Fort Worth Independent School District

115 George C. Clarke Elementary School

2023-2024 Improvement Plan

Mission Statement

Our Mission is to provide high quality education in a safe, respectful, and inclusive environment that builds a foundation for life-long learning.

Vision

Our Vision is a collaborative community where all children feel loved, respected and encouraged to develop to their fullest potential.

Value Statement

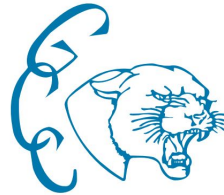High-Quality. Respect. Inclusivity.

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Comprehensive Needs Assessment

Revised/Approved: May 15, 2023

Demographics

Demographics Summary

The school has a 90.2% economically disadvantaged populuation. 8.8% of the students receive special education services, and 37.8% are English Learners.

The student enrollment data by race/ethnicity is as follows:

- 91.2% Hispanic
- 3.1% White
- 3.9% African American
- 1.6% Asian
- 0.3% Two or More Races

	Membership				Enrollment			
	Campus				**Campus**			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	386	100.0%	74,326	5,402,928	389	100.0%	74,850	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.4%
Pre-Kindergarten	56	14.5%	6.0%	4.1%	56	14.4%	5.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.4%	0.6%	0	0.0%	0.4%	0.6%
Pre-Kindergarten: 4-year Old	56	14.5%	5.6%	3.5%	56	14.4%	5.5%	3.5%
Kindergarten	54	14.0%	6.9%	6.8%	54	13.9%	6.9%	6.8%
Grade 1	57	14.8%	7.1%	7.1%	57	14.7%	7.1%	7.1%
Grade 2	54	14.0%	6.9%	7.1%	55	14.1%	6.9%	7.1%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Grade 3	49	12.7%	7.0%	7.1%	49	12.6%	7.0%	7.1%
Grade 4	55	14.2%	7.0%	7.1%	56	14.4%	7.1%	7.1%
Grade 5	61	15.8%	7.1%	7.2%	62	15.9%	7.2%	7.2%
Grade 6	0	0.0%	6.8%	7.4%	0	0.0%	6.8%	7.4%
Grade 7	0	0.0%	7.4%	7.7%	0	0.0%	7.3%	7.7%
Grade 8	0	0.0%	7.4%	7.9%	0	0.0%	7.3%	7.8%
Grade 9	0	0.0%	9.9%	8.8%	0	0.0%	9.8%	8.8%
Grade 10	0	0.0%	7.1%	7.6%	0	0.0%	7.1%	7.5%
Grade 11	0	0.0%	7.1%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.1%	6.7%	0	0.0%	6.2%	6.7%
Ethnic Distribution:								
African American	15	3.9%	20.5%	12.8%	15	3.9%	20.6%	12.8%
Hispanic	352	91.2%	64.8%	52.8%	354	91.0%	64.7%	52.7%
White	12	3.1%	11.1%	26.3%	12	3.1%	11.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	6	1.6%	1.6%	4.8%	6	1.5%	1.6%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	0.3%	1.8%	2.9%	2	0.5%	1.8%	2.9%
Sex:								
Female	192	49.7%	49.2%	48.9%	193	49.6%	49.2%	48.8%
Male	194	50.3%	50.8%	51.1%	196	50.4%	50.8%	51.2%
Economically Disadvantaged	348	90.2%	85.2%	60.7%	349	89.7%	85.1%	60.6%
Non-Educationally Disadvantaged	38	9.8%	14.8%	39.3%	40	10.3%	14.9%	39.4%
Section 504 Students	15	3.9%	6.5%	7.4%	15	3.9%	6.5%	7.4%
EB Students/EL	146	37.8%	37.6%	21.7%	146	37.5%	37.5%	21.7%
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	18	4.7%	4.7%	5.0%	18	4.6%	4.7%	5.0%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	5	1.3%	2.6%	1.1%	5	1.3%	2.6%	1.1%
Immigrant	8	2.1%	3.1%	2.0%	8	2.1%	3.1%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	386	100.0%	96.6%	64.3%	389	100.0%	96.6%	64.3%
Military Connected	3	0.8%	1.9%	3.3%	3	0.8%	1.9%	3.3%
At-Risk	318	82.4%	77.3%	53.5%	319	82.0%	77.1%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	136	35.2%	36.8%	21.9%	136	35.0%	36.5%	21.8%
Career and Technical Education	0	0.0%	27.8%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	66.9%	71.0%				
Gifted and Talented Education	22	5.7%	12.1%	8.0%	24	6.2%	12.0%	8.0%
Special Education	34	8.8%	10.7%	11.6%	35	9.0%	10.8%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	34							
By Type of Primary Disability Students with Intellectual Disabilities	12	35.3%	40.4%	43.0%				
Students with Physical Disabilities	8	23.5%	27.5%	20.8%				
Students with Autism	**	**	17.5%	14.7%				
Students with Behavioral Disabilities	8	23.5%	13.7%	20.0%				
Students with Non-Categorical Early Childhood	*	*	0.9%	1.5%				
Mobility (2020-21):								
Total Mobile Students	16	5.5%	16.5%	13.6%				
By Ethnicity: African American	7	2.4%	5.8%	2.5%				
Hispanic	9	3.1%	7.8%	6.6%				
White	0	0.0%	2.2%	3.5%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				

		Membership				Enrollment			
		Campus				Campus			
Student Information		Count	Percent	District	State	Count	Percent	District	State
Two or More Races		0	0.0%	0.5%	0.5%				
Count and Percent of Special Ed Students who are Mobile		6	13.6%	17.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile		4	3.4%	11.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile		15	5.6%	16.6%	15.0%				
Student Attrition (2020-21):									
Total Student Attrition		47	14.5%	21.8%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.1%	1.9%	0.0%	2.0%	5.2%
Grade 1	0.0%	1.2%	2.9%	0.0%	1.3%	4.2%
Grade 2	0.0%	1.0%	1.7%	0.0%	0.5%	2.2%
Grade 3	0.0%	0.6%	1.0%	0.0%	0.6%	1.0%
Grade 4	0.0%	0.6%	0.7%	0.0%	0.7%	0.7%
Grade 5	0.0%	0.3%	0.5%	0.0%	0.9%	0.7%
Grade 6	-	0.4%	0.6%	-	0.4%	0.6%
Grade 7	-	0.6%	0.7%	-	1.6%	0.7%
Grade 8	-	0.3%	0.6%	-	1.0%	0.8%
Grade 9	-	21.0%	10.5%	-	29.3%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	18.0	17.7	18.7
Grade 1	21.0	17.7	18.7
Grade 2	16.7	17.5	18.6
Grade 3	16.0	17.7	18.7
Grade 4	16.9	17.8	18.8
Grade 5	19.3	19.0	20.2

Class Size Information	Campus	District	State
Grade 6	-	13.9	19.2
Secondary:			
English/Language Arts	-	12.1	16.3
Foreign Languages	-	12.6	18.4
Mathematics	-	12.2	17.5
Science	-	13.3	18.5
Social Studies	-	15.0	19.1

Demographics Strengths

Increased projection of enrollment due to families choosing to come to George C. Clarke. Multiple generations of families remain at George C. Clarke. Many staff members have long positive relationships with families as they go back generations.

36% of students at GCC are Emergent Biliguals. 73% of these studnets received Approaches or better on their STAAR assessments.

Our Emergent Billigual students Met the state manadated target on TELPAS for English Language Proficiency.

We provide services in Dual Language One-way, ESL, gifted and talented, special education, dyslexia, and fine arts.

GCC views children from a "whole child" approach. We offer many engaging and exciting opportunities for our students that other schools don't. Our school offers soccer, football, softball, and cheerleading. We also have an After School Program that offers varying types of engaging activities. We partner with organizations like Academy 4 and Leaders 5 to teach and instill leadership skills that students need for success in college and beyond. We organize large community events and engage local community members and former students to come and present to students at events like Career Day and our Fall Festival.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The following student groups did not meet their target for Math STAAR: Hispanic, Economically Disadvantaged, and English Learners. **Root Cause:** There is a lack of data-driven instruction in Math aligned to teacher and campus interventions necessary to fill in the gaps.

Problem Statement 2: 86 Hispanic students are labeled as Chronically Absent. **Root Cause:** Campus did not have schoolwide system to monitor/motivate/celebrate students with individualized plans targeting chronic absenteeism.

Student Learning

Student Learning Summary

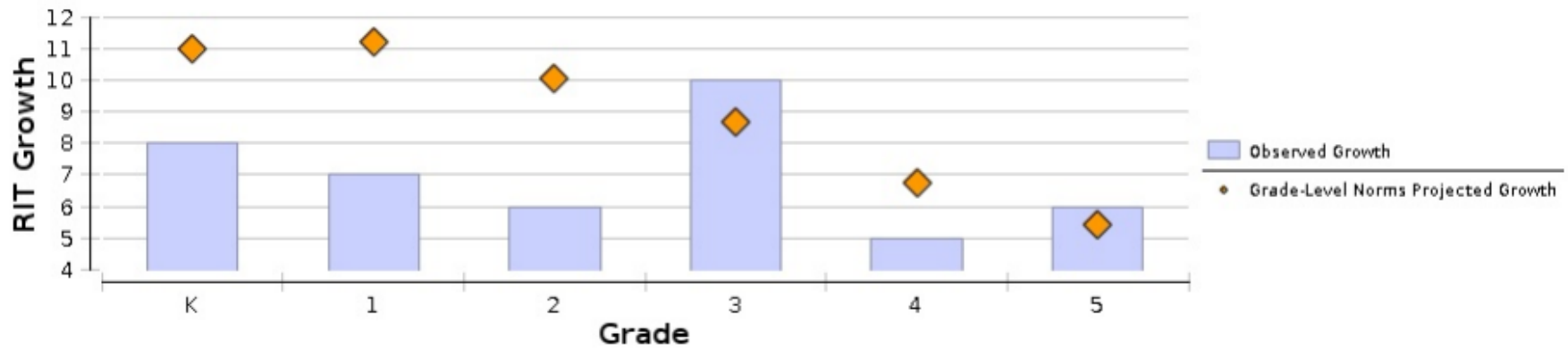Student achievement and growth is regularly monitored throughout the school year utilizing the following measures:

* MAP Growth Reading for students in Kinder-5th three times a year
* MAP Growth Math for students in Kinder-5th three times a year
* MAP Fluency for students in Kinder-3rd three times a year
* District Benchmarks for students in 3rd-5th in the Fall and in the Spring
* Lexia Core 5 Reading progress for students in Kinder-5th monthly

Texas Education Agency
2022 Accountability Ratings Overall Summary
GEORGE CLARKE EL (220905115) - FORT WORTH ISD - TARRANT COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		84	**B**
Student Achievement		65	Not Rated: Senate Bill 1365
STAAR Performance	38	65	
College, Career and Military Readiness			
Graduation Rate			
School Progress		88	**B**
Academic Growth	80	88	B
Relative Performance (Eco Dis: 90.2%)	38	72	C
Closing the Gaps	72	76	C

Language Arts: Reading

Observed Growth
Grade-Level Norms Projected Growth

Math: Math K-12

Observed Growth
Grade-Level Norms Projected Growth
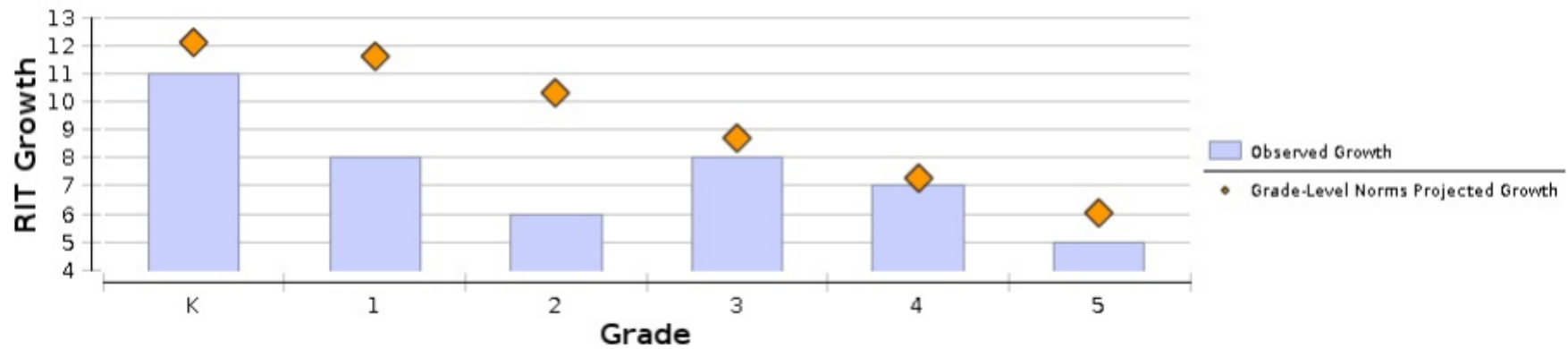
Student Learning Strengths
115 George C. Clarke Elementary School
Generated by Plan4Learning.com

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Campus #115
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There has been consistent growth at George C. Clarke as evidenced by the following points:

- Lexia Core 5 data shows 25% on grade level or above at the beginning of the year to 71% on grade level or above in April.
- 88 scaled score on TEA Academic Growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 42% of students in K-5 met their projected MAP Reading (English) Growth for Middle-of-Year (22-23) testing.   **Root Cause:** Daily instructional activities in Reading are not consistently aligned to the rigor of the TEKS.

Problem Statement 2: Only 40% of students in K-5 met their projected MAP Math Growth for Middle-of-Year (22-23) testing.   **Root Cause:** There is a lack of data-driven instruction in Math aligned to teacher and campus interventions necessary to fill in the gaps.

School Processes & Programs

School Processes & Programs Summary

Administrators and teachers utilize T-TESS used as the evaluation method that enables a professional atmosphere of continuous growth. Every teacher receives walkthrough classroom feedback throughout the year, which allows administrators to create professional learning based on teacher needs.

The school has an Instructional Coach that follows NTC protocols for feedback and coaching, further building teacher content expertise. The school Data Anaylist ensures student learning data tracking.

Principal and Assistant Principal regularly calibrate and provide feedback to all teachers.

The school also has the following committees:

- Instructional Leadership Team (ILT)
- Site Based Decision Making Committee (SBDM)
- Student Support Team (SST)
- Campus Emergency Response Team (CERT)

School Processes & Programs Strengths

Communication between administrators and staff is regular and consistent via weekly smores. School families receive regular monthly communication including campus events and a campus calendar.

Celebrations include end of six weeks Cougar awards for students and staff, weekly Core 5 celebrations, weekly cougar character prizes, staff shout-outs on weekly smore, weekly attendance popcorn parties, and growth parades three times a year.

The school consistently tells its story via Facebook, Instagram, and Twitter. The school Student Council team helps share the school's story by creating regular school videos.

The school's master schedule for the 23-24 school year will include a campus intervention block, called WIN (What I Need) Time. This structured intervention time will have clear expectations that will enable all teachers to utilize standards-based tracking of student learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): SEL curriculum has not been consistently implemented in PK -5th grade classrooms as evident in lesson plans submitted and walkthroughs.
Root Cause: Implementation of SEL lessons has not been consistently implemented in all classrooms as a result of lack of systematic PD, resources, and monitoring.

Problem Statement 2 (Prioritized): Standards based campus-wide interventions necessary to fill in the gaps for Math and Reading has not been consistently implemented in K-5th classrooms as evident in student data.   **Root Cause:** Implementation of standards based campus-wide interventions has not been consistently implemented as a result of lack of systematic planning and monitoring.

Perceptions

Perceptions Summary

The office staff at the school is service-oriented, and they provide positive customer service to all parents and stakeholders.

The rate of student misbehaviors is low. We average around two referrals per semester.

School culture is student centered and positive through continuous celebrations.

The climate at the school is casual and hard-working. The school values include:

- Kindness
- Equitable Student Participation
- Positive Framing
- Growth Mindset
- High Expectations
- Using Praise
- Collective Teacher Efficacy

Growth mindset a huge theme of this school year, along with collective teacher efficacy

Positive greetings to every student every morning

Perceptions Strengths

Families and staff choose to stay at the school.

Involvement by the community is high.

Teachers are willing to work extra and spend time at family events.

New hires at the school include previous Clarke students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 23% of students are chronically absent with 10 or more absences per year. Grade level data shows that the current PK, Kindergarten, and 4th grade students have the highest percentage of chronic absenteeism.   **Root Cause:** Campus did not have schoolwide system to monitor/motivate/celebrate students with individualized

plans targeting chronic absenteeism.

Problem Statement 2: Families have a higher participation rate for campus fun events compared to parent conferences, administration-led meetings, and student data meetings.
Root Cause: Campus did not have an effective schoolwide system to increase parental engagement.

Priority Problem Statements

Problem Statement 1: Only 42% of students in K-5 met their projected MAP Reading (English) Growth for Middle-of-Year (22-23) testing.

Root Cause 1: Daily instructional activities in Reading are not consistently aligned to the rigor of the TEKS.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The following student groups did not meet their target for Math STAAR: Hispanic, Economically Disadvantaged, and English Learners.

Root Cause 2: There is a lack of data-driven instruction in Math aligned to teacher and campus interventions necessary to fill in the gaps.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 23% of students are chronically absent with 10 or more absences per year. Grade level data shows that the current PK, Kindergarten, and 4th grade students have the highest percentage of chronic absenteeism.

Root Cause 3: Campus did not have schoolwide system to monitor/motivate/celebrate students with individualized plans targeting chronic absenteeism.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: SEL curriculum has not been consistently implemented in PK -5th grade classrooms as evident in lesson plans submitted and walkthroughs.

Root Cause 4: Implementation of SEL lessons has not been consistently implemented in all classrooms as a result of lack of systematic PD, resources, and monitoring.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Standards based campus-wide interventions necessary to fill in the gaps for Math and Reading has not been consistently implemented in K-5th classrooms as evident in student data.

Root Cause 5: Implementation of standards based campus-wide interventions has not been consistently implemented as a result of lack of systematic planning and monitoring.

Problem Statement 5 Areas: School Processes & Programs

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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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.
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results

District Goals

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

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 61% to 75% by May 2023.
*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 78% to 75% by May 2023.
*Increase the percentage of Hispanic students (English) from 62% to 75% by May 2023.

> **Evaluation Data Sources:** Circle

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

> **Strategy's Expected Result/Impact:** Walkthroughs will show teacher evidence of monitoring, lesson adjustments, checks for understanding (as evaluated by T-TESS)

> **Staff Responsible for Monitoring:** Principal, Assistant Principal

> **Title I:**
> 2.6
> - TEA Priorities:
> Build a foundation of reading and math

> **Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Classroom walkthroughs for all teachers, with a specific check on Standards-Based reading instruction. Lesson plans will be submitted and checked by administration every week. **Intended Audience:** K-5 Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** August-May **Collaborating Departments:** Instructional Coach **Delivery Method:** In-Person	**Formative**			**Summative**
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure students have all instructional materials necessary towards mastery of the PK guidelines	**Formative**			**Summative**
Intended Audience: PK Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Secretary				
Date(s) / Timeframe: August-May				
Collaborating Departments: Principal				
Funding Sources: PK Instructional Materials - Title I (211) - 211-11-6399-04E-115-30-510-000000-24F10 - $400				

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

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Only 42% of students in K-5 met their projected MAP Reading (English) Growth for Middle-of-Year (22-23) testing.   **Root Cause**: Daily instructional activities in Reading are not consistently aligned to the rigor of the TEKS.

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

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 56% to 70% by May 2023.
*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 34% to 50% by May 2023.
*Increase the percentage of English Learner students from 80% to 95% by May 2023.

Evaluation Data Sources: MAP Fluency

Strategy 1: Build collective efficacy by utilizing the expertise of Data Analyst and Computer Lab Assistant to ensure all campus goals are monitored and improved as necessary.

Strategy's Expected Result/Impact: Increase in student achievement evident after every assessment.

Staff Responsible for Monitoring: Principal, Assistant Principal

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Data Analyst will monitor all student learning data and collaborate in creating action plans to increase student achievement.	**Formative**			**Summative**
Provider / Presenter / Person Responsible: Data Analyst	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: August-May				
Collaborating Departments: Principal, Assistant Principal				
Delivery Method: In-Person				
Funding Sources: Assess Data Analyst - Title I (211) - 211-13-6119-04E-115-30-510-000000-24F10 - $72,165				

Action Step 2 Details	Reviews			
Action Step 2: Computer Lab Assistant will support all student learning data and collaborate in creating action plans to increase student achievement.	Formative			Summative
Provider / Presenter / Person Responsible: Computer Lab Assistant **Date(s) / Timeframe:** August-May **Collaborating Departments:** Principal, Assistant Principal **Delivery Method:** In-Person **Funding Sources:** TA III CA I - Title I (211) - 211-11-6129-04U-115-30-510-000000-24F10 - $31,284	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Ensure students have all instructional materials necessary towards mastery of the TEKS	Formative			Summative
Intended Audience: All Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Secretary **Date(s) / Timeframe:** August-May **Collaborating Departments:** Principal **Funding Sources:** K-5 Instructional Materials - Title I (211) - 211-11-6399-04E-115-30-510-000000-24F10 - $7,584.41, K-5 Instructional Materials - SCE (199 PIC 24) - 199-11-6399-001-115-24-313-000000- - $5,695				

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

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Only 42% of students in K-5 met their projected MAP Reading (English) Growth for Middle-of-Year (22-23) testing. **Root Cause**: Daily instructional activities in Reading are not consistently aligned to the rigor of the TEKS.

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

School Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 48% to 60% by May 2023.
*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 38% to 60% by May 2023.
*Increase the percentage of Hispanic students (English) from 56% to 70% by May 2023.

High Priority

Evaluation Data Sources: MAP Growth

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of Standards-Based planning to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction occurring daily. Monitor standards-based learning of all students, with a specific monitoring plan for BIL and SpEd students.

Strategy's Expected Result/Impact: Walkthroughs will show teacher evidence of monitoring, lesson adjustments, checks for understanding (as evaluated by T-TESS)

Staff Responsible for Monitoring: Principal, Assistant Principal

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Classroom walkthroughs for all teachers, with a specific check on Standards-Based reading instruction. Lesson plans will be submitted and checked by administration every week.	**Formative**			**Summative**
Intended Audience: K-5 Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal, Assistant Principal				
Date(s) / Timeframe: August-May				
Collaborating Departments: Instructional Coach				
Delivery Method: In-Person				

Action Step 2 Details	Reviews			
Action Step 2: Progress Learning monitoring for all K-5 students. Data meetings held after assessments for review.	Formative			Summative
Intended Audience: K-5 Students	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Data Analyst				
Date(s) / Timeframe: September-April				
Collaborating Departments: Principal, Assistant Principal, Instructional Coach				
Delivery Method: In-Person				
Funding Sources: Progress Learning - Title I (211) - 211-11-6396-04E-115-30-510-000000-24F10 - $2,250				

Action Step 3 Details	Reviews			
Action Step 3: Based on Progress Learning data reviews, ensure SpEd & BIL students have the additional resources needed to ensure they all meet their projected growth measures.	Formative			Summative
Intended Audience: K-5 SpEd & BIL Students	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Homeroom Teachers, Special Education Teachers, Data Analyst				
Date(s) / Timeframe: August-May				
Collaborating Departments: Principal, Assistant Principal				
Delivery Method: In-Person				
Funding Sources: Instructional Materials - BEA (199 PIC 25) - 199-11-6329-001-115-25-313-000000 - $2,329, Instructional Materials - SPED (199 PIC 23) - - $2,804				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Only 42% of students in K-5 met their projected MAP Reading (English) Growth for Middle-of-Year (22-23) testing.   **Root Cause**: Daily instructional activities in Reading are not consistently aligned to the rigor of the TEKS.

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

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 72% to 95% by May 2023. Increase the percentage of Hispanic students from 73% to 95% by May 2023.

Evaluation Data Sources: Circle

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

Strategy's Expected Result/Impact: Walkthroughs will show teacher evidence of monitoring, lesson adjustments, checks for understanding (as evaluated by T-TESS)

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:
2.6
 - **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Classroom walkthroughs for all teachers, with a specific check on Standards-Based math instruction. Lesson plans will be submitted and checked by administration every week.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal, Assistant Principal **Date(s) / Timeframe:** August-May **Collaborating Departments:** Instructional Coach **Delivery Method:** In-Person				

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

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The following student groups did not meet their target for Math STAAR: Hispanic, Economically Disadvantaged, and English Learners. **Root Cause**: There is a lack of data-driven instruction in Math aligned to teacher and campus interventions necessary to fill in the gaps.

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

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 33% to 60% by MOY 2023.

Strategy 1: Data meeting PLCs at least once a month to review standards-based data and make adjustments in instruction.

    Strategy's Expected Result/Impact: Increased achievement in math as evidenced in MAP Growth and Progress Learning.

    Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst, Instructional Coach

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

    Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Incorporate data focused PLCs into the master calendar	**Formative**			**Summative**
Intended Audience: K-5 Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Data Analyst				
Date(s) / Timeframe: September-May				
Collaborating Departments: Principal, Assistant Principal, Instructional Coach				
Delivery Method: In-Person				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Standards based campus-wide interventions necessary to fill in the gaps for Math and Reading has not been consistently implemented in K-5th classrooms as evident in student data.   **Root Cause**: Implementation of standards based campus-wide interventions has not been consistently implemented as a result of lack of systematic planning and monitoring.

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

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 43% to 70% by May 2023.
Increase the percentage of Hispanic students from 43% to 70% by May 2023.

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of Standards-Based planning to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction occurring daily. Monitor standards-based learning of all students, with a specific monitoring plan for BIL and SpEd students.

    Strategy's Expected Result/Impact: Walkthroughs will show teacher evidence of monitoring, lesson adjustments, checks for understanding (as evaluated by T-TESS)

    Staff Responsible for Monitoring: Principal, Assistant Principal

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

    Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Classroom walkthroughs for all teachers, with a specific check on Standards-Based math instruction. Lesson plans will be submitted and checked by administration every week.	**Formative**			**Summative**
Intended Audience: K-5 Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal, Assistant Principal				
Date(s) / Timeframe: August-May				
Collaborating Departments: Instructional Coach				
Delivery Method: In-Person				
Action Step 2 Details	Reviews			
Action Step 2: Math Progress Learning monitoring for all K-5 students. Data meetings held after assessments for review.	**Formative**			**Summative**
Intended Audience: K-5 Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Data Analyst				
Date(s) / Timeframe: September-April				
Collaborating Departments: Principal, Assistant Principal, Instructional Coach				
Delivery Method: In-Person				

Action Step 3 Details	Reviews			

Action Step 3: Based on Progress Learning data reviews, ensure SpEd & BIL students have the additional resources needed to ensure they all meet their projected growth measures.
    Intended Audience: K-5 SpEd & BIL Students
    Provider / Presenter / Person Responsible: Homeroom Teachers, Special Education Teachers, Data Analyst
    Date(s) / Timeframe: August-May
    Collaborating Departments: Principal, Assistant Principal
    Delivery Method: In-Person
	Formative			**Summative**

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

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

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The following student groups did not meet their target for Math STAAR: Hispanic, Economically Disadvantaged, and English Learners. **Root Cause**: There is a lack of data-driven instruction in Math aligned to teacher and campus interventions necessary to fill in the gaps.

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

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 43% to 55% by May 2023.
Increase the percentage of Hispanic students (English) from 43% to 55% by May 2023.

Strategy 1: Develop and maintain a Reading data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes utilizing unit assessments, Benchmark 1, and Benchmark 2 data. Implement MTSS meetings into the master calendar.

    Strategy's Expected Result/Impact: Growth measure goals are set after every assessment.

    Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst, Instructional Coach

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

    Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Utilize data to make informed decisions about students to place in Saturday Learning Quest, high impact tutoring, and MTSS progress monitoring.	**Formative**			**Summative**
Intended Audience: All Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal, Assistant Principal, Data Analyst, Instructional Coach				
Date(s) / Timeframe: September-April				
Delivery Method: In-Person				
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Standards based campus-wide interventions necessary to fill in the gaps for Math and Reading has not been consistently implemented in K-5th classrooms as evident in student data. **Root Cause**: Implementation of standards based campus-wide interventions has not been consistently implemented as a result of lack of systematic planning and monitoring.

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

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 16% to 30% by May 2023.
Increase the percentage of Hispanic students (English) from 15% to 30% by May 2023.

Strategy 1: Develop and maintain a Math data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes utilizing unit assessments, Benchmark 1, and Benchmark 2 data. Implement MTSS meetings into the master calendar.

> **Strategy's Expected Result/Impact:** Growth measure goals are set after every assessment.
>
> **Staff Responsible for Monitoring:** Principal, Assistant Principal, Data Analyst, Instructional Coach
>
> **Title I:**
> 2.5
> - **TEA Priorities:**
> Improve low-performing schools
>
> **Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Utilize data to make informed decisions about students to place in Saturday Learning Quest, high impact tutoring, and MTSS progress monitoring.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: All Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Data Analyst, Instructional Coach **Delivery Method:** In-Person				

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

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Standards based campus-wide interventions necessary to fill in the gaps for Math and Reading has not been consistently implemented in K-5th classrooms as evident in student data.   **Root Cause**: Implementation of standards based campus-wide interventions has not been consistently implemented as a result of lack of systematic planning and monitoring.

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 Hispanic students that are labeled as Chronically Absent from 86 to 20 by May 2024.

High Priority

Evaluation Data Sources: Attendance

Strategy 1: Utilize the Student Support Team to monitor absences and create individualized student plans.

Strategy's Expected Result/Impact: Decrease the number of absences with a particular focus on chronically absent students.

Staff Responsible for Monitoring: SST

Title I:
2.4
 - TEA Priorities:
Improve low-performing schools

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Develop an incentive system for improved absences for every six weeks.	**Formative**			**Summative**
Intended Audience: All Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Assistant Principal				
Date(s) / Timeframe: August-May				
Collaborating Departments: Principal, Family Engagement Specialist, Data Clerk				
Delivery Method: In-Person				

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

School Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 23% of students are chronically absent with 10 or more absences per year. Grade level data shows that the current PK, Kindergarten, and 4th grade students have the highest percentage of chronic absenteeism. **Root Cause**: Campus did not have schoolwide system to monitor/motivate/celebrate students with individualized plans targeting chronic absenteeism.

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

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 3 to 0 by May 2024. Decrease the number of discipline referrals by school personnel for Hispanic students from 3 to 0 by May 2024.

Evaluation Data Sources: Focus

Strategy 1: Utilize the Student Support Team to monitor student behaviors and create individualized student plans.

Strategy's Expected Result/Impact: Decrease the number of behavioral infractions with a particular focus on students with high-need behaviors.

Staff Responsible for Monitoring: SST

Title I:
2.4

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Develop an incentive system for improved behaviors for every six weeks through Cougar Character Awards and Spirit Rallies. **Intended Audience:** All Students **Provider / Presenter / Person Responsible:** Assistant Principal **Date(s) / Timeframe:** August-May **Collaborating Departments:** Principal **Delivery Method:** Google Meets	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Utilize SST to monitor the growth of GT students and ensure they have the additional resources needed to ensure they all meet their projected growth measures. **Intended Audience:** GT Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** September-May **Collaborating Departments:** SST **Delivery Method:** In-Person **Funding Sources:** Instructional Materials - Gifted & Talented (199 PIC 21) - - $432	Formative			Summative
	Nov	Jan	Mar	June

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

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: SEL curriculum has not been consistently implemented in PK -5th grade classrooms as evident in lesson plans submitted and walkthroughs. **Root Cause**: Implementation of SEL lessons has not been consistently implemented in all classrooms as a result of lack of systematic PD, resources, and monitoring.

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

School Performance Objective 3: Decrease the number of out-of-school suspensions for Hispanic students from 1 to 0 by May 2023.

Strategy 1: Incorporate SEL into master schedule.

    Strategy's Expected Result/Impact: Improved emotional regulation for all students.

    Staff Responsible for Monitoring: Principal, Assistant Principal

    Title I:
    2.6

    Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Include SEL curriculum into the campus intervention schedule (WIN Time)	**Formative**			**Summative**
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers				
Date(s) / Timeframe: August-May				
Collaborating Departments: Principal, Assistant Principal, Counselor				
Delivery Method: In-Person				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

School Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: SEL curriculum has not been consistently implemented in PK -5th grade classrooms as evident in lesson plans submitted and walkthroughs.   **Root Cause**: Implementation of SEL lessons has not been consistently implemented in all classrooms as a result of lack of systematic PD, resources, and monitoring.

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

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 15 to 25 by May 2024.

Strategy 1: Plan family (student and parent) engagement events and include partners such as PTO.

> **Strategy's Expected Result/Impact:** Increase family engagement activities throughout the school year.
>
> **Staff Responsible for Monitoring:** Principal, Assistant Principal, Family Engagement Specialist
>
> **Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Utilize All Pro Dads to hold monthly meetings with fathers and father figures.	**Formative**			**Summative**
Intended Audience: Families	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal, Assistant Principal, Family Engagement Specialist				
Date(s) / Timeframe: August-May				
Collaborating Departments: Family Engagement				
Delivery Method: In-Person				

Action Step 2 Details	Reviews			
Action Step 2: Families	**Formative**			**Summative**
Intended Audience: Hold Cougar News meeting events to ensure parents have clear communication about the school.	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal				
Date(s) / Timeframe: September-April				
Collaborating Departments: Assistant Principal, Student News Team				
Delivery Method: In-Person				
Funding Sources: Snacks - Parent Engagement - 211-61-6499-04L-115-30-510-000000-24F10 - $2,478				

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

School Performance Objective 4 Problem Statements:

Perceptions

Problem Statement 1: 23% of students are chronically absent with 10 or more absences per year. Grade level data shows that the current PK, Kindergarten, and 4th grade students have the highest percentage of chronic absenteeism.   **Root Cause**: Campus did not have schoolwide system to monitor/motivate/celebrate students with individualized plans targeting chronic absenteeism.

Campus Funding Summary

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<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
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BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	Instructional Materials	Reading materials - instruction	199-11-6329-001-115-25-313-000000	$2,329.00
						Sub-Total	$2,329.00
						Budgeted Fund Source Amount	$2,329.00
						+/- Difference	$0.00

Gifted & Talented (199 PIC 21)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	2	Instructional Materials	GENERAL SUPPLIES		$432.00
						Sub-Total	$432.00
						Budgeted Fund Source Amount	$432.00
						+/- Difference	$0.00

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	Instructional Materials	INSTRUCTIONAL MATERIALS		$2,804.00
						Sub-Total	$2,804.00
						Budgeted Fund Source Amount	$2,804.00
						+/- Difference	$0.00
						Grand Total Budgeted	$127,421.41
						Grand Total Spent	$127,421.41
						+/- Difference	$0.00