

**Fort Worth Independent School District**  
**180 Western Hills Elementary School**  
**2023-2024 Improvement Plan**



# Mission Statement

We, the community of Western Hills Elementary, are dedicated to providing a positive and warm climate that is conducive to learning by incorporating strong teaching methodology and high expectations into all our students' learning opportunities.

## Vision

The staff of Western Hills Elementary is Motivating, Educating and Empowering Students Everyday!

## Value Statement

I am successful! I am smart and RESPECTFUL to my teachers and my Bronco family! I am loved, and I am important! I am IMPACTFUL and DEDICATED to work and inspire my peers! I am I am EXCELLENT in all that I do because I can do anything I put my mind to! I will work harder than I did yesterday! I love myself and today I will not give anyone the power to bring me down! I will always DREAM big and work hard to make my dreams come true!

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# Comprehensive Needs Assessment

Revised/Approved: September 18, 2023

## Demographics

### Demographics Summary

Western Hills Elementary is a 2nd through 5th-grade public school built in 1966, in the neighborhood known as Western Hills between Las Vegas Trail and Mojave Trail. Our address is 2805 Laredo Dr. in Fort Worth, TX. We are a part of the Western Hills Pyramid, and our students will feed into Leonard MS and Western Hills HS.

Western Hills Elementary is one the largest attendance zones in Fort Worth ISD in which we pride ourselves on being a culturally diverse campus filled with different ethnicities, creeds, and cultures.

Western Hills Elementary school provides regular programming, one way Dual-Language, English as second language services, and special education for 550 students.

Our enrollment is as followed:

American Indian- 5

Native- 1

Asian- 1

African American- 267

Hispanic- 232

Two or More- 20

White-19

White- 33

Transiency 37.7%

Enrollment by Student Group:

Economically Disadvantaged 98.2%

English Learners 38.7%

Special Education 10.3%

180 Western Hills Elementary School  
Generated by Plan4Learning.com

Gender: Females- 302 Males- 286

Staff: African American 18.4% Hispanic 31.4% White 48.1% Two or More 2.1%

Student Attendance:

2021-2022-89.12%

2022-2023-89.81%

### **Demographics Strengths**

WHES has various programs at our school that meet varying needs of our students. Services provided include DL, ESL, GT, SPED, Dyslexia, and fine arts. These programs align with our belief that all students can learn when their differentiating needs and interests are considered.

During the 2022-2023 school year we started after school clubs to provide our students a sense of belonging. We provided 15+ clubs including a step team of over 40+ students that have performed at numerous district events this year.

Our SBDM consist of various stakeholders such as parents, staff members, district members, community, and business members. The SBDM committee meets for a minimum of six times per year to create, monitor, and adjust our CIP as needed.

We provide monthly activities for families to engage with our school community.

We offer a peace corner in every classroom and school wide peace room. We have a state-of-the-art playground built by the hands of our community. We have an orchid and gardening beds.

We have a very strong partnership with over 20+ community organizations within our school boundaries. Some of these partnerships include:

Clayton Yes! Who provides after school care services for our students free of charge through a grant.

Academy 4 provides an adult mentor for every fourth-grade student, Leadership 5 in which our fifth-grade students serve once a month as mentors for our second-grade students, and First4Families a six-week parenting class for parents.

Junior League of Fort Worth supports our campus through their Junior Mint program. We have volunteers who complete various task for our students, teachers, and campus throughout the year.

The Hills Church West Fort Worth which supports our campus throughout the year by providing our faculty member with supplies, beautification of the campus, and volunteer work around the campus. They have also sponsored various teachers and classrooms providing human and fiscal resources.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Only 40% of our Emergent Bilingual students met or exceed their EOY MAP projected growth on English MAP. **Root Cause:** The campus

lacked an adequate amount of supplemental training that support the various world languages we support (included but not limited to Farsi, Poshto, Swahili, Portuguese)

**Problem Statement 2 (Prioritized):** Attendance for the 2022-23 school year is . 68% higher then the previous school year but still remains well below the 95% ADA goal . Our grade with the lowest percentage is third grade with 89.11 %ADA and second grade with 89.55% . **Root Cause:** Campus needs to reevaluate current systems in place to track and monitor student attendance.(Our campus has a 38% transient rate)

# Student Learning

## Student Learning Summary

As we enter the 2023-2024 school year, our teachers will be in their second year of implementation of the newly adopted curriculums (Amplify-Reading and Eureka-Math). Both programs exposed students to a more robust, rigorous, and culturally relevant text and materials. In 2022-2023 our school was not rated but as a campus we showed a 10-point increase in overall campus score. We experienced growth in all grade-levels as evidenced by the MAP data presented below, specifically when looking at the Beginning of the Year (BOY) to the End of the Year (EOY) MAP data. There was also observable growth in our English Language Learners in grade-levels second and third. The 2023-2024 school report card data has not been released as to date.

### 2022-2023 Report Card

- Overall- (65 improved from 55 the previous year.)
- Student Achievement- 48
- School Progress- 65
- Closing the Gaps- 65

### 2022-2023 EOY SPANISH READING MAP RIT Scores

- All 2nd - BOY 163.4 to EOY 174 GROWTH 10
- All 3rd- BOY 172.5 to EOY 182.6 GROWTH 10

### 2022-2023 MOY ENGLISH READING MAP RIT Scores

- All 2nd- BOY 159.5 to EOY 171.9 GROWTH 12
- All 3rd- BOY 171.1 to EOY 182.9 GROWTH 11
- All 4th - BOY 183.6 to EOY 190 GROWTH 7
- All 5th- BOY 190.00 to EOY 197.9 GROWTH 7

### 2022-2023 MOY MATH MAP RIT Scores

- All 2nd - BOY 166.3 to EOY 180.3 GROWTH 14
- All 3rd- BOY 173.5 to EOY 187.9 GROWTH 14
- All 4th - BOY 183.2 to EOY 194.0 GROWTH 11
- All 5th- BOY 193.0 to EOY 202 GROWTH 9

## Student Learning Strengths

In 2023, we had a 6% increase in all students meeting approaches in all tested content. Our meets category on STAAR across all subject areas increased 3% with our master's performance rate also increasing 3% across all subject areas. Our Emergent Bilingual students realized an increase of 13% in approaches in math. Based on our March 2023 benchmark are strengths are 4th Grade math 50% approaching standards and 11% meeting standard. 5th Grade math, 10% of all students met the district benchmark standard. Based

on our MOY MAP Growth data 61% of our 4th graders met their projected growth in math. Action Records in Focus indicate that the number of Discipline Actions that took place (Out of school suspensions, DAEPs, ISS etc.) decreased from 158 in 21-22 to 65 22-23.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Based on data from the 2023 STAAR Scores, African American students are the lowest scoring subpopulation in both 4th and 5th grade reading.

**Root Cause:** Additional training is needed in understanding students of color, building relationships, and student engagement to help teachers effectively reach/ teach students of color.

**Problem Statement 2:** In 2022-2023, 72% of all students in grades 2nd - 5th did not meet the projected growth on math MOY MAP assessment. **Root Cause:** As a campus, we need professional development/resources in content knowledge and engagement strategies for students in varying learning environments.

**Problem Statement 3:** In 2022-2023, STAAR data shows that 64% of students in grades 3rd-5th did not approach grade level in Math. **Root Cause:** Additional Professional Development, modeling, and a system to monitor the implementation of academic initiatives that impact the quality of Tier 1 instruction is needed.



# School Processes & Programs

## School Processes & Programs Summary

Leadership teams are involved in the process of recruiting, hiring, assigning, and retaining high quality educators. Our recruiting committee includes staff from diverse cultural, ethnic and racial backgrounds. Members include administrators, teachers, counselor, and data analyst. Each applicant is interviewed and asked to perform a model lesson for the hiring committee. The committee then selects and place the recommended candidate in the grade level/subjects based on student needs and teacher strengths.

PLC's implementation and alignment is a campus wide focus with ongoing training to support all staff. Our goal fro PLC's is to collaborate and plan aligned lesson plans to allow our teachers to implement new curriculum with fidelity. Teachers have the opportunity to collaborate and unpack upcoming high leverage standards.

Students who have shown academic struggles are targeted through the MTSS process. Branching Minds is the platform used to monitor MTSS interventions of Tier 2 and 3 students. A school wide student data tracking system has been implemented campus wide. Student data meetings are held every six weeks in which students discuss current performance and set academic goals.

Administrators and instructional coaches conduct consistent weekly walkthroughs and provide individualized bite-size actionable feedback to teachers along with providing coaching sessions in order to improve student achievement.

## School Processes & Programs Strengths

Administrators and instructional coaches conduct consistent weekly walkthroughs and provide individualized bite-size actionable feedback to teachers along with providing coaching sessions in order to improve student achievement.

Identified teachers are assigned an instructional coach who meets with them a minimum of 45 minutes a week to support with lesson planning and other instructional needs. Each grade level has a common planning period in order for them to collaborate with one another. Teachers meet during PLC'S to discuss planning, teaching, data, students work and engage in PD sessions. Data meetings are scheduled where teachers and our campus ILT take a deep data dive following the data driven protocol. Student work is analyzed and root causes for misconceptions are addressed as well as the next action steps are created.

Teachers are provided monthly professionally development opportunities led by campus administrator to engage in deeper content knowledge. A master schedule is provided to teachers that allows our campus to maximize all instructional time across all content areas. A school wide outdoor garden/learning environment space was created to encourage outdoor learning, exploration, and responsibilities.

Campus offers one to one devices to all students and is a common sense certified campus. Students are offered several extracurricular activities to enhance their school experience. We offer FWAS, 15+ after school clubs, Step team, Good News Club, and more.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Based on data from the Spanish Reading Interim Assesment from the 2022-23 school year, 4th through 5th-grade students' scores indicated that at least 50% of students scores Predicted Did Not Meet Grade Level **Root Cause:** Additional resources in Spanish that align with the curriculum are needed and a clear instructional model or plan for Spanish classes is also needed .

**Problem Statement 2:** 36% of the campus teachers have less that five years of teaching experience. **Root Cause:** Teachers struggle with servicing students who are trauma impacted, At- Risk, and experiencing emotionally challenges causing the work place to often be very challenging.

**Problem Statement 3 (Prioritized):** In 2022-2023, 61% of students in 2nd -3rd grade remained in foundational skills on MAP reading Fluency after the MOY assessment. **Root Cause:** Teachers need resources and training to provide students more opportunities to build foundational skills .

**Problem Statement 4:** Through campus instructional rounds, all grade levels observed a lack of student engagement in classrooms lesson **Root Cause:** Training in the gradual release model , and student engagement is needed .

# Perceptions

## Perceptions Summary

Campus offers one to one device to all students and is a common-sense certified campus. Students are offered several extracurricular activities to enhance their school experience. We offer FWAS, 15+ after school clubs, Good News Club, and more.

As a Title 1 campus, opportunities for parental involvement and supplemental resources to enhance the home to school connection is provided. Monthly events are held to engage parents and build school culture. Some of these events include Father/Daughter dance, Daughter/Son dance, family wellness night, Math and Literacy Night, and Bilingual Night. Multiple methods for parent communication are utilized including blackboard, website, social media platforms, Class Dojo, emails, phone calls, and conferences.

We have a Family Engagement Specialist who supports families by making personal phone calls, making home visits, provides supports with technology, and provides other resources needed by families. Our campus has a CIS social worker who provides continuous supports and programming for our students.

This year we had an 89% attendance rate compared to last year at the same time our attendance rate was 90%.

Although suspensions have decreased, the campus is focused on decreasing overall referrals.

## Perceptions Strengths

We have increased our parental involvement as evidenced by sign in sheets and attendance at family events. Campus climate has increased as evidenced by more staff participating in campus wide staff activities. We offer wrap around services for or students and families which includes the following: Access to eye care, a clothing closet, food pantry, along with counseling services. Students also have been exposed to over 15 after-school clubs driven by the teachers and staff members who took an intentional approach in building inclusivity and connectedness. Along with the after-school clubs, which provides a sense of belonging during the school day with different students from various ethnicities, cultures, and creeds. We believe that strengths contributed to the 10-point gain in the school's overall rating.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** 62% of teachers believe they only make a minimal instructional impact with their most difficult students. **Root Cause:** The campus must train staff and students in social emotional learning and restorative practices.

**Problem Statement 2 (Prioritized):** 81% of teachers do not believe they can easily change their teaching style to meet the needs of a particular class as evidenced by the campus survey. **Root Cause:** Additional training is needed to assist teachers in refining their teaching styles/craft.

**Problem Statement 3 (Prioritized):** In the 2022-2023, out of the 278 Focus referrals, 119 of them included the following behaviors of concern: abusive language, cursing, emotional outbursts and obscenities. **Root Cause:** The campus needs to train 100% of staff and students in emotional regulation/restorative practices and monitor implementation.

# Priority Problem Statements

**Problem Statement 1:** Based on data from the 2023 STAAR Scores, African American students are the lowest scoring subpopulation in both 4th and 5th grade reading.

**Root Cause 1:** Additional training is needed in understanding students of color, building relationships, and student engagement to help teachers effectively reach/ teach students of color.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Only 40% of our Emergent Bilingual students met or exceed their EOY MAP projected growth on English MAP.

**Root Cause 2:** The campus lacked an adequate amount of supplemental training that support the various world languages we support (included but not limited to Farsi, Poshto, Swahili, Portuguese)

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** 81% of teachers do not believe they can easily change their teaching style to meet the needs of a particular class as evidenced by the campus survey.

**Root Cause 3:** Additional training is needed to assist teachers in refining their teaching styles/craft.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** In 2022-2023, 61% of students in 2nd -3rd grade remained in foundational skills on MAP reading Fluency after the MOY assessment.

**Root Cause 4:** Teachers need resources and training to provide students more opportunities to build foundational skills .

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** In the 2022-2023, out of the 278 Focus referrals, 119 of them included the following behaviors of concern: abusive language, cursing, emotional outbursts and obscenities.

**Root Cause 5:** The campus needs to train 100% of staff and students in emotional regulation/restorative practices and monitor implementation.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Attendance for the 2022-23 school year is . 68% higher then the previous school year but still remains well below the 95% ADA goal . Our grade with the lowest percentage is third grade with 89.11 %ADA and second grade with 89.55% .

**Root Cause 6:** Campus needs to reevaluate current systems in place to track and monitor student attendance.(Our campus has a 38% transient rate)

**Problem Statement 6 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

## Student Data: Assessments

- STAAR Emergent Bilingual (EB) progress measure data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

## 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- STEM and/or STEAM data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

## Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

## Parent/Community Data

- Parent engagement rate

## **Support Systems and Other Data**

- Organizational structure data
- Study of best practices

# District Goals

Revised/Approved: May 18, 2023

## **District Goal 1:** Early Literacy

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 2nd - 3rd Grade students who Meet or Exceed grade-level expectations on key MAP Fluency indicators in English from 33% to 38% by May 2024.

Increase the percentage of 2nd - 3rd Grade students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 35% to 40% by May 2024.

Increase the percentage of identified Special Education students who meet or exceed grade-level expectations on MAP Fluency indicators in English from 11% to 16% by May 2024.

**Evaluation Data Sources:** MAP Fluency (Meet or Exceed Indicator)

**Strategy 1:** Improve quality of Tier 1 instruction by developing the capacity of grades 2- 5 teachers to implement district curriculum and approved resources (Amplify, Literacy Framework, Reading Academies) by engaging in collaborative learning and planning through PLCs utilizing the SMARTER PLC cycle.

**Strategy's Expected Result/Impact:** Increase in student achievement and growth as evidenced by MAP Growth and STAAR data.

**Staff Responsible for Monitoring:** Instructional Coaches and Admin

### **Title I:**

2.4, 2.6

#### **- TEA Priorities:**





Improve low-performing schools

#### **- ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

#### **- Targeted Support Strategy**

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Offer and design rigorous monthly professional development and conduct weekly PLCs focused on instructional strategies. <b>Intended Audience:</b> Administration, teachers, and support staff. <b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principals, Coaches, Teachers <b>Date(s) / Timeframe:</b> On-going monthly <b>Delivery Method:</b> Face to Face  <b>Funding Sources:</b> - Title I (211) - 211-13-6399-04E-180-30-510-000000-24F10 - \$6,000	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Conduct weekly instructional rounds to monitor the quality of instruction, student engagement, and student work products. <b>Intended Audience:</b> Teacher , Staff, And Students <b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principals, Coaches, Teachers <b>Date(s) / Timeframe:</b> This shall begin the 2nd week of school. ( 2023-2024) <b>Delivery Method:</b> Face to Face	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Create a schedule and calendar dates that instructional rounds will be conducted. <b>Intended Audience:</b> Teacher, Staff, Students <b>Provider / Presenter / Person Responsible:</b> Admin, Instructional Coaches <b>Date(s) / Timeframe:</b> Will occur monthly beginning in September. <b>Delivery Method:</b> Face to Face	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** Create more focused data driven culture, we will conduct Bi- Weekly Common Assessments to monitor student progress and adjust accordingly beginning in October.

**Strategy's Expected Result/Impact:** This will allow teachers to regularly monitor student understanding and growth.

**Staff Responsible for Monitoring:** Admin, Data Analyst

**Title I:**

2.4, 2.6

- **TEA Priorities:**

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





- **ESF Levers:**

Lever 5: Effective Instruction



**- Targeted Support Strategy**

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Fund a data analyst to assist in common assessment creation, maintain data room/wall, conduct PLCs , and oversee testing/training.</p> <p><b>Intended Audience:</b> School wide</p> <p><b>Provider / Presenter / Person Responsible:</b> Data Analyst</p> <p><b>Date(s) / Timeframe:</b> Aug 2023</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> - Title I (211) - 211-13-6119-04E-180-30-510-000000-24F10 - \$83,645</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 3:** Conduct monthly student/teacher and admin teacher data meetings to monitor student understanding, growth, and reflect on problems in practices.

**Strategy's Expected Result/Impact:** Teachers will be able to gain a better understanding of their students data and utilize effective strategies to support student growth.

**Staff Responsible for Monitoring:** Admin and Data Analyst

**Title I:**

2.5

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

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

**- Targeted Support Strategy**

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Purchase folders and bins to provide each student an individual folder for data tracking and each teacher a bin to contain the items.</p> <p><b>Intended Audience:</b> Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June


**Provider / Presenter / Person Responsible:** Data Analyst, Admin

**Date(s) / Timeframe:** Completed by October

**Delivery Method:** Face to Face

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**School Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Based on data from the 2023 STAAR Scores, African American students are the lowest scoring subpopulation in both 4th and 5th grade reading. **Root Cause:** Additional training is needed in understanding students of color, building relationships, and student engagement to help teachers effectively reach/ teach students of color.

**District Goal 1:** Early Literacy

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 bilingual student performance on STAAR by 5 percent .

**Strategy 1:** Acquire training for Bilingual teachers and administrators.

**Strategy's Expected Result/Impact:** Bilingual teachers will provide students with tier 1 dual language best practices that support the achievement of all dual language students.

**Staff Responsible for Monitoring:** Admin

**Title I:**

2.5, 2.6

**- TEA Priorities:**





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

**- ESF Levers:**

Lever 5: Effective Instruction

**- Targeted Support Strategy**

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure staff have registered for Bilingual trainings by October 2023. <b>Intended Audience:</b> Teachers and admin <b>Provider / Presenter / Person Responsible:</b> Admin <b>Date(s) / Timeframe:</b> October 2023 <b>Delivery Method:</b> Face to Face	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** Purchase materials needed to provide quality tier 1 instruction and intervention for struggling learners.

**Strategy's Expected Result/Impact:** Struggling learners will receive targeted interventions that support their academic growth and achievement. This will allow struggling learners to bridge gaps on grade-level content.

**Staff Responsible for Monitoring:** Teachers and Admin

**Title I:**

2.4, 2.5

**- TEA Priorities:**





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

**- ESF Levers:**

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

**- Targeted Support Strategy**

**Problem Statements:** Student Learning 1 - School Processes & Programs 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Identify classrooms and students in need of high quality tier 1 and intervention materials to close the achievement gap. Purchase needed materials by November 2023. <b>Intended Audience:</b> Bilingual Students, teachers, and admin <b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principals, Coaches, Teachers <b>Date(s) / Timeframe:</b> November 2023 <b>Delivery Method:</b> Face to Face	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 3:** Conduct afterschool tutoring for bilingual students in need of remediation.

**Strategy's Expected Result/Impact:** Bilingual students will receive targeted afterschool intervention that will support their growth and achievement.

**Staff Responsible for Monitoring:** Teachers, Instructional Coaches, and Admin

**Title I:**

2.4, 2.5

**- TEA Priorities:**

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

**- ESF Levers:**

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

**- Targeted Support Strategy**

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Identify students in need of high quality tutoring to close the achievement gap and purchase needed materials by November 2023. <b>Intended Audience:</b> EB students , Teachers, Staff	Formative			Summative
	Nov	Jan	Mar	June

**Provider / Presenter / Person Responsible:** Teachers

**Date(s) / Timeframe:** November 2023

**Delivery Method:** Face to Face



No Progress



Accomplished



Continue/Modify



Discontinue

### School Performance Objective 2 Problem Statements:

#### Demographics

**Problem Statement 1:** Only 40% of our Emergent Bilingual students met or exceed their EOY MAP projected growth on English MAP. **Root Cause:** The campus lacked an adequate amount of supplemental training that support the various world languages we support (included but not limited to Farsi, Poshto, Swahili, Portuguese)

#### Student Learning

**Problem Statement 1:** Based on data from the 2023 STAAR Scores, African American students are the lowest scoring subpopulation in both 4th and 5th grade reading. **Root Cause:** Additional training is needed in understanding students of color, building relationships, and student engagement to help teachers effectively reach/ teach students of color.

#### School Processes & Programs

**Problem Statement 3:** In 2022-2023, 61% of students in 2nd -3rd grade remained in foundational skills on MAP reading Fluency after the MOY assessment. **Root Cause:** Teachers need resources and training to provide students more opportunities to build foundational skills .

**District Goal 1:** Early Literacy

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:** Based on STAAR 2023 results, 5th Grade reading had an increase of 3% in Approaches, but decrease at meets by 10% and Masters 11%. 4th Grade had an overall -5% Approaches, -12% Meets, -9% Masters. Lastly, our 3rd grade Reading overall decreased by 14% Approaches, -11% Meets and -8% decrease in Masters. In addition, we have a decrease with our African American students: -10% Approaches, -8% Meets, -7% Masters. We will decrease our DNM by 10% while increasing Approaches, Meets and Masters by the same percentage.

**High Priority**

**Evaluation Data Sources:** STAAR 2023

**Strategy 1:** Conduct Weekly Data Meetings where teachers review student work samples, deconstruct the TEK, identify instructional gaps and plan reteach strategies.

**Strategy's Expected Result/Impact:** Increase student achievement and individualized targeted instruction.

**Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Data Analyst and Teachers.

**Title I:**

2.6

**- TEA Priorities:**





Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**- Targeted Support Strategy**

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Schedule and provide time for weekly data meetings. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Administrators, Instructional Coaches, Teacher Leaders and Data Analyst. <b>Date(s) / Timeframe:</b> October 2023, ongoing weekly <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> IN Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Train teachers on DDI. Calendar out and Schedule Faculty meetings, PLC's, and Learning Labs (voluntary) to Conduct Weekly Data Meetings where teachers review student work samples, deconstruct the TEK, identify instructional gaps and plan reteach strategies.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, Instructional Coaches and Teacher Leaders</p> <p><b>Date(s) / Timeframe:</b> September 2023 - On going</p> <p><b>Collaborating Departments:</b> Instruction, RLA, Math, Science and Social Studies</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Time for teachers to attend Learning Labs - Title I (211) - 211-11-6116-0PD-180-30-510-000000-24F10 - \$4,500.77</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**District Goal 2:** Early Math

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:** Based on the EOY MAPS Projected Growth Report, Increase the percentage of Grade 3 through 5 students who meet projected growth in Math from 55% to 60% by May 2024.

Based on the EOY MAPS Projected Growth Report, Increase the percentage of SPED students in Math from from 40% to 45% by May 2024.

**High Priority**

**Evaluation Data Sources:** EOY MAPS Projected Growth Report

**Strategy 1:** Develop the capacity of 2-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

**Strategy's Expected Result/Impact:** Teachers will be able to implement the FWISD instructional framework and increase student achievement.

**Staff Responsible for Monitoring:** Principal, ILT

**Title I:**

2.4, 2.6

**- TEA Priorities:**

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





**- ESF Levers:**

Lever 5: Effective Instruction

**- Targeted Support Strategy**

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will be trained in targeted High Quality Tier 1 instruction utilizing district approved resources. <b>Intended Audience:</b> Teachers, Staff <b>Provider / Presenter / Person Responsible:</b> Instructional Coaches and Admin <b>Date(s) / Timeframe:</b> Ongoing <b>Delivery Method:</b> Face to Face	Formative			Summative
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide additional After School Tutoring to identified 3rd - 5th grade students in Math.</p> <p><b>Intended Audience:</b> 3rd to 5th grade Math Students.</p> <p><b>Provider / Presenter / Person Responsible:</b> 3rd through 5th Grade Math Teachers</p> <p><b>Date(s) / Timeframe:</b> Week of November 16th 2023 to March 20th 2024.</p> <p><b>Collaborating Departments:</b> Math</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> Extra Duty Pay for Teachers - Title I (211) - 211-11-6116-04E-180-30-510-000000-24F10 - \$3,750</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**District Goal 2: Early Math**

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:** Based on STAAR 2023 results, Our 5th grade students increased by 20% in Approaches and 5% in Meets. However, 3rd grade decreased by 5% in Approaches and African American demographics decreased by 7%. Fourth grade math decreased by 16% and our SE students decreased by 10%. Math will have an overall decrease in Approaches by 5% and increase the percentage of students in Meets by 5% .

**High Priority**

**Evaluation Data Sources:** STAAR 2023

**District Goal 3: CCMR**

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

**School Performance Objective 1:** Based on STAAR 2023 Reading, Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading English by 5% by May 2024.

Based on STAAR 2023 Reading, Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading Spanish by 5% May 2024.

Based on STAAR 2023 Reading, Increase the percentage of identified Special Education students at Meet or Above on STAAR Reading in English by 5% by May 2024.

**Evaluation Data Sources:** WS 2022-2023 Interim Assessment Campus Roster by Student Group Reading

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

**Strategy's Expected Result/Impact:** An increase in student academic success will be evident by formal and informal assessments and campus and District assessments

**Staff Responsible for Monitoring:** ILT, Principal

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college





**- ESF Levers:**

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

**- Targeted Support Strategy**

**Problem Statements:** Student Learning 1 - School Processes & Programs 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide time at staff meetings and PLCs for teachers to understand and internalize grade level curriculum lessons and units. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> ILT, Principal <b>Date(s) / Timeframe:</b> ongoing <b>Delivery Method:</b> F2F	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Develop a cycle of literacy instructional walks that include observations and feedback aligned to Amplify , Creative Curriculum, and Reading academies and implement within the first week of school.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principals</p> <p><b>Date(s) / Timeframe:</b> August 2023- May 2024</p> <p><b>Collaborating Departments:</b> ICs</p> <p><b>Delivery Method:</b> 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:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Based on data from the 2023 STAAR Scores, African American students are the lowest scoring subpopulation in both 4th and 5th grade reading. <b>Root Cause:</b> Additional training is needed in understanding students of color, building relationships, and student engagement to help teachers effectively reach/ teach students of color.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 3:</b> In 2022-2023, 61% of students in 2nd -3rd grade remained in foundational skills on MAP reading Fluency after the MOY assessment. <b>Root Cause:</b> Teachers need resources and training to provide students more opportunities to build foundational skills .</p>

**District Goal 3: CCMR**

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

**School Performance Objective 2:** Based on 2023 STAAR Reading, Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math 5% by May 2024.

Based on 2023 STAAR Reading, Increase the percentage of African American students at Meet or Above on STAAR Math 5 % by May 2024.

**Evaluation Data Sources:** WS 2022-2023 Interim Assessment Campus Roster by Student Group Reading

**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:** Teachers will use data informed instruction to positively impact instruction and student academic outcomes

**Staff Responsible for Monitoring:** Principal , ILT

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college





**- ESF Levers:**

Lever 5: Effective Instruction

**- Targeted Support Strategy**

**Problem Statements:** Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide time at staff meetings and PLCs for teachers to understand, analyze, and track student data <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> ILT, ICs <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Delivery Method:</b> Face to Face	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide professional development on student performance tasks, classroom activities, assignments, and formative and summative assessments that ensure evidence-based decision-making. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> ILT, ICs, Admin <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Delivery Method:</b> Face to Face	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 3 Details	Reviews			
<b>Action Step 3:</b> All teachers will have celebration stations to track students' growth monthly. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Teachers Administration Data Anyalist <b>Date(s) / Timeframe:</b> 2nd week of school and beyond <b>Delivery Method:</b> Face to Face	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 2:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

**Strategy's Expected Result/Impact:** An increase in student academic success will be evident by formal and informal assessments and campus and District assessments

**Staff Responsible for Monitoring:** Principal , ILT

**Title I:**

2.4, 2.5





**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 5: Effective Instruction

**- Targeted Support Strategy**

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide time at staff meetings and PLCs for teachers to understand and internalize math lessons and units. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Admin team <b>Date(s) / Timeframe:</b> August 2023 May 2024 <b>Delivery Method:</b> Face to Face	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**School Performance Objective 2 Problem Statements:**

## Perceptions

**Problem Statement 2:** 81% of teachers do not believe they can easily change their teaching style to meet the needs of a particular class as evidenced by the campus survey. **Root Cause:** Additional training is needed to assist teachers in refining their teaching styles/craft.

**District Goal 4:** Learning Environment (based on the BOE constraints)

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 38% to 30% by May 2024.

**Evaluation Data Sources:** ADA





**Strategy 1:** Monday Madness- Students who are at school on time every Monday will be given a small incentive. Campus wide attendance point system will be implemented. Each day a student is present they will receive a point. Students with perfect attendance will be eligible to "level up" throughout the school year and double their points to earn bigger incentives. Students with perfect attendance will be recognized each six weeks and drawings will be held for prizes.

**Strategy's Expected Result/Impact:** The campus will see a 5% increase in attendance each six weeks.

**Staff Responsible for Monitoring:** ADMIN/CLERK

- Title I:**  
2.5, 2.6
- **TEA Priorities:**  
Improve low-performing schools
  - **ESF Levers:**  
Lever 3: Positive School Culture
  - **Targeted Support Strategy**

**Problem Statements:** Perceptions 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Create a point system for teachers to use in their classrooms for students who come to school daily and on time. Purchase incentives (prizes) for the campus to utilize to incentivize Monday Madness. Get buy-in from staff members to get students excited about Monday Madness.</p> <p><b>Intended Audience:</b> Students  <b>Provider / Presenter / Person Responsible:</b> Teachers  <b>Date(s) / Timeframe:</b> Ongoing  <b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6499-04E-180-30-510-000000-24F10 - \$2,250</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:**

**Perceptions**

**Problem Statement 2:** 81% of teachers do not believe they can easily change their teaching style to meet the needs of a particular class as evidenced by the campus survey. **Root Cause:** Additional training is needed to assist teachers in refining their teaching styles/craft.

**District Goal 4:** Learning Environment (based on the BOE constraints)

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 EOY 2023 at roughly 99 a month to EOY 2024 at 40 a month by May 2024.

Decrease the number of discipline referrals by school personnel for African American students at the elementary campus.

**Evaluation Data Sources:** FOCUS

**Strategy 1:** Train 100% of teachers and staff in Branching Minds, FOCUS and Restorative Practice/Conscious Discipline.

**Strategy's Expected Result/Impact:** Creating a school family environment that supports all students in having a positive school experience.

**Staff Responsible for Monitoring:** Administration Team

**Title I:**

2.6

**- TEA Priorities:**

Improve low-performing schools





**- ESF Levers:**

Lever 3: Positive School Culture

**- Targeted Support Strategy**

**Problem Statements:** Perceptions 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide training in Branching Minds to 100% of teachers and staff so that all stakeholders understand how to utilize the platform. <b>Intended Audience:</b> Teachers and Staff <b>Provider / Presenter / Person Responsible:</b> Admin <b>Date(s) / Timeframe:</b> September 2023 <b>Delivery Method:</b> Face to Face	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide training in Restorative Practice and Conscious Discipline to 100% of teachers and staff. <b>Intended Audience:</b> Teachers and Staff <b>Provider / Presenter / Person Responsible:</b> Admin <b>Date(s) / Timeframe:</b> September 2023 and ongoing <b>Delivery Method:</b> Face to Face	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Staff a behavior interventionist to assist with challenging behaviors and proactive lessons. <b>Provider / Presenter / Person Responsible:</b> Admin <b>Date(s) / Timeframe:</b> August 7th <b>Collaborating Departments:</b> Psych services <b>Delivery Method:</b> In person  <b>Funding Sources:</b> - Title I (211) - 211-31-6119-04E-180-30-510-000000-24F10 - \$58,265	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 2:** Provide personnel to assist teachers and students in the use of computers, printers, and instructional software.

**Strategy's Expected Result/Impact:** Increase in student engagement on campus regarding technology which will support teacher implementation of technology academic practices in the classroom

**Staff Responsible for Monitoring:** Administration Team

**Title I:**

2.4

- **TEA Priorities:**





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

- **ESF Levers:**

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

- **Targeted Support Strategy**

**Problem Statements:** Student Learning 1 - Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Admin will obtain personnel to assist teachers and students will gain an understanding of computers, printers, and instructional software. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Admin <b>Date(s) / Timeframe:</b> September 2023 <b>Delivery Method:</b> Face to Face	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**School Performance Objective 2 Problem Statements:**

### Student Learning

**Problem Statement 1:** Based on data from the 2023 STAAR Scores, African American students are the lowest scoring subpopulation in both 4th and 5th grade reading. **Root Cause:** Additional training is needed in understanding students of color, building relationships, and student engagement to help teachers effectively reach/ teach students of color.

### Perceptions

**Problem Statement 2:** 81% of teachers do not believe they can easily change their teaching style to meet the needs of a particular class as evidenced by the campus survey. **Root Cause:** Additional training is needed to assist teachers in refining their teaching styles/craft.

**Problem Statement 3:** In the 2022-2023, out of the 278 Focus referrals, 119 of them included the following behaviors of concern: abusive language, cursing, emotional outbursts and obscenities. **Root Cause:** The campus needs to train 100% of staff and students in emotional regulation/restorative practices and monitor implementation.

**District Goal 4:** Learning Environment (based on the BOE constraints)

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

**School Performance Objective 3:** Decrease the number of in and out of school suspensions for African American students students on our campus from 4% to 2% by May 2024

**Evaluation Data Sources:** FOCUS

**Strategy 1:** Train 100% of teachers and staff in instructional strategies that are best practices to support teachers and staff in how they engage with African American students.

**Strategy's Expected Result/Impact:** African-American students having more opportunities to make more gains in their academic progress

**Staff Responsible for Monitoring:** Administration Team

**Title I:**

2.4, 2.5

**- TEA Priorities:**

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





**- ESF Levers:**

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

**- Targeted Support Strategy**

**Problem Statements:** Student Learning 1 - Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide specialized training for teachers and staff that will increase positive teacher to student engagement. <b>Intended Audience:</b> Staff <b>Provider / Presenter / Person Responsible:</b> Instructional Coaches and Admin <b>Date(s) / Timeframe:</b> Ongoing <b>Delivery Method:</b> Face to Face	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> Based on data from the 2023 STAAR Scores, African American students are the lowest scoring subpopulation in both 4th and 5th grade reading. <b>Root Cause:</b> Additional training is needed in understanding students of color, building relationships, and student engagement to help teachers effectively reach/ teach students of color.

## Perceptions

**Problem Statement 2:** 81% of teachers do not believe they can easily change their teaching style to meet the needs of a particular class as evidenced by the campus survey. **Root Cause:** Additional training is needed to assist teachers in refining their teaching styles/craft.

**District Goal 4:** Learning Environment (based on the BOE constraints)

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 6 to 8 by May 2024.

**Evaluation Data Sources:** Parent Survey

**Strategy 1:** Implement after school clubs for all students grades second through 5 and compensate employees for sponsorship.

**Strategy's Expected Result/Impact:** Build a sense of belonging for students

**Staff Responsible for Monitoring:** Administration Team

**Title I:**

2.6, 4.2

**- TEA Priorities:**

Improve low-performing schools





**- ESF Levers:**

Lever 3: Positive School Culture

**- Targeted Support Strategy**

**Problem Statements:** Perceptions 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers and staff create a variety of clubs that provide social and recreational engagement along with critical and analytical thinking. Compensate teachers and staff for creating and implementing clubs. <b>Intended Audience:</b> Students and Staff <b>Provider / Presenter / Person Responsible:</b> Teachers and Staff <b>Date(s) / Timeframe:</b> 9/2023 - 5/2024 <b>Delivery Method:</b> Face to Face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Offer monthly parenting classes, family events, and or engagement activities while providing snacks and activities.</p> <p><b>Intended Audience:</b> Community wide</p> <p><b>Provider / Presenter / Person Responsible:</b> Family engagement specialist and Admin</p> <p><b>Date(s) / Timeframe:</b> August 2023- May 2024</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> supplies, food, books, and additional materials - Parent Engagement - 211-61-6399-04L-180-30-510-000000-24F10 - \$2,210, Personnel to assist - Parent Engagement - 211-61-6116-04L-180-30-510-000000-24F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 4 Problem Statements:**

Perceptions
<p><b>Problem Statement 3:</b> In the 2022-2023, out of the 278 Focus referrals, 119 of them included the following behaviors of concern: abusive language, cursing, emotional outbursts and obscenities. <b>Root Cause:</b> The campus needs to train 100% of staff and students in emotional regulation/restorative practices and monitor implementation.</p>



**District Goal 4:** Learning Environment (based on the BOE constraints)

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

**School Performance Objective 5:** Enhance the learning environment and enrichment of our students.

**Evaluation Data Sources:** Branching Minds, FOCUS

**Strategy 1:** Create a media club to capture school memories, disseminate information, create leaders, and enhance the overall learning environment.

**Strategy's Expected Result/Impact:** Capture school memories, disseminate information, create leaders, and enhance the overall learning environment.

**Staff Responsible for Monitoring:** Media Club Staff and Admin

**Title I:**

2.6

**- TEA Priorities:**

Build a foundation of reading and math


**- ESF Levers:**

Lever 3: Positive School Culture


**- Targeted Support Strategy**

**Problem Statements:** Perceptions 3


Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Purchase items used to create and maintain media club . ( Cameras, computers, printers, etc) <b>Intended Audience:</b> School wide <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Delivery Method:</b> Face 2 Face	Formative			Summative
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

**School Performance Objective 5 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 3:</b> In the 2022-2023, out of the 278 Focus referrals, 119 of them included the following behaviors of concern: abusive language, cursing, emotional outbursts and obscenities. <b>Root Cause:</b> The campus needs to train 100% of staff and students in emotional regulation/restorative practices and monitor implementation.</p>

**District Goal 4:** Learning Environment (based on the BOE constraints)

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

**School Performance Objective 6:** Enhance the learning Environment and Enrichment of our RISE students.





**Evaluation Data Sources:** FWISD SPED Department Campus Visits and Feedback for 2 new RISE units added to campus for 2023-2024 SY.

**Strategy 1:** Enhance the learning environment by providing the Furniture and Supplies for our RISE students that will meet the special needs of this population of Students.

**Strategy's Expected Result/Impact:** Students will be in a safer environment and have access to educational materials, including sensory materials that meet their individualized needs. This will improve their educational environment.

**Staff Responsible for Monitoring:** Administrators, SPED Department, RISE and Inclusion Teachers.

**Title I:**  
2.6

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Purchase Furniture, Educational Equipment and Snacks for our RISE units.  <b>Intended Audience:</b> Special Education Students in our RISE unit.  <b>Provider / Presenter / Person Responsible:</b> RISE Staff  <b>Date(s) / Timeframe:</b> August 2023- On going  <b>Collaborating Departments:</b> FWISD SPED  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Furniture - SPED (199 PIC 23) - - \$2,841, Educational Supplies and Snacks - SPED (199 PIC 23)                      - - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lakita Fields	Data Analyst		Yes
Maria Salazar	Intervention Specialist		Yes

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Deleceia Mcgee	Principal
Administrator	Shannon Elliott	Assistant Principal
Administrator	Regina Haley	Assistant Principal
Non-classroom Professional	Lakita Fields	Data Analyst
Classroom Teacher	Irma Weaver	Teacher
Business Representative 1	Patty Oaks	Community Member
Business Representative 2	Oscar Martinez	Business Representative
Paraprofessional	Sherri Madigan	Secretary
Community Representative	Angela Rainey	Community Partner
Parent 1	Ashley Bankston	Parent

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Supplies and materials for professional development	211-13-6399-04E-180-30-510-000000-24F10	\$6,000.00
1	1	2	1		Data Analyst	211-13-6119-04E-180-30-510-000000-24F10	\$83,645.00
1	3	1	2	Time for teachers to attend Learning Labs	Extra duty pay for PD after hours	211-11-6116-0PD-180-30-510-000000-24F10	\$4,500.77
2	1	1	2	Extra Duty Pay for Teachers	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-180-30-510-000000-24F10	\$3,750.00
4	1	1	1		Snacks or incentives for students	211-11-6499-04E-180-30-510-000000-24F10	\$2,250.00
4	2	1	3		Title I Intervention Specialist	211-31-6119-04E-180-30-510-000000-24F10	\$58,265.00
<b>Sub-Total</b>							\$158,410.77
<b>Budgeted Fund Source Amount</b>							\$158,410.77
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
<b>Sub-Total</b>							\$0.00
<b>Budgeted Fund Source Amount</b>							\$7,446.00
<b>+/- Difference</b>							\$7,446.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2	Personnel to assist	Extra Duty for parental involvement	211-61-6116-04L-180-30-510-000000-24F10	\$1,000.00
4	4	1	2	supplies, food, books, and additional materials	Supplies and materials for parental involvement	211-61-6399-04L-180-30-510-000000-24F10	\$2,210.00
<b>Sub-Total</b>							\$3,210.00
<b>Budgeted Fund Source Amount</b>							\$3,210.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
<b>Sub-Total</b>							\$0.00
<b>Budgeted Fund Source Amount</b>							\$1,700.00
<b>+/- Difference</b>							\$1,700.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	6	1	1	Furniture	FURN&EQUIP < \$5000		\$2,841.00
4	6	1	1	Educational Supplies and Snacks	GENERAL SUPPLIES		\$1,000.00
<b>Sub-Total</b>							\$3,841.00
<b>Budgeted Fund Source Amount</b>							\$3,841.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$174,607.77
<b>Grand Total Spent</b>							\$165,461.77
<b>+/- Difference</b>							\$9,146.00