-24F10	\$6,000.00
4	4	1	2	Ron Clark Academy	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-167-30-510-000000-24F10	\$2,000.00
4	4	1	3	Leadership Conference for Ms. Flores	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-167-30-510-000000-24F10	\$1,800.00
Sub-Total							\$178,437.38
Budgeted Fund Source Amount							\$178,437.38
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Tutoring	Tutors with degree or certified	199-13-6117-001-167-24-313-000000-	\$3,000.00
3	2	1	1	Tutoring	Tutors with degree or certified	199-13-6117-001-167-24-313-000000-	\$3,000.00
4	1	1	1	Incentives for Improvement in Attendance & Academics	Supplies and materials for instructional use	199-11-6399-001-167-24-313-000000-	\$3,673.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$9,673.00
Budgeted Fund Source Amount							\$9,673.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Supplies for Parent / Family Engagement event	Supplies and materials for parental involvement	211-61-6399-04L-167-30-510-000000-24F10	\$1,894.00
4	4	1	1	Food for Parent / Family Engagement events	Snacks for Parents to promote participation	211-61-6499-04L-167-30-510-000000-24F10	\$2,000.00
Sub-Total							\$3,894.00
Budgeted Fund Source Amount							\$3,894.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	2	Materials / Supplies for Bilingual students	Reading materials - instruction	199-11-6329-001-167-25-313-000000	\$4,012.00
Sub-Total							\$4,012.00
Budgeted Fund Source Amount							\$4,012.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1		GENERAL SUPPLIES		\$490.00
Sub-Total							\$490.00
Budgeted Fund Source Amount							\$490.00
+/- Difference							\$0.00

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1		GENERAL SUPPLIES		\$4,367.00
Sub-Total							\$4,367.00
Budgeted Fund Source Amount							\$4,367.00
+/- Difference							\$0.00
Grand Total Budgeted							\$200,873.38
Grand Total Spent							\$200,873.38
+/- Difference							\$0.00