

# Fort Worth Independent School District

## 221 Western Hills Primary School

### 2023-2024 Improvement Plan

Accountability Rating: Not Rated



# Mission Statement

We, the community of Western Hills Primary, 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

Ensuring every Dolphin can RIDE (Resilient, Inspirational, Dedicated and Exceptional)

## Value Statement

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# Comprehensive Needs Assessment

Revised/Approved: September 20, 2023

## Demographics

### Demographics Summary

Western Hills Primary was opened in August of 2000 and is designed to serve ECSE students along with Pre-Kindergarten through First grade students. The campus was built due to the community's need for another campus.

A vote was made to keep "Western Hills" as part of the school's name. Parents, students, and faculty voted to make Western Hills Primary school colors blue and silver and the school mascot the Dolphin.

Our students will feed into Leonard MS and Western Hills High School. We are a part of the Western Hills Pyramid.

Western Hills Primary 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 Primary provides Regular Programming, Dual-Language (One-Way), English as a Second Language, and Special Education for over 400 students.

Our enrollment breakdown is as followed:

Students:

American Indian- 1

Asian- 4

African American- 198

Hispanic- 201

Two or More- 12

White- 32

Transiency 37.7%

Enrollment by Student Group:

221 Western Hills Primary School  
Generated by Plan4Learning.com

Economically Disadvantaged 98.2%

English Learners 38.7%

Special Education 11%

Gender: Females- 230 Males- 219

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

### Demographics Strengths

Western Hills Primary has various programs at our school that meet varying needs of our students. Services provided include Dual Language, ESL, GT and SPED. These programs align with our belief that all students can learn when their differentiating needs and interests are considered. This 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, which provides First4Families a six week parenting class for parents; Junior League of Fort Worth supports our campus through their Junior Mints program. We have volunteers who complete various tasks 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:** Attendance for the 2022-23 school year was at 88% but still remains below the 95% ADA goal . Our grades with the lowest percentages are PreK with 87.7% ADA and Kindergarten with 88.2% . **Root Cause:** Campus needs to reevaluate current systems in place to track and monitor student attendance. (Our campus has a 38% transient rate)

**Problem Statement 2 (Prioritized):** Only 24% of our Emergent Bilingual students in Kindergarten met or exceed their EOY MAP projected growth. **Root Cause:** The campus lacked an adequate amount of supplemental resources that support the various world languages we support (included but not limited to Farsi, Pashto, Swahili, Portuguese).

**Problem Statement 3 (Prioritized):** Only 17% of our Emergent Bilingual students in Grade 1 met or exceeded their EOY MAP projected growth. **Root Cause:** The campus lacked an adequate amount of supplemental resources that support the various world languages we support (included but not limited to Farsi, Pashto, Swahili, Portuguese).

# 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 realized 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.

2021-2022 Report Card Overall- (65 improved from 55 the previous year.)

Student Achievement- 48

School Progress- 65

Closing the Gaps- 65

### 2022-2023 MOY SPANISH READING MAP

All Kinder- BOY 132.1 to MOY 138 Growth 7%

All 1st - BOY 151 to MOY 159.4 Growth 8%

### 2022-2023 MOY ENGLISH READING MAP

All Kinder-BOY 132.3 to MOY 137.8 Growth 6%

All 1st-BOY 144.8 to MOY 152.9 Growth 8%

### 2022-2023 MOY MATH ENGLISH

All Kinder- BOY 134.3 to MOY 143 Growth 9%

All 1st- BOY 150.3 to MOY 157.8 Growth 8%

## Student Learning Strengths

Based on MOY CLI Engage data, our Pre-K students are making progress across the phonological awareness submeasures showing a 12% increase from the BOY to the EOY. 85% of our Regular Program Pre-K students are on track in the phonological awareness submeasures of the EOY CLI Engage data. Beginning of the year Lexia data showed we had 78% of our students who were working on content below grade level and it has been decreased to only 30% below. 70% of students are now working on grade level or above material. There is a 6% increase in students meeting and exceeding growth projections in EOY MAP data (Math) for Kindergarten. There is an 8% increase in students meeting and exceeding growth projections in EOY MAP data (Reading) for Kindergarten.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** In 2022-2023 Lexia data shows we have 82% of our students not meeting end of the year, grade level benchmark. **Root Cause:** Teachers are struggling to implement high quality Tier 1 instruction and are in need of training regarding checking for understanding, building relationships, reading strategies, and providing early intervention.

**Problem Statement 2 (Prioritized):** In 2022-2023, the middle of the year CLI Engage data shows that 51% of students in Pre-K need support in Phonological Awareness syllabication. **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 from 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

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 from 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 (Prioritized):** In 2022-2023, 93% K-1st students 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 2 (Prioritized):** 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. In addition, teachers are not explicitly planning for student engagement in their lesson plan.



# Perceptions

## Perceptions Summary

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. As a campus we had a decrease in attendance this school year at the semester 1 mark compared to the 2021-2022 school year. This year we had an 89% rate compared to last year at the same time we had 90% attendance rate.

## 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 from our family resource center. 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, students were also exposed to the "House System" which providing a sense of belonging during the school day with different students from various ethnicities, cultures, and creeds. We believe that the strengths contributed to the 10-point gain in the school's overall rating.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** In 2022-2023 we have seen an increase of students with TIER 3 behavior across the campus which has impacted classroom instruction. **Root Cause:** The campus needs to train 100% of staff and students in emotional regulation/restorative practices and monitor implementation.

**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:** Teachers need to be provided continued training that allows them to refine and perfect their craft.

**Problem Statement 3:** 62% of teachers believe they only make a minimal instructional impact their most difficult students. **Root Cause:** The campus must train staff and students in social emotional learning and restorative practices.

# Priority Problem Statements

**Problem Statement 1:** Only 24% of our Emergent Bilingual students in Kindergarten met or exceed their EOY MAP projected growth.

**Root Cause 1:** The campus lacked an adequate amount of supplemental resources that support the various world languages we support (included but not limited to Farsi, Pashto, Swahili, Portuguese).

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Only 17% of our Emergent Bilingual students in Grade 1 met or exceeded their EOY MAP projected growth.

**Root Cause 2:** The campus lacked an adequate amount of supplemental resources that support the various world languages we support (included but not limited to Farsi, Pashto, 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:** Teachers need to be provided continued training that allows them to refine and perfect their craft.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** In 2022-2023, the middle of the year CLI Engage data shows that 51% of students in Pre-K need support in Phonological Awareness syllabication.

**Root Cause 4:** Additional Professional Development, modeling, and a system to monitor the implementation of academic initiatives that impact the quality of Tier 1 instruction is needed.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Through campus instructional rounds all grade levels observed a lack of student engagement in classrooms lesson.

**Root Cause 5:** Training in the gradual release model, and student engagement is needed. In addition, teachers are not explicitly planning for student engagement in their lesson plan.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** In 2022-2023, 93% K-1st students remained in foundational skills on MAP reading Fluency after the MOY assessment.

**Root Cause 6:** Teachers need resources and training to provide students more opportunities to build foundational skills.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** In 2022-2023 Lexia data shows we have 82% of our students not meeting end of the year, grade level benchmark.

**Root Cause 7:** Teachers are struggling to implement high quality Tier 1 instruction and are in need of training regarding checking for understanding, building relationships, reading strategies, and providing early intervention.

**Problem Statement 7 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

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

## 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
- 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.

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**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
- Study of best practices

# District Goals

Revised/Approved: October 15, 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:** Based on the EOY CIP Companion Guide, Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 85% to 88% by May 2024.

Based on the EOY CIP Companion Guide, Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 98% to 100% by May 2024.

Based on the EOY CIP Companion Guide, Increase the percentage of African American students On Track on Circle Phonological Awareness from 80% to 85% by May 2024.

**Evaluation Data Sources:** CIP Companion Guide

**Strategy 1:** All teachers will be provided with training in best practices to support students in phonemic and phonological awareness skills.

**Strategy's Expected Result/Impact:** Overall scores in CLI Engage Phonological Awareness sub measures will increase to meet the benchmark goal by the end of the school year

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, Lead Teacher

**Title I:**

2.5

- **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 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Schedule PLC s with an intentional focus on the best practices in reading instruction . <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Administrator, Instructional Coaches, Lead Teacher <b>Date(s) / Timeframe:</b> Biweekly  <b>Funding Sources:</b> - BEA (199 PIC 25) - 199-11-6329-001-221-25-313-000000 - \$1,785	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:** Teachers will participate in scheduled PLCs which focus on Phonological Awareness instruction.

**Strategy's Expected Result/Impact:** Overall measures in CLI Engage in the Phonological Awareness sub measures will meet the benchmark goal of on track by the end of the school year.

**Staff Responsible for Monitoring:** Administrator, Instructional Coaches

**Title I:**

2.5

- **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 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Train teachers with strategies to ensure developmentally appropriate Phonological Awareness instruction. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Coaches <b>Date(s) / Timeframe:</b> Ongoing <b>Delivery Method:</b> PLCs	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 2:** In 2022-2023, the middle of the year CLI Engage data shows that 51% of students in Pre-K need support in Phonological Awareness syllabication. **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.

**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:** Based on the EOY CIP Companion Guide, Increase the percentage of Kindergarten - Grade 1 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 25% to 30% by May 2024 Based Based on the EOY CIP Companion Guide, Increase the percentage of Kindergarten - Grade 1 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 31% to 35 % by May 2024.

Based on the EOY CIP companion Guide, Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 23% to 28% by May 2024.

**High Priority**

**Evaluation Data Sources:** CIP Companion Guide

**Strategy 1:** Improve quality of Tier 1 instruction by developing the capacity of PreK - Grade 1 teachers to implement district curriculum and approved resources (Amplify, Literacy Framework, Reading Academies, Creative Curriculum, etc.)

**Strategy's Expected Result/Impact:** Performance Objectives met ensuring that students meet end of year benchmark goals

**Staff Responsible for Monitoring:** Administrator, Instructional Coaches

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





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

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**- Targeted Support Strategy**

**Problem Statements:** School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Amplify, Reading Academies, Creative Curriculum) by November 30, 2023 (first semester) and (second semester).  <b>Intended Audience:</b> All Teachers <b>Provider / Presenter / Person Responsible:</b> Vendors <b>Date(s) / Timeframe:</b> Ongoing	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Strategy 2:** Provide high quality tutoring to students not making progress or growth on MAPs, Lexia and/or classroom observations.

**Strategy's Expected Result/Impact:** Increase in student achievement as evidenced by end of year benchmark goals

**Staff Responsible for Monitoring:** Administrator, Instructional Coaches, Data Analyst

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





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

**- ESF Levers:**

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

**- Targeted Support Strategy**

**Problem Statements:** Demographics 2, 3 - School Processes & Programs 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 <b>Intended Audience:</b> Teachers, Staff, Students <b>Provider / Presenter / Person Responsible:</b> Teachers, Staff <b>Date(s) / Timeframe:</b> Ongoing	<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> Hire staff to implement high impact tutoring to Tier 3 level students <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teachers, Admin <b>Date(s) / Timeframe:</b> ongoing  <b>Funding Sources:</b> - Title I (211) - 211-11-6112-04E-221-30-510-000000-24F10 - \$5,500	<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> Provide snacks for students in High Impact Tutoring <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Admin, Teachers <b>Date(s) / Timeframe:</b> August 2023-June 2024  <b>Funding Sources:</b> - Title I (211) - 211-11-6499-04E-221-30-510-000000-24F10 - \$2,500	<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>				

## School Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 2:** Only 24% of our Emergent Bilingual students in Kindergarten met or exceed their EOY MAP projected growth. **Root Cause:** The campus lacked an adequate amount of supplemental resources that support the various world languages we support (included but not limited to Farsi, Pashto, Swahili, Portuguese).

**Problem Statement 3:** Only 17% of our Emergent Bilingual students in Grade 1 met or exceeded their EOY MAP projected growth. **Root Cause:** The campus lacked an adequate amount of supplemental resources that support the various world languages we support (included but not limited to Farsi, Pashto, Swahili, Portuguese).

### School Processes & Programs

**Problem Statement 1:** In 2022-2023, 93% K-1st students 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 2:** 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. In addition, teachers are not explicitly planning for student engagement in their lesson plan.

**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:** Based on the EOY CIP Companion Guide Increase the percentage of Kindergarten through Grade 1 students who meet or exceed projected growth on MAP Growth Reading in English from 28% to 33% by May 2024.

Based on the EOY CIP Companion Guide Increase the percentage of Kindergarten through Grade 1 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 28% to 33% by May 2024.

Based on the EOY CIP Companion Guide Increase the percentage of African American students who meet or exceed projected growth on MAP Growth Reading from 25% to 30% by May 2024.

**Evaluation Data Sources:** CIP Companion Guide

**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 everyday.

**Strategy's Expected Result/Impact:** Performance Objectives Met

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

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Improve low-performing schools





- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy**

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Hire and retain instructional aides to assist with serving specials populations, behavior, and instruction. <b>Intended Audience:</b> Special Populations <b>Provider / Presenter / Person Responsible:</b> Administrator <b>Date(s) / Timeframe:</b> August 2023-June 2024	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Purchase manipulatives and resources to support Tier 1 and small group instruction in classrooms <b>Intended Audience:</b> Teachers, Staff <b>Provider / Presenter / Person Responsible:</b> Administrator <b>Date(s) / Timeframe:</b> Ongoing  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-221-24-313-000000- - \$3,272.50, - Gifted & Talented (199 PIC 21) - - \$29	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:** Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources

**Strategy's Expected Result/Impact:** Performance Objectives Met

**Staff Responsible for Monitoring:** Administrator, Instructional Coaches

**Title I:**

2.4, 2.6

- **TEA Priorities:**





Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy**





**Problem Statements:** School Processes & Programs 2 - Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Plan and publish PLC calendar's that allow time for teachers to internalize lesson plans. ( Amplify , Eureka, Creative Curriculum ) <b>Intended Audience:</b> Teachers, Staff <b>Provider / Presenter / Person Responsible:</b> Administrator, ILT, Instructional Coaches <b>Date(s) / Timeframe:</b> August 15	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 Bi- Weekly Common Assessments to monitor student progress and adjust accordingly.

**Strategy's Expected Result/Impact:** Increase in student achievement.

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Calendar out which formative assessments teachers will utilize to monitor student progress in mastering standards.</p> <p><b>Intended Audience:</b> Teachers, Staff</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrator, ILT, Instructional Coaches</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Only 24% of our Emergent Bilingual students in Kindergarten met or exceed their EOY MAP projected growth. <b>Root Cause:</b> The campus lacked an adequate amount of supplemental resources that support the various world languages we support (included but not limited to Farsi, Pashto, Swahili, Portuguese).</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> In 2022-2023, 93% K-1st students 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> <p><b>Problem Statement 2:</b> Through campus instructional rounds all grade levels observed a lack of student engagement in classrooms lesson. <b>Root Cause:</b> Training in the gradual release model, and student engagement is needed. In addition, teachers are not explicitly planning for student engagement in their lesson plan.</p>
Perceptions
<p><b>Problem Statement 2:</b> 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. <b>Root Cause:</b> Teachers need to be provided continued training that allows them to refine and perfect their craft.</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 1:** Based on the EOY CIP Companion Guide, Increase the percentage of PK students who score On Track on Circle Math from 87% to 92% by May 2024.

Based on the EOY CIP Companion Guide, Increase the percentage of African American students who score on Track on Circle Math from 82% to 87% by May 2024.

**Evaluation Data Sources:** CIP Companion Guide

**Strategy 1:** Train PreK teachers on how to effectively implement integrated math learning opportunities using the Creative Curriculum

**Strategy's Expected Result/Impact:** Performance Objective met of CLI Engage overall measures scores increasing to the benchmark goal by the end of the school year

**Staff Responsible for Monitoring:** Administrator, ILT, Instructional Coaches

**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:** School Processes & Programs 2 - Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> All PreK Teachers will participate in PLCs identifying best practices in conjunction with the PreK Guidelines to support alignment in providing integrated math learning opportunities for students <b>Intended Audience:</b> PreK Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Coaches, Lead Teacher <b>Date(s) / Timeframe:</b> Ongoing	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**School Performance Objective 1 Problem Statements:**

### School Processes & Programs

**Problem Statement 2:** 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. In addition, teachers are not explicitly planning for student engagement in their lesson plan.

### 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:** Teachers need to be provided continued training that allows them to refine and perfect their craft.

**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:** Based on the TXKEA Campus Wave 1 2022 report, Increase the percentage of Kindergarten students who score On Track on TX-KEA Math from 45% to 50% by May 2024.

Based on the TXKEA Campus Wave 1 2022 report, Increase the percentage of African American students who score On Track on the TX-KEA Math to 50% by May 2024.

**Evaluation Data Sources:** TXKEA Campus Wave 1 2022

**Strategy 1:** Train Kindergarten teachers on how to effectively implement integrated math learning opportunities using the Eureka Curriculum.

**Strategy's Expected Result/Impact:** Performance Objectives met resulting in CLI Engage overall measures in Math will increase to meeting the benchmark goal of on track by the end of the school year

**Staff Responsible for Monitoring:** Instructional Coaches, Administrator

**Title I:**

2.4, 2.6

- **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 2, 3 - Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> All Kindergarten Teachers will participate in PLCs identifying best practices in conjunction with the TEKS to support alignment in providing integrated math learning opportunities for students. Teachers will utilize manipulatives and resources to support student outcomes.</p> <p><b>Intended Audience:</b> Kindergarten Teachers, Staff, Kindergarten Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Coaches</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-221-24-313-000000- - \$3,272.50</p>	Formative			Summative
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<b>Action Step 2:</b> All Kindergarten Teachers will assess students in EOY KEA to support data tracking of students meeting EOY benchmark goals <b>Intended Audience:</b> Kindergarten Teachers, Staff, Kindergarten Students <b>Provider / Presenter / Person Responsible:</b> Kindergarten Teachers, Instructional Coaches <b>Date(s) / Timeframe:</b> May 15	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Only 24% of our Emergent Bilingual students in Kindergarten met or exceed their EOY MAP projected growth. <b>Root Cause:</b> The campus lacked an adequate amount of supplemental resources that support the various world languages we support (included but not limited to Farsi, Pashto, Swahili, Portuguese).</p>
<p><b>Problem Statement 3:</b> Only 17% of our Emergent Bilingual students in Grade 1 met or exceeded their EOY MAP projected growth. <b>Root Cause:</b> The campus lacked an adequate amount of supplemental resources that support the various world languages we support (included but not limited to Farsi, Pashto, Swahili, Portuguese).</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> In 2022-2023 Lexia data shows we have 82% of our students not meeting end of the year, grade level benchmark. <b>Root Cause:</b> Teachers are struggling to implement high quality Tier 1 instruction and are in need of training regarding checking for understanding, building relationships, reading strategies, and providing early intervention.</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 3:** Based on the EOY CIP Companion, Increase the percentage of Kindergarten - Grade 1 students who Meet or Exceed projected growth on MAP Growth from 30% to 35% by May 2024.

Based on the EOY CIP Companion, Increase the percentage of African American students from 28% to 33% by May 2024.

**High Priority**

**Evaluation Data Sources:** CIP Companion Guide

**Strategy 1:** Conduct targeted professional development geared towards analyzing MAP data scores and determining student needs based on the data.

**Strategy's Expected Result/Impact:** Performance Objectives Met resulting in students meeting end of year benchmark goals

**Staff Responsible for Monitoring:** Administrator, ILT, Instructional Coaches

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**





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

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- **Targeted Support Strategy**

**Problem Statements:** Demographics 2, 3 - School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Build capacity in all teachers through targeted training in high quality Tier 1 instructional practices utilizing the district curriculum and approved resources (Amplify, Literacy Framework, Reading Academies).</p> <p><b>Intended Audience:</b> Kindergarten and Grade 1 Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Coaches</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 3 Problem Statements:**

### Demographics

**Problem Statement 2:** Only 24% of our Emergent Bilingual students in Kindergarten met or exceed their EOY MAP projected growth. **Root Cause:** The campus lacked an adequate amount of supplemental resources that support the various world languages we support (included but not limited to Farsi, Pashto, Swahili, Portuguese).

**Problem Statement 3:** Only 17% of our Emergent Bilingual students in Grade 1 met or exceeded their EOY MAP projected growth. **Root Cause:** The campus lacked an adequate amount of supplemental resources that support the various world languages we support (included but not limited to Farsi, Pashto, Swahili, Portuguese).

### School Processes & Programs

**Problem Statement 1:** In 2022-2023, 93% K-1st students 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.

### 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:** Teachers need to be provided continued training that allows them to refine and perfect their craft.

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

**School Performance Objective 1:** Decrease the number of students not meeting the end of the year benchmark from 78% to 38% (decrease by 40%)

**Evaluation Data Sources:** Lexia Predictor Report June 2023

**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:** Administrator, ILT, Instructional Coaches

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

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

**- ESF Levers:**

Lever 5: Effective Instruction

**- Targeted Support Strategy**

**Problem Statements:** Demographics 2, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide time at staff meetings and PLCs for teachers to understand and internalize grade level curriculum lessons and units.</p> <p><b>Intended Audience:</b> Teachers, Staff</p> <p><b>Provider / Presenter / Person Responsible:</b> Vendors, Administration, ILT, Instructional Coaches</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Purchase supplies, furniture and materials for ECSE and RISE classrooms to support student learning</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Date(s) / Timeframe:</b> August 2023-June 2024</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6399-04E-221-30-510-000000-24F10 - \$2,500, - SPED (199 PIC 23) - \$1,115</p>				
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 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**School Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Only 24% of our Emergent Bilingual students in Kindergarten met or exceed their EOY MAP projected growth. <b>Root Cause:</b> The campus lacked an adequate amount of supplemental resources that support the various world languages we support (included but not limited to Farsi, Pashto, Swahili, Portuguese).</p> <p><b>Problem Statement 3:</b> Only 17% of our Emergent Bilingual students in Grade 1 met or exceeded their EOY MAP projected growth. <b>Root Cause:</b> The campus lacked an adequate amount of supplemental resources that support the various world languages we support (included but not limited to Farsi, Pashto, Swahili, Portuguese).</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> In 2022-2023 Lexia data shows we have 82% of our students not meeting end of the year, grade level benchmark. <b>Root Cause:</b> Teachers are struggling to implement high quality Tier 1 instruction and are in need of training regarding checking for understanding, building relationships, reading strategies, and providing early intervention.</p> <p><b>Problem Statement 2:</b> In 2022-2023, the middle of the year CLI Engage data shows that 51% of students in Pre-K need support in Phonological Awareness syllabication. <b>Root Cause:</b> Additional Professional Development, modeling, and a system to monitor the implementation of academic initiatives that impact the quality of Tier 1 instruction is needed.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> In 2022-2023, 93% K-1st students 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> <p><b>Problem Statement 2:</b> Through campus instructional rounds all grade levels observed a lack of student engagement in classrooms lesson. <b>Root Cause:</b> Training in the gradual release model, and student engagement is needed. In addition, teachers are not explicitly planning for student engagement in their lesson plan.</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> 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. <b>Root Cause:</b> Teachers need to be provided continued training that allows them to refine and perfect their craft.</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 number of students who matriculate to oral reading on MAP from 4% to 19%.

**Evaluation Data Sources:** MAPS Fluency 2024 EOY Benchmark Summary: Oral Reading Scores

**Strategy 1:** Students will engage in campus wide small group instruction time. Teachers will use resources, mathematical instructional materials, to provide instructional scaffolding during this time.

**Strategy's Expected Result/Impact:** The achievement gap will close at an accelerated rate as this will be an intensified accelerated learning opportunity for all students.

**Staff Responsible for Monitoring:** Administrators, ILT, Instructional Coaches, Teachers

**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:** School Processes & Programs 2 - Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Master Schedule will reflect an opportunity for teachers to participate in an accelerated learning opportunity at the beginning of the morning block. 30 minutes will be built into each teachers instructional day in that will not impact instructional minute allotment. <b>Intended Audience:</b> Teachers, Students <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> Ongoing	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:** 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:** Increase in the number of students who are able to matriculate through MAP.

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

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

**School Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Through campus instructional rounds all grade levels observed a lack of student engagement in classrooms lesson. <b>Root Cause:</b> Training in the gradual release model, and student engagement is needed. In addition, teachers are not explicitly planning for student engagement in their lesson plan.
<b>Perceptions</b>
<b>Problem Statement 2:</b> 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. <b>Root Cause:</b> Teachers need to be provided continued training that allows them to refine and perfect their craft.

**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 89% to 93% by May 2024.

**Strategy 1:** Fun Friday: Students who are at school each week on time 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:** Administrator, Family Engagement Specialist, Front Office Staff

**Title I:**

2.5, 2.6

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**





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

- **Targeted Support Strategy**

**Problem Statements:** School Processes & Programs 2 - 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 Fun Friday. Get buy-in from staff members to get students excited about Fun Friday.</p> <p><b>Intended Audience:</b> Teachers, Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrator, Teachers, Front Office</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6499-04E-221-30-510-000000-24F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Hire a family engagement specialist to design, coordinate, oversee, and direct the programs that encourage family and parental involvement in the school &amp; provide ongoing educational programs to immediate family members</p> <p><b>Intended Audience:</b> Students, Families</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin</p> <p><b>Date(s) / Timeframe:</b> August 2023-June 2024</p> <p><b>Funding Sources:</b> - Title I (211) - 211-61-6129-04L-221-30-510-000000-24F10 - \$28,035</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>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Through campus instructional rounds all grade levels observed a lack of student engagement in classrooms lesson. <b>Root Cause:</b> Training in the gradual release model, and student engagement is needed. In addition, teachers are not explicitly planning for student engagement in their lesson plan.</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> 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. <b>Root Cause:</b> Teachers need to be provided continued training that allows them to refine and perfect their craft.</p>

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

**School Performance Objective 2:** Decrease the overall number of FOCUS discipline referrals or Branching Minds behavior related incidents by school personnel by 10% on or before May 2024.

**High Priority**

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

**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:** Administrator

**Title I:**

2.5, 2.6

- **TEA Priorities:**

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

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- **Targeted Support Strategy**

**Problem Statements:** School Processes & Programs 2 - Perceptions 2

Action Step 1 Details	Reviews			
<p><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.</p> <p><b>Intended Audience:</b> Teachers, Staff</p> <p><b>Provider / Presenter / Person Responsible:</b> District</p> <p><b>Date(s) / Timeframe:</b> August 15</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide training in Restorative Practice and Conscious Discipline to 100% of teachers and staff.</p> <p><b>Intended Audience:</b> Teachers, Staff</p> <p><b>Provider / Presenter / Person Responsible:</b> District, Vendors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<b>Date(s) / Timeframe:</b> August 15  <b>Funding Sources:</b> - Title I (211) - 211-13-6299-04E-221-30-510-000000-24F10 - \$3,000				
<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:** Provide personnel to support challenging classroom behaviors.

**Strategy's Expected Result/Impact:** Provide a means to help the students become more socially and academically successful through positive social emotional support systems.

**Staff Responsible for Monitoring:** Administrator

**Title I:**

2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**- Targeted Support Strategy**

**Problem Statements:** School Processes & Programs 2 - Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Employ 2 Title 1 Teacher Assistant to enhance the social emotional well-being of students <b>Intended Audience:</b> Staff, Students <b>Provider / Presenter / Person Responsible:</b> Administrator <b>Date(s) / Timeframe:</b> August 2023 - May 2024  <b>Funding Sources:</b> Personnel - Title I (211) - 211-11-6129-04E-221-30-510-000000-24F10 - \$43,600	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:** Train administration team on high leverage leadership best practices that support campus needs

**Strategy's Expected Result/Impact:** Administration team will gain more skills to support the needs of the teachers, staff and students

**Staff Responsible for Monitoring:** Administrator

**Title I:**

2.4, 2.5, 2.6, 4.1, 4.2

**- TEA Priorities:**





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

**- ESF Levers:**

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

**- Targeted Support Strategy**

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Attend outsourced training to gain leadership best practices that will support the needs of the campus <b>Intended Audience:</b> Administrators <b>Provider / Presenter / Person Responsible:</b> Administrator <b>Date(s) / Timeframe:</b> Various Dates  <b>Funding Sources:</b> Professional Development - Title I (211) - 211-13-6299-04E-221-30-510-000000-24F10 - \$5,157.78	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> In 2022-2023 Lexia data shows we have 82% of our students not meeting end of the year, grade level benchmark. <b>Root Cause:</b> Teachers are struggling to implement high quality Tier 1 instruction and are in need of training regarding checking for understanding, building relationships, reading strategies, and providing early intervention.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> In 2022-2023, 93% K-1st students 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.
<b>Problem Statement 2:</b> Through campus instructional rounds all grade levels observed a lack of student engagement in classrooms lesson. <b>Root Cause:</b> Training in the gradual release model, and student engagement is needed. In addition, teachers are not explicitly planning for student engagement in their lesson plan.
<b>Perceptions</b>
<b>Problem Statement 2:</b> 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. <b>Root Cause:</b> Teachers need to be provided continued training that allows them to refine and perfect their craft.

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

**School Performance Objective 3:** Decrease the number in school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 72% to 30% 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:** Administrator

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

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





- **ESF Levers:**

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

- **Targeted Support Strategy**

**Problem Statements:** Student Learning 1 - School Processes & Programs 2 - 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> Teachers, Staff, Administrator <b>Provider / Presenter / Person Responsible:</b> Vendor, District <b>Date(s) / Timeframe:</b> August 15  <b>Funding Sources:</b> Professional Development - Title I (211) - 211-13-6299-04E-221-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> In 2022-2023 Lexia data shows we have 82% of our students not meeting end of the year, grade level benchmark. <b>Root Cause:</b> Teachers are struggling to implement high quality Tier 1 instruction and are in need of training regarding checking for understanding, building relationships, reading strategies, and providing early intervention.</p>

### School Processes & Programs

**Problem Statement 2:** 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. In addition, teachers are not explicitly planning for student engagement in their lesson plan.

### 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:** Teachers need to be provided continued training that allows them to refine and perfect their craft.

**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 by 10% during and outside of regular school hours, as evidenced by participation in key strategic events and programs by May 2024.

**Strategy 1:** Implement monthly engagement activities for all students grades PreK - Grade 1 to cultivate a positive school learning experience.

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

**Staff Responsible for Monitoring:** Administrator

**Title I:**

4.1, 4.2

- **TEA Priorities:**

Improve low-performing schools





- **ESF Levers:**

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

- **Targeted Support Strategy**

**Problem Statements:** School Processes & Programs 2 - Perceptions 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers and staff create monthly engagement activities that provide food, social and recreational engagement along with critical and analytical thinking. Compensate teachers and staff for creating and implementing monthly engagement activities.</p> <p><b>Intended Audience:</b> Teachers, Students, Staff</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrator, ILT, Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2023 - May 2024</p> <p><b>Funding Sources:</b> - Title I (211) - 211-61-6116-04L-221-30-510-000000-24F10 - \$5,500, - Title I (211) - 211-11-6499-04E-221-30-510-000000-24F10 - \$5,500, - Parent Engagement - 211-61-6499-04L-221-30-510-000000-24F10 - \$2,472</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Purchase utensils, decor and materials to support implementation of monthly engagement activities <b>Intended Audience:</b> Community, Families, Students <b>Provider / Presenter / Person Responsible:</b> Admin, Teachers, Staff <b>Date(s) / Timeframe:</b> August 2023-June 2024  <b>Funding Sources:</b> - Title I (211) - 211-61-6399-04L-221-30-510-000000-24F10 - \$4,114	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 4 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Through campus instructional rounds all grade levels observed a lack of student engagement in classrooms lesson. <b>Root Cause:</b> Training in the gradual release model, and student engagement is needed. In addition, teachers are not explicitly planning for student engagement in their lesson plan.
Perceptions
<b>Problem Statement 2:</b> 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. <b>Root Cause:</b> Teachers need to be provided continued training that allows them to refine and perfect their craft.



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

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

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

**Strategy 1:** Restock the art room, peace room and classrooms with supplies in order for the children to support student engagement and learning using: writing utensils, clay , playdough, various type of paints, easels, crayons, watercolors, scissors, glue, markers, string, yarn, tissue paper.

**Strategy's Expected Result/Impact:** Increase the level of engagement for students and support their social emotional learning.

**Staff Responsible for Monitoring:** Administrator, Art Teacher, Assigned Staff

**Title I:**

2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

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

- **Targeted Support Strategy**


**Problem Statements:** School Processes & Programs 2


Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Purchase materials to restock the art room, peace room and classrooms <b>Intended Audience:</b> Students, Staff <b>Provider / Presenter / Person Responsible:</b> Administrator, Assigned Staff <b>Date(s) / Timeframe:</b> August 15  <b>Funding Sources:</b> - Title I (211) - 211-11-6399-04E-221-30-510-000000-24F10 - \$4,000	<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> Purchase supplemental technology (i.e. barcode scanners, promethean board accessories, etc.) to support student interfacing with technology <b>Intended Audience:</b> Students	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>


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


**Date(s) / Timeframe:** August 2023-June 2024

**Funding Sources:** - Title I (211) - 211-11-6396-04E-221-30-510-000000-24F10 - \$3,000

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**School Performance Objective 5 Problem Statements:**

**School Processes & Programs**

**Problem Statement 2:** 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. In addition, teachers are not explicitly planning for student engagement in their lesson plan.

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	2		Subs for supplemental instruction	211-11-6112-04E-221-30-510-000000-24F10	\$5,500.00
1	2	2	3		Snacks or incentives for students	211-11-6499-04E-221-30-510-000000-24F10	\$2,500.00
3	1	1	2		Supplies and materials for instructional use	211-11-6399-04E-221-30-510-000000-24F10	\$2,500.00
4	1	1	1		Snacks or incentives for students	211-11-6499-04E-221-30-510-000000-24F10	\$2,000.00
4	1	1	2		Family Engagement Specialist	211-61-6129-04L-221-30-510-000000-24F10	\$28,035.00
4	2	1	2		Contracted professional development	211-13-6299-04E-221-30-510-000000-24F10	\$3,000.00
4	2	2	1	Personnel	Teacher Assistant	211-11-6129-04E-221-30-510-000000-24F10	\$43,600.00
4	2	3	1	Professional Development	Contracted professional development	211-13-6299-04E-221-30-510-000000-24F10	\$5,157.78
4	3	1	1	Professional Development	Contracted professional development	211-13-6299-04E-221-30-510-000000-24F10	\$5,000.00
4	4	1	1		Snacks or incentives for students	211-11-6499-04E-221-30-510-000000-24F10	\$5,500.00
4	4	1	1		Extra duty for family engagement activities after hours	211-61-6116-04L-221-30-510-000000-24F10	\$5,500.00
4	4	1	2		Supplies and materials for parental involvement	211-61-6399-04L-221-30-510-000000-24F10	\$4,114.00
4	5	1	1		Supplies and materials for instructional use	211-11-6399-04E-221-30-510-000000-24F10	\$4,000.00
4	5	1	2		Technology for instructional use	211-11-6396-04E-221-30-510-000000-24F10	\$3,000.00
<b>Sub-Total</b>							\$119,406.78
<b>Budgeted Fund Source Amount</b>							\$119,406.78

Title I (211)								
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							<b>+/- Difference</b>	\$0.00
SCE (199 PIC 24)								
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	3	1	2		Supplies and materials for instructional use	199-11-6399-001-221-24-313-000000-	\$3,272.50	
2	2	1	1		Supplies and materials for instructional use	199-11-6399-001-221-24-313-000000-	\$3,272.50	
							<b>Sub-Total</b>	\$6,545.00
							<b>Budgeted Fund Source Amount</b>	\$6,545.00
							<b>+/- Difference</b>	\$0.00
Parent Engagement								
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
4	4	1	1		Snacks for Parents to promote participation	211-61-6499-04L-221-30-510-000000-24F10	\$2,472.00	
							<b>Sub-Total</b>	\$2,472.00
							<b>Budgeted Fund Source Amount</b>	\$2,472.00
							<b>+/- Difference</b>	\$0.00
BEA (199 PIC 25)								
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	1	1	1		Reading materials - instruction	199-11-6329-001-221-25-313-000000	\$1,785.00	
							<b>Sub-Total</b>	\$1,785.00
							<b>Budgeted Fund Source Amount</b>	\$1,785.00
							<b>+/- Difference</b>	\$0.00

Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		OTHER READING MATERIALS		\$29.00
<b>Sub-Total</b>							\$29.00
<b>Budgeted Fund Source Amount</b>							\$29.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2		FURN&EQUIP < \$5000		\$1,115.00
<b>Sub-Total</b>							\$1,115.00
<b>Budgeted Fund Source Amount</b>							\$1,115.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$131,352.78
<b>Grand Total Spent</b>							\$131,352.78
<b>+/- Difference</b>							\$0.00