

**Fort Worth Independent School District**  
**135 Van Zandt-Guinn Elementary School**  
**2023-2024 Improvement Plan**

**Accountability Rating: B**



# Mission Statement

We will increase ALL student achievement through active student engagement and intentional, quality tier 1 data-driven instruction.

## Vision

We believe student success is achieved when school, family & community work together to support the whole child.

## Value Statement

T.I.G.E.R.S.

Teamwork

Integrity

Growth-Mindset

Effort

Resilient

Socially Conscious

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# Comprehensive Needs Assessment

Revised/Approved: May 17, 2023

## Demographics

### Demographics Summary

Van Zandt-Guinn Elementary is located in the heart of Historic Southside and only two miles away from downtown Fort Worth. Van Zandt-Guinn first opened its doors as one of two underground schools in FWISD in 1979. A modern, above-ground new building was inaugurated in February 2017. The following school year, 2017 - 2018, Van Zandt-Guinn Elementary and I.M. Terrell Elementary merged and became one. Although, our enrollment had been on a steady decline starting the 2018-2019 school year when the Butler's housing units began to close their doors, our enrollment has recently started to increase. Currently, we serve 329 students of which approximately 52% are African Americans, 44% are Hispanics and 4% is made up of Whites and .6% are Asian and two or more races each. Our EBs make up 29% of our student population. The percentage of our students identified as economically disadvantaged is 98%. Currently, our daily attendance rate is 93.29%. Our mobility rate sits at 31% well above the district's 17% and significantly higher than the state's 14%. Our homeless students population is 16%.

In 2018-2019, the school was rated "Improvement Required." The following year in 2019 - 2020 Van Zandt-Guinn was rated "C." Due to the pandemic and covid-19 schools' shutdown, our school, as all other Texas' schools, we were considered "not rated" during the 2020 - 2021 school year. During the 2021 - 2022 our school received a "B" rating. We are currently awaiting TEA's new rating system to be finalized to receive our rating for the 2022 - 2023 school year.

### Demographics Strengths

Van Zandt-Guinn's teaching staff consists of 23 highly qualified (certified) teachers who work directly with students on a daily basis. Seven of our classroom teachers have taught at least 20 years while 8 of our homeroom teachers have been teaching for 10+ years. Therefore, 65% of our classroom teachers are considered experienced and dedicated to children. At least five of our certified teachers and support staff have been at Van Zandt-Guinn for more than 20 years. We are a neighborhood school and many of our students' parents have come through Van Zandt-Guinn Elementary and some of our teachers have taught the parents of our current students. Additionally, because we have consistently served student groups with similar demographics, we can more easily predict and be prepared to meet the needs of our students from year to year. We have a large supportive community partnership. One such partnership, the NAACP, began a reading initiative.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** High percentage of students who are considered chronically absent and/or tardy causing learning gaps for them and their classes and 31% of mobility rate preventing us from carrying out systems with fidelity and to completion. **Root Cause:** We have yet to create a sense of urgency for families to help them understand the importance of being at school on time everyday and create effective programs and supports for transient students.

**Problem Statement 2:** We lack meaningful relationship-building processes with families and students due to high mobility rate, homelessness and many other factors out of our control, creating a huge disconnect and gap between school experience and expectations and the constraints created by students' different lifestyles, backgrounds, educational gaps, etc. **Root Cause:** Our staff and teachers lack the knowledge and skill set to adequately serve students who experience extreme trauma and are constantly on survival mode.

# Student Learning

## Student Learning Summary

2022 STAAR data shows that our students performed better than the previous year. When we observe our performance on all subjects across all grade levels, only 19% of students met grade level expectations compared to 15% the previous year. Students performed better on reading than math, 28% met and 16% met respectively. We continue to place our instructional and intervention focus on reading as it impacts math and science. We made gains in the percentage of special education students that met grade level expectations from 0% in 2021 to 5% in 2022. When analyzing our current benchmark data, we see that we are not meeting our goals for reading. Our most recent reading benchmark has us 10% points below meeting grade level expectations on our cycle 2 goal. Our most recent math benchmark showed our students were only 1% point below our goal, but 11% points above approaching grade level expectations. Our 2022 TELPAS data shows that 41% of our emergent bilingual students performed at advanced or advanced high. 47% of students improved their level from the previous year.

## Student Learning Strengths

2022-2023 NWEA MAP Growth is a reliable indicator of how students will perform on the STAAR test. Our students are showing growth from the beginning of the year to the middle of the year in math and elar. They far surpassed the meeting grade level expectations goals in both subjects. The math goal was passed by 26% points and the elar goal was surpassed by 21% points. This preliminary middle of year data aligns with end of year TIA data from the 2021-2022 school year. 23% of our teachers in kindergarten through fifth grade were eligible for TIA designations. A significant number of students consistently attend Saturday Learning Quest and/or after school tutoring. After school tutoring complies with House Bill 4545.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** The level that students are performing at is below grade level expectations. On our last benchmarks third through fifth grade students, 22% of students met reading grade level expectations and 18% of students met math grade level expectations, therefore 78% (reading) and 82% (math) of our students do not meet grade level expectations. **Root Cause:** Students are not reaching grade level expectations and mastering foundational literacy and mathematical concepts in the previous grade levels including primary grades due to lack of in depth content knowledge and expertise to monitor and adjust/differentiate instructional methods to ensure students have the opportunity to master what is being taught.

**Problem Statement 2 (Prioritized):** Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math. **Root Cause:** Our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and we have struggled to implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs.

# School Processes & Programs

## School Processes & Programs Summary

Our leadership team is made up by the principal, assistant principal, data analyst, instructional coach and librarian. Many of the processes and programs in existence at Van Zandt-Guinn stem from the collaborative weekly leadership team meetings where school-wide events are planned and determined as well as instructional initiatives such as PLCs. Teachers, including the elective team, come together weekly for PLCs to meet with core leadership team members (principal, AP, instructional coach and data analyst) to collaborate and discuss lesson plans, formative assessments/exit tickets, teacher exemplars, success criteria charts, student work samples and student data. This year we worked diligently on supporting teachers through the implementation of two new curricula (Amplify & Eureka) while also ensuring teachers aligned lessons and activities to the rigor of the state standards and systems to monitor individual student learning and growth. Students at VZG are assessed using district-mandated tests at the beginning, middle and end of the school year to help us learn how they are performing academically and help us develop systems and interventions to support them individually or by trends. We make data-informed decisions to reverse students' downward trajectories, impact stagnant scores and/or skyrocket on-level and above-level results. Yet, we still have to create systems of accountability to ensure all teachers receive timely coaching and feedback on their lesson plans, activities, formative and formal assessments and teaching. Through the ESF initiative, this year we dived into data analysis meetings approximately once every six weeks. The data analysis meetings are followed by a re-teach lesson with the goal to reach a level of mastery for most or all students.

## School Processes & Programs Strengths

One of our greatest strengths this year has been the consistency and diligence during our PLCs. Consistent PLCs have allowed teachers protected time with their grade level teams and leadership team members to fine tune lesson plans and formative assessments/exit tickets that align with district and school expectations. We have created a safe space for teachers to collaborate and share their strengths and struggles with each other and with the leadership core team. In building trusting relationships, we have allowed our professional learning communities to help us navigate through difficulties and come out successful on the other side as evidenced through learning walks, walkthroughs and student data. Our teachers have had opportunities to engage in peer reflective practice by visiting each other's classrooms, learning from each other, providing timely and meaningful feedback and growing professionally. Every six weeks, the attendance committee meets to discuss attendance as a whole as well as district and state policies, chronic absenteeism, home/shelter visits and attendance recovery. The student support team meets approximately twice a month to discuss the best way to support students with a varied list of challenges. Our SST is made up of school leaders, PE teacher, district equity and restorative practices representatives, parent engagement specialist, reading interventionist and data analyst.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** High percentage of students performing below grade level in all grade levels and lack foundational skills in reading and math to be successful in their current grade level creating dilemmas for teachers who struggle to implement effective ways to teach grade level standards while also providing differentiated and scaffolded opportunities.

**Root Cause:** Instructional leadership teams have been non-existent for a number of processes and curricular programs do not adequately provide enough structure and time to reteach and intervene when students struggle to master some skills. These issues are exacerbated by instructional interruptions caused by behavioral disruptions, excessive absences and social-emotional needs of a large percentage of students.

**Problem Statement 2 (Prioritized):** We lack a clear, consistent and effective process for RTI/MTSS, PBIS, and other student support services to ensure all students receive the support they need to be academically and social-emotionally successful and experience 'small wins' throughout the school year. **Root Cause:** The RTI/MTSS committee was 'incomplete' last year due to not having a full-time counselor and students referred to the RTI/MTSS process were sometimes not provided specific interventions with follow-through to close the loop and make decisions for next steps whether it be moving students out of RTI and/or increase the support or recommend for evaluations.

# Perceptions

## Perceptions Summary

Van Zandt-Guinn Elementary is an inviting and welcoming school for teachers, students and guests. With 83% of our classroom, elective and SpEd teachers returning to teach at Van Zandt-Guinn during the 2022 - 2023, teacher turnover is not a serious concern at our campus. On the contrary, with the exception of a full-time counselor, we are fully staffed with highly qualified and certified teachers in every classroom. Students are welcomed daily in the building with a smile while receiving updates and reminders about upcoming events and deadlines. During announcements, students and staff are reminded of our school values and behavioral expectations. Our school-wide procedures and transitions are an area that we need to continue to revisit as students transition from location to location loudly and without much redirection from some teachers and other support staff. We have an active SBDM made up of teachers, support staff and highly invested community members. Our partners ensure that teachers and students feel supported and throughout the year we receive donations in the forms of school supplies, gift cards, jackets, school uniforms, luncheons and goody bags. Parents have access to the principal, PTA & Parent Engagement Specialist throughout the school year. Students and families also receive a newsletter from the principal every six weeks where they are able to review important information, opportunities to volunteer, upcoming events for students and their families, etc. Our PTA is growing and fundraisers are now consistently happening weekly or biweekly. Our Parent Cafe is attended by a large group of invested parents who want to learn more about how to best support the education of their child(ren). Our families have access to our food pantry and have opportunities throughout the week to get food, fresh fruits/vegetables and toiletries. We are currently in the process of installing a new Kaboom! playground and our families, communities and staff are invited to volunteer to put the project together.

## Perceptions Strengths

During family engagement events, we usually have a high percentage of parents and families that attend. Our parents give positive feedback on the experiences we provide for the students and their families and they are also highly invested in volunteering food items for these events. For example, during the fall festival, we had an overabundance of food items that we requested for our different stations. Students, parents and families kindly wanted to donate as much as they could and joyfully provided more than necessary. Our PTA events have also been a huge success with many families attending these events that we host after school. PTA hosted the Daddy-Daughter Dance in February and we had a very large number of dads, grandfathers, uncles attend with our female students. We strive to continue to provide a safe, welcoming environment to our students with our House system so that they continue to feel they have a trustworthy adult that they can rely on at school. Van Zandt-Guinn was recently in the Top 6 Readers Become Leaders reading contest and our students attended the school-wide field trip to the NCAA Gymnastics Finals at Dickies Arena.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** A very high percentage of parents do not have active ParentPortal accounts, therefore they do not access students' reports cards and lack understanding of how their student is performing academically. **Root Cause:** School has not developed a process for teachers that clearly articulates how to make systematic, effective and timely connections through different modes with parents and holding each stakeholder accountable to the school-teacher-parent-student compact.

**Problem Statement 2:** We experience a large number of procedural disruptions caused by unruly individuals who refuse to follow expectations set in place to ensure our students and staff feel safe and experience a welcoming and inviting environment. Unfortunately, many of our staff members, including teachers, consistently endure cursing, yelling, verbal threats, etc. from angry parents who display sense of entitlement. **Root Cause:** We have not taken the time to meet with challenging individuals to explain our procedures and the rationale behind our expectations and ask them to commit to our expectations to help them create a sense of community.

# Priority Problem Statements

**Problem Statement 1:** A very high percentage of parents do not have active ParentPortal accounts, therefore they do not access students' reports cards and lack understanding of how their student is performing academically.

**Root Cause 1:** School has not developed a process for teachers that clearly articulates how to make systematic, effective and timely connections through different modes with parents and holding each stakeholder accountable to the school-teacher-parent-student compact.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** High percentage of students who are considered chronically absent and/or tardy causing learning gaps for them and their classes and 31% of mobility rate preventing us from carrying out systems with fidelity and to completion.

**Root Cause 2:** We have yet to create a sense of urgency for families to help them understand the importance of being at school on time everyday and create effective programs and supports for transient students.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math.

**Root Cause 3:** Our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and we have struggled to implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** We lack a clear, consistent and effective process for RTI/MTSS, PBIS, and other student support services to ensure all students receive the support they need to be academically and social-emotionally successful and experience 'small wins' throughout the school year.

**Root Cause 4:** The RTI/MTSS committee was 'incomplete' last year due to not having a full-time counselor and students referred to the RTI/MTSS process were sometimes not provided specific interventions with follow-through to close the loop and make decisions for next steps whether it be moving students out of RTI and/or increase the support or recommend for evaluations.

**Problem Statement 4 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
- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## **Employee Data**

135 Van Zandt-Guinn Elementary School  
Generated by Plan4Learning.com

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- T-TESS data
- T-PESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# District Goals

Revised/Approved: August 18, 2023

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

**School Performance Objective 1:** \*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 84% to 91% by May 2024.

\*Maintain the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 100% to 100% by May 2024.

\*Increase the percentage of Hispanic students from 80% to 87% by May 2024.

**Evaluation Data Sources:** Circle Progress Monitoring

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

**Strategy's Expected Result/Impact:** Students meeting their end of year growth goals in Phonological Awareness

**Staff Responsible for Monitoring:** Debora Fuentes, Joyce Bowens-Thomas, Linda Jones, and Tracee Culpepper

**Title I:**

2.4, 2.6

**- TEA Priorities:**





Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide vertical alignment and reflective practice opportunities during and after PLCs to PreK and Kinder teachers to collaborate as teams to increase students' skills in phonological awareness, alphabet knowledge, comprehension of text read aloud, understanding of print concepts, understanding writing as a process and conventions. <b>Intended Audience:</b> PreK teachers and teacher assistants <b>Provider / Presenter / Person Responsible:</b> Debora Fuentes, Joyce Bowens-Thomas, Linda Jones, and Tracee Culpepper <b>Date(s) / Timeframe:</b> 1. August 14 - December 1, 2023 (BOY) 2. January 9 - March 8, 2024 (MOY) 3. March 18 - May 23, 2024 (EOY) <b>Collaborating Departments:</b> Early Childhood Department <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Supplies and materials for professional development - Title I (211) - 211-13-6399-04E-135-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Teachers will design interest areas aligned to the PreK guidelines with resources that target phonological awareness, alphabet knowledge, comprehension of text read aloud, understanding of print concepts, understanding writing as a process and conventions. <b>Intended Audience:</b> PreK teachers and teacher assistants <b>Provider / Presenter / Person Responsible:</b> Debora Fuentes, Joyce Bowens-Thomas, Linda Jones, and Tracee Culpepper <b>Date(s) / Timeframe:</b> 1. August 14 - December 1, 2023 (BOY) 2. January 9 - March 8, 2024 (MOY) 3. March 18 - May 23, 2024 (EOY) <b>Collaborating Departments:</b> Early Childhood <b>Delivery Method:</b> In person  <b>Funding Sources:</b> Supplies and materials for interest areas - Title I (211) - 211-11-6399-04E-135-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Kinder through 5th grade students will assess using Renaissance Learning to determine their zone of proximal development in order to facilitate access to reading materials, systems for comprehension (Accelerated Reader tests), fluency, vocabulary, and increased their literacy skills. <b>Intended Audience:</b> All students <b>Provider / Presenter / Person Responsible:</b> Librarian & homeroom teachers <b>Date(s) / Timeframe:</b> BOY (September 2023) MOY (January 2024) EOY (May 2024) <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> Online  <b>Funding Sources:</b> Subscription to Renaissance Learning K-12 - Title I (211) - 211-11-6399-04E-135-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math. <b>Root Cause:</b> Our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and we have struggled to implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs.

**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 48% to 55% by May 2024.

\*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 47% to 54% by May 2024.

\*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 41% to 55% by May 2024.

**Evaluation Data Sources:** MAP Fluency

**Strategy 1:** Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all Kinder-3 grade classrooms through professional learning sessions, planning, and materials.

**Strategy's Expected Result/Impact:** Kinder-3 grade students meeting or exceeding their grade level expectations goal in MAP Reading Fluency and evidence of access grade level reading and comprehension

**Staff Responsible for Monitoring:** Debora Fuentes, Joyce Bowens-Thomas, Linda Jones, and Tracee Culpepper

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Kinder through 3rd grade teachers will receive NWEA MAP Reading Fluency training on how to conduct fluency checks and progress monitoring provided in program following the required beginning of year district assessment every three weeks. <b>Intended Audience:</b> Kinder-3rd teachers <b>Provider / Presenter / Person Responsible:</b> Tracee Culpepper <b>Date(s) / Timeframe:</b> Every three weeks beginning September 25, 2023 <b>Collaborating Departments:</b> Assessment and Data Quality <b>Delivery Method:</b> In person				

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Dual Language Kinder through 3rd grade teachers will receive Estrellita/Esperanza/Lunita/Escalera training to conduct fluency checks and progress monitoring following the required beginning of year district assessment every three weeks. <b>Intended Audience:</b> Dual Language Kinder through 3rd grade teachers <b>Provider / Presenter / Person Responsible:</b> Tracee Culpepper <b>Date(s) / Timeframe:</b> Every three weeks beginning September 25, 2023 <b>Collaborating Departments:</b> Assessment and Data Quality, Bilingual Department <b>Delivery Method:</b> In person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math. <b>Root Cause:</b> Our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and we have struggled to implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs.

**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 58% to 70% by May 2024.

\*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 47% to 60% by May 2024.

\*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 57% to 70% by May 2024.

**Evaluation Data Sources:** MAP Growth Reading

**Strategy 1:** Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/Neuhaus/Lexia) and data with Kinder through 5th grade teachers using the gradual release model and assessments aligned with FWISD curriculum.

**Strategy's Expected Result/Impact:** Kinder through 5th grade students meeting or exceeding their projected growth on MAP Growth Reading in English and Spanish





**Staff Responsible for Monitoring:** Debora Fuentes, Joyce Bowens-Thomas, Linda Jones and Tracee Culpepper

- Title I:**  
2.4, 2.6
- **TEA Priorities:**  
Build a foundation of reading and math
  - **ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> During PLCs teachers will disaggregate data to design whole group, small group and individual learning plans to meet the needs of all students and ensure they meet their growth goals in NWEA MAP Reading. <b>Intended Audience:</b> Kinder through 5th grade teachers including inclusion and dyslexia teachers <b>Provider / Presenter / Person Responsible:</b> Tracee Culpepper <b>Date(s) / Timeframe:</b> August 23, 2023 through May 15, 2024 <b>Collaborating Departments:</b> Assessment and Data Quality <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> - Title I (211) - 211-13-6119-04E-135-30-510-000000-24F10 - \$79,550		Formative			Summative
		Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Kinder through 5th grade students will assess using Renaissance Learning to determine their zone of proximal development in order to facilitate access to reading materials, systems for comprehension (Accelerated Reader tests), fluency, vocabulary, and increased their literacy skills. <b>Intended Audience:</b> Kinder through 5th grade students <b>Provider / Presenter / Person Responsible:</b> Julia Guzman <b>Date(s) / Timeframe:</b> August 14, 2023 through May 10, 2024 <b>Delivery Method:</b> Online	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 2:** Improve the quality and alignment of Tier 1 instruction for all students by developing opportunities for teachers to engage in data driven instruction and lesson internalization.

**Strategy's Expected Result/Impact:** Kinder through 5th grade students meeting or exceeding their projected growth on MAP Growth Reading in English and Spanish

**Staff Responsible for Monitoring:** Debora Fuentes, Joyce Bowens-Thomas, Linda Jones and Tracee Culpepper

**Title I:**

2.4, 2.6





**- TEA Priorities:**

Recruit, support, retain teachers and principals, 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

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Members of the Reading Campus Vertical Team will meet to analyze data, campus wide trends, review instructional initiatives and use tools to calibrate to develop a plan of action that addresses students meeting or exceeding their MAP Growth Reading goals. <b>Intended Audience:</b> Members of Reading Campus Vertical Team <b>Provider / Presenter / Person Responsible:</b> Members of Reading Campus Vertical Team, Debora Fuentes, Joyce Bowens-Thomas, Linda Jones and Tracee Culpepper <b>Date(s) / Timeframe:</b> August 30, 2023 October 11, 2023 November 15, 2023 January 24, 2024 February 28, 2024 May 1, 2024 <b>Delivery Method:</b> In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Data gathering walks will identify school-wide trends, areas of strengths, opportunities, and bite-sized next steps. <b>Intended Audience:</b> All teachers <b>Provider / Presenter / Person Responsible:</b> Debora Fuentes, Joyce Bowens-Thomas, Linda Jones and Tracee Culpepper <b>Date(s) / Timeframe:</b> Every six weeks following Instructional Leadership Team meetings: September 6, 2023 October 18, 2023 November 29, 2023 January 31, 2024 March 6, 2024 May 8, 2024 <b>Delivery Method:</b> In person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math. <b>Root Cause:</b> Our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and we have struggled to implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs.

## School Processes & Programs

**Problem Statement 2:** We lack a clear, consistent and effective process for RTI/MTSS, PBIS, and other student support services to ensure all students receive the support they need to be academically and social-emotionally successful and experience 'small wins' throughout the school year. **Root Cause:** The RTI/MTSS committee was 'incomplete' last year due to not having a full-time counselor and students referred to the RTI/MTSS process were sometimes not provided specific interventions with follow-through to close the loop and make decisions for next steps whether it be moving students out of RTI and/or increase the support or recommend for evaluations.

**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 79% to 86% by May 2024.  
Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 70% to 80% by May 2024.

**Evaluation Data Sources:** Circle Progress Monitoring





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

**Strategy's Expected Result/Impact:** Students meeting their end of year growth goals in Circle Math  
**Staff Responsible for Monitoring:** Debora Fuentes, Joyce Bowens-Thomas, Linda Jones, and Tracee Culpepper

**Title I:**  
2.4, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Provide vertical alignment and reflective practice opportunities during and after PLCs to PreK and Kinder teachers to collaborate as teams to increase students' skills in counting, addition, subtraction, spatial sense, classification, geometry, measurement and patterns. <b>Intended Audience:</b> PreK teachers and teacher assistants <b>Provider / Presenter / Person Responsible:</b> Debora Fuentes, Joyce Bowens-Thomas, Linda Jones and Tracee Culpepper <b>Date(s) / Timeframe:</b> 1. August 14 - December 1, 2023 (BOY) 2. January 9 - March 8, 2024 (MOY) 3. March 18 - May 23, 2024 (EOY) <b>Collaborating Departments:</b> Early Childhood <b>Delivery Method:</b> In Person				

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Teachers will design interest areas aligned to the PreK guidelines with resources that target counting, addition, subtraction, spatial sense, classification, geometry, measurement and patterns. <b>Intended Audience:</b> PreK teachers and teacher assistants <b>Provider / Presenter / Person Responsible:</b> Debora Fuentes, Joyce Bowens-Thomas, Linda Jones, and Tracee Culpepper <b>Date(s) / Timeframe:</b> 1. August 14 - December 1, 2023 (BOY) 2. January 9 - March 8, 2024 (MOY) 3. March 18 - May 23, 2024 (EOY) <b>Collaborating Departments:</b> Early Childhood <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math. <b>Root Cause:</b> Our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and we have struggled to implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs.

**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 18% to 50% by May 2024. Increase the percentage of Emergent Bilingual students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 13% to 45% by May 2024.

**Evaluation Data Sources:** Circle Progress Monitoring





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

**Strategy's Expected Result/Impact:** Increase number of students performing on track by the end of the year

**Staff Responsible for Monitoring:** Tracee Culpepper and classroom teachers

**Title I:**  
2.4, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  
**Problem Statements:** Student Learning 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Continue to develop the capacity of kindergarten teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction <b>Intended Audience:</b> Kindergarten teachers <b>Provider / Presenter / Person Responsible:</b> Debora Fuentes, Joyce Bowens-Thomas, Linda Jones, and Tracee Culpepper <b>Date(s) / Timeframe:</b> August 23, 2023 through May 15, 2024 <b>Delivery Method:</b> In person				

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Based on historical data, kindergarten teachers will serve as model teachers by allowing peer observation of systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process. <b>Intended Audience:</b> All teachers <b>Provider / Presenter / Person Responsible:</b> Kindergarten teachers <b>Date(s) / Timeframe:</b> August 23, 2023 through May 15, 2024 <b>Delivery Method:</b> In person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math. <b>Root Cause:</b> Our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and we have struggled to implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs.
School Processes & Programs
<b>Problem Statement 2:</b> We lack a clear, consistent and effective process for RTI/MTSS, PBIS, and other student support services to ensure all students receive the support they need to be academically and social-emotionally successful and experience 'small wins' throughout the school year. <b>Root Cause:</b> The RTI/MTSS committee was 'incomplete' last year due to not having a full-time counselor and students referred to the RTI/MTSS process were sometimes not provided specific interventions with follow-through to close the loop and make decisions for next steps whether it be moving students out of RTI and/or increase the support or recommend for evaluations.

**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 from 49% to 60% by May 2024.  
Increase the percentage of Emergent Bilingual (EB/EL) students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 46% to 60% by May 2024.

**Evaluation Data Sources:** NWEA MAP Growth





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

**Strategy's Expected Result/Impact:** Kinder through 5th grade students meeting or exceeding their projected growth on MAP Growth Math  
**Staff Responsible for Monitoring:** Debora Fuentes, Joyce Bowens-Thomas, Linda Jones, and Tracee Culpepper

**Title I:**  
2.4, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  
**Problem Statements:** Student Learning 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> During PLCs teachers will disaggregate data to design whole group, small group and individual learning plans to meet the needs of all students and ensure they meet their growth goals in NWEA MAP Math. <b>Intended Audience:</b> Kinder through 5th grade teachers including inclusion and dyslexia teachers <b>Provider / Presenter / Person Responsible:</b> Tracee Culpepper <b>Date(s) / Timeframe:</b> August 23, 2023 through May 15, 2024 <b>Collaborating Departments:</b> Assessment and Data Quality <b>Delivery Method:</b> In Person				



Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Kinder through 5th grade students will assess using Eureka Affirm to determine their math levels, areas of strength and opportunity. <b>Intended Audience:</b> Kinder through 5th grade students <b>Provider / Presenter / Person Responsible:</b> Classroom teachers, Linda Jones and Tracee Culpepper <b>Date(s) / Timeframe:</b> August 14, 2023 through May 10, 2024 <b>Delivery Method:</b> Online	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 2:** Improve the quality and alignment of Tier 1 instruction for all students by developing opportunities for teachers to engage in data driven instruction and lesson internalization.

**Strategy's Expected Result/Impact:** Kinder through 5th grade students meeting or exceeding their projected growth on MAP Growth Math

**Staff Responsible for Monitoring:** Debora Fuentes, Joyce Bowens-Thomas, Linda Jones, and Tracee Culpepper

**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

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Members of the Math Campus Vertical Team will meet to analyze data, campus wide trends, review instructional initiatives and use tools to calibrate to develop a plan of action that addresses students meeting or exceeding their MAP Growth Math goals. <b>Intended Audience:</b> Members of the Math Campus Vertical Team <b>Provider / Presenter / Person Responsible:</b> Members of Math Campus Vertical Team, Debora Fuentes, Joyce Bowens-Thomas, Linda Jones and Tracee Culpepper <b>Date(s) / Timeframe:</b> August 30, 2023 October 11, 2023 November 15, 2023 January 24, 2024 February 28, 2024 May 1, 2024 <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Data gathering walks will identify school-wide trends, areas of strengths, opportunities, and bite-sized next steps. <b>Intended Audience:</b> All teachers <b>Provider / Presenter / Person Responsible:</b> Debora Fuentes, Joyce Bowens-Thomas, Linda Jones and Tracee Culpepper <b>Date(s) / Timeframe:</b> Every six weeks following Instructional Leadership Team meetings: September 6, 2023 October 18, 2023 November 29, 2023 January 31, 2024 March 6, 2024 May 8, 2024 <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math. <b>Root Cause:</b> Our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and we have struggled to implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs.
School Processes & Programs
<b>Problem Statement 2:</b> We lack a clear, consistent and effective process for RTI/MTSS, PBIS, and other student support services to ensure all students receive the support they need to be academically and social-emotionally successful and experience 'small wins' throughout the school year. <b>Root Cause:</b> The RTI/MTSS committee was 'incomplete' last year due to not having a full-time counselor and students referred to the RTI/MTSS process were sometimes not provided specific interventions with follow-through to close the loop and make decisions for next steps whether it be moving students out of RTI and/or increase the support or recommend for evaluations.

**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 25% to 50% by May 2024.

Increase the percentage of Special Education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 25% by May 2024.

**Evaluation Data Sources:** TEA STAAR Results

**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:** Students meeting or exceeding grade level expectations on the STAAR Reading assessment

**Staff Responsible for Monitoring:** Debora Fuentes, Joyce Bowens-Thomas, Linda Jones, and Tracee Culpepper

**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

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

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Align and leverage Lexia Core5 program to increase student reading levels, comprehension, and fluency through individual student goals and teacher delivered Lexia lessons that address student areas of need. <b>Intended Audience:</b> Kinder through 5th grade teachers <b>Provider / Presenter / Person Responsible:</b> Classroom teachers, Debora Fuentes, Joyce Bowens-Thomas, Linda Jones, and Tracee Culpepper <b>Date(s) / Timeframe:</b> August 23, 2023 through May 15, 2024 <b>Delivery Method:</b> In person and online  <b>Funding Sources:</b> Student incentives - Title I (211) - 211-11-6499-04E-135-30-510-000000-24F10 - \$2,500		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Conduct data analysis meetings with teachers to target areas of opportunity, identify gaps, and plan reteach lessons to improve reading foundational skills, comprehension, and fluency. <b>Intended Audience:</b> Classroom teachers <b>Provider / Presenter / Person Responsible:</b> Classroom teachers, Debora Fuentes, Joyce Bowens-Thomas, Linda Jones, and Tracee Culpepper <b>Date(s) / Timeframe:</b> August 23, 2023 through May 15, 2024 <b>Delivery Method:</b> In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Teachers will utilize student planners to increase student efficacy in developing work-study habits and organizational skills to prepare them for college, career, military, and community leadership. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Classroom teachers <b>Date(s) / Timeframe:</b> Daily <b>Collaborating Departments:</b> Equity and Restorative Practices <b>Delivery Method:</b> In person  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-135-24-313-000000- - \$2,913	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Book clubs will be designed to target ELPS and increase reading level and abilities of dual language, special education, and gifted & talented students utilizing funds from SPED and GT. <b>Intended Audience:</b> Dual language, special education, and gifted & talented students <b>Provider / Presenter / Person Responsible:</b> Julia Guzman, Inclusion teacher, and Linda Jones <b>Date(s) / Timeframe:</b> Monthly <b>Delivery Method:</b> In person  <b>Funding Sources:</b> Books - BEA (199 PIC 25) - 199-11-6329-001-135-25-313-000000 - \$1,394, Books - Gifted & Talented (199 PIC 21) - - \$317, Books - SPED (199 PIC 23) - - \$1,710	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

### Student Learning

**Problem Statement 2:** Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math. **Root Cause:** Our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and we have struggled to implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs.

### School Processes & Programs

**Problem Statement 2:** We lack a clear, consistent and effective process for RTI/MTSS, PBIS, and other student support services to ensure all students receive the support they need to be academically and social-emotionally successful and experience 'small wins' throughout the school year. **Root Cause:** The RTI/MTSS committee was 'incomplete' last year due to not having a full-time counselor and students referred to the RTI/MTSS process were sometimes not provided specific interventions with follow-through to close the loop and make decisions for next steps whether it be moving students out of RTI and/or increase the support or recommend for evaluations.

**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 12% to 24% by May 2024.

Increase the percentage of Special Education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 25% by May 2024.

**Evaluation Data Sources:** TEA STAAR Results

**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:** Students meeting or exceeding grade level expectations on the STAAR Math assessment

**Staff Responsible for Monitoring:** Debora Fuentes, Joyce Bowens-Thomas, Linda Jones, and Tracee Culpepper

**Title I:**

2.4, 2.6

**- TEA Priorities:**





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

**- ESF Levers:**

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

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

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Align and leverage Dreambox program to increase math foundational skills, understanding of whole numbers, decimals, and fractions in multiple operations, data analysis, personal financial literacy, and fluency. <b>Intended Audience:</b> Kinder through 5th grade teachers <b>Provider / Presenter / Person Responsible:</b> Classroom teachers, Debora Fuentes, Joyce Bowens-Thomas, Linda Jones, and Tracee Culpepper <b>Date(s) / Timeframe:</b> August 23, 2023 through May 15, 2024 <b>Delivery Method:</b> In person and online  <b>Funding Sources:</b> Student incentives - Title I (211) - 211-11-6499-04E-135-30-510-000000-24F10 - \$2,500		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Conduct data analysis meetings with teachers to target areas of opportunity, identify gaps, and plan reteach lessons to improve math foundational skills, understanding of whole numbers, decimals, and fractions in multiple operations, data analysis, personal financial literacy, and fluency. <b>Intended Audience:</b> Classroom teachers <b>Provider / Presenter / Person Responsible:</b> Classroom teachers, Debora Fuentes, Joyce Bowens-Thomas, Linda Jones, and Tracee Culpepper <b>Date(s) / Timeframe:</b> August 23, 2023 through May 15, 2024 <b>Delivery Method:</b> In person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math. <b>Root Cause:</b> Our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and we have struggled to implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs.
School Processes & Programs
<b>Problem Statement 2:</b> We lack a clear, consistent and effective process for RTI/MTSS, PBIS, and other student support services to ensure all students receive the support they need to be academically and social-emotionally successful and experience 'small wins' throughout the school year. <b>Root Cause:</b> The RTI/MTSS committee was 'incomplete' last year due to not having a full-time counselor and students referred to the RTI/MTSS process were sometimes not provided specific interventions with follow-through to close the loop and make decisions for next steps whether it be moving students out of RTI and/or increase the support or recommend for evaluations.

**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 (25 absences) from 27% to 10% by May 2024.

**Evaluation Data Sources:** Focus Attendance Reports

**Strategy 1:** Establish clear attendance expectations with students and their families to help them understand the impact that absences have on students' academic and social-emotional development.

**Strategy's Expected Result/Impact:** Decrease the number of students with excessive absences

**Staff Responsible for Monitoring:** Debora Fuentes, Joyce Bowens-Thomas, Linda Jones, and attendance committee

**Title I:**

4.1

**- TEA Priorities:**

Connect high school to career and college, Improve low-performing schools





**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Schoolwide perfect and outstanding attendance systems to increase, encourage, and celebrate improved and excellent attendance by individual students, classes, targeted groups of students <b>Intended Audience:</b> PreK3 through 5th grade students <b>Provider / Presenter / Person Responsible:</b> Debora Fuentes, Linda Jones, and attendance clerk <b>Date(s) / Timeframe:</b> Weekly and every six weeks <b>Delivery Method:</b> In person  <b>Funding Sources:</b> Student incentives - Title I (211) - 211-11-6499-04E-135-30-510-000000-24F10 - \$5,000				



Action Step 2 Details	Reviews			
<b>Action Step 2:</b> The attendance committee will continue to meet regularly to responsively address chronic absenteeism and determine next steps, support plans, and communication with students, teachers, and families. <b>Intended Audience:</b> All teachers and students and families with chronic absenteeism <b>Provider / Presenter / Person Responsible:</b> Joyce Bowens-Thomas and attendance committee <b>Date(s) / Timeframe:</b> Every six weeks <b>Collaborating Departments:</b> Parent Partnerships <b>Delivery Method:</b> In person, via phone, in writing	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> High percentage of students who are considered chronically absent and/or tardy causing learning gaps for them and their classes and 31% of mobility rate preventing us from carrying out systems with fidelity and to completion. <b>Root Cause:</b> We have yet to create a sense of urgency for families to help them understand the importance of being at school on time everyday and create effective programs and supports for transient students.
Perceptions
<b>Problem Statement 1:</b> A very high percentage of parents do not have active ParentPortal accounts, therefore they do not access students' reports cards and lack understanding of how their student is performing academically. <b>Root Cause:</b> School has not developed a process for teachers that clearly articulates how to make systematic, effective and timely connections through different modes with parents and holding each stakeholder accountable to the school-teacher-parent-student compact.

**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 21 to 15 by May 2024.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 86% to 50% by May 2024.

**Evaluation Data Sources:** Focus & Branching Minds

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support to increase parent/school engagement, decrease behavior, and discipline incidents.

**Strategy's Expected Result/Impact:** Students will be provided a safe, supportive, culturally responsive, and equitable learning environment

**Staff Responsible for Monitoring:** Counselor

**Title I:**

2.6

**- TEA Priorities:**





Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

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

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Academic and social-emotional Circles will be implemented on a daily basis to increase a safe and supportive learning environment for teachers to have opportunities to develop meaningful relationships with all students. <b>Intended Audience:</b> All students <b>Provider / Presenter / Person Responsible:</b> Classroom teachers and counselor <b>Date(s) / Timeframe:</b> Daily <b>Collaborating Departments:</b> Restorative Practices and Equity Specialists <b>Delivery Method:</b> In Person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> House meetings and parties will be conducted for students to celebrate their involvement in school and class as well as points distributed for House competitions. Points will be awarded for attendance, Lexia, Dreambox, reading logs, MAP, and behavior. <b>Intended Audience:</b> All students and staff <b>Provider / Presenter / Person Responsible:</b> Tracee Culpepper, House leaders, Linda Jones, Julia Guzman, and classroom teachers <b>Date(s) / Timeframe:</b> Every six weeks <b>Delivery Method:</b> In person  <b>Funding Sources:</b> Student incentives - Title I (211) - 211-11-6499-04E-135-30-510-000000-24F10 - \$5,153.79	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 2 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> We lack a clear, consistent and effective process for RTI/MTSS, PBIS, and other student support services to ensure all students receive the support they need to be academically and social-emotionally successful and experience 'small wins' throughout the school year. <b>Root Cause:</b> The RTI/MTSS committee was 'incomplete' last year due to not having a full-time counselor and students referred to the RTI/MTSS process were sometimes not provided specific interventions with follow-through to close the loop and make decisions for next steps whether it be moving students out of RTI and/or increase the support or recommend for evaluations.
Perceptions
<b>Problem Statement 1:</b> A very high percentage of parents do not have active ParentPortal accounts, therefore they do not access students' reports cards and lack understanding of how their student is performing academically. <b>Root Cause:</b> School has not developed a process for teachers that clearly articulates how to make systematic, effective and timely connections through different modes with parents and holding each stakeholder accountable to the school-teacher-parent-student compact.

**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 African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 2.6% to 1.0% by May 2024.

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support to decrease behavior and discipline incidents.

**Strategy's Expected Result/Impact:** Decreased number of out-of-school suspensions for African American students

**Staff Responsible for Monitoring:** Debora Fuentes and Joyce Bowens-Thomas

**Title I:**

2.6

**- TEA Priorities:**





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

**- ESF Levers:**

Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Academic and social-emotional Circles will be implemented on a daily basis to increase a safe and supportive learning environment for teachers to have opportunities to develop meaningful relationships with all students. <b>Intended Audience:</b> All students <b>Provider / Presenter / Person Responsible:</b> Classroom teachers and counselor <b>Date(s) / Timeframe:</b> Daily <b>Collaborating Departments:</b> Restorative Practices and Equity Specialists <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Students Support Team will create individualized behavior plans for students to track behavior throughout the day. Upon completion of set behavioral goals, students will have an opportunity to receive recognitions based on pre-determined criteria. <b>Intended Audience:</b> Tier 2 and 3 behavior students <b>Provider / Presenter / Person Responsible:</b> Debora Fuentes, Joyce Bowens-Thomas, and counselor <b>Date(s) / Timeframe:</b> Daily <b>Delivery Method:</b> In person  <b>Funding Sources:</b> Supplies and materials for instructional use during interventions - SCE (199 PIC 24) - 199-11-6399-001-135-24-313-000000- - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 3 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> We lack a clear, consistent and effective process for RTI/MTSS, PBIS, and other student support services to ensure all students receive the support they need to be academically and social-emotionally successful and experience 'small wins' throughout the school year. <b>Root Cause:</b> The RTI/MTSS committee was 'incomplete' last year due to not having a full-time counselor and students referred to the RTI/MTSS process were sometimes not provided specific interventions with follow-through to close the loop and make decisions for next steps whether it be moving students out of RTI and/or increase the support or recommend for evaluations.

**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 80% attendance and participation in key strategic events and programs by May 2024.

**Evaluation Data Sources:** Electronic and paper sign-in sheets.

**Strategy 1:** Foster collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

**Strategy's Expected Result/Impact:** An increased families will participate in school engagement activities

**Title I:**

4.1, 4.2

**- TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Host parent-teacher conferences every six weeks to address student progress and areas of need by facilitating a data-rich discussion with student work samples <b>Intended Audience:</b> Parents and families <b>Provider / Presenter / Person Responsible:</b> Classroom teachers and students <b>Date(s) / Timeframe:</b> September 28, 2023 October 30, 2023 January 11, 2024 February 15, 2024 (Retention Notices) May 9 , 2024 (Summer Learning) <b>Delivery Method:</b> In person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Academic Nights (Meet the Teacher, Fall festival, VIP Dance, Cinco de Mayo celebration, African American History, Winter celebration) are planned and open to our families to foster partnerships between family and school. <b>Intended Audience:</b> Parents and families <b>Provider / Presenter / Person Responsible:</b> Debora Fuentes, Joyce Bowens-Thomas, Linda Jones, Tracee Culpepper, Julia Guzman, counselor and classroom teachers <b>Date(s) / Timeframe:</b> Throughout the year <b>Delivery Method:</b> In person  <b>Funding Sources:</b> Snacks - Parent Engagement - 211-61-6499-04L-135-30-510-000000-24F10 - \$1,000, Supplies and materials - Parent Engagement - 211-61-6399-04L-135-30-510-000000-24F10 - \$1,082	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

#### School Performance Objective 4 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> A very high percentage of parents do not have active ParentPortal accounts, therefore they do not access students' reports cards and lack understanding of how their student is performing academically. <b>Root Cause:</b> School has not developed a process for teachers that clearly articulates how to make systematic, effective and timely connections through different modes with parents and holding each stakeholder accountable to the school-teacher-parent-student compact.

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Supplies and materials for professional development	Supplies and materials for professional development	211-13-6399-04E-135-30-510-000000-24F10	\$1,000.00
1	1	1	2	Supplies and materials for interest areas	Supplies and materials for instructional use	211-11-6399-04E-135-30-510-000000-24F10	\$2,000.00
1	1	1	3	Subscription to Renaissance Learning K-12	Supplies and materials for instructional use	211-11-6399-04E-135-30-510-000000-24F10	\$5,000.00
1	3	1	1		Data Analyst	211-13-6119-04E-135-30-510-000000-24F10	\$79,550.00
3	1	1	1	Student incentives	Snacks or incentives for students	211-11-6499-04E-135-30-510-000000-24F10	\$2,500.00
3	2	1	1	Student incentives	Snacks or incentives for students	211-11-6499-04E-135-30-510-000000-24F10	\$2,500.00
4	1	1	1	Student incentives	Snacks or incentives for students	211-11-6499-04E-135-30-510-000000-24F10	\$5,000.00
4	2	1	2	Student incentives	Snacks or incentives for students	211-11-6499-04E-135-30-510-000000-24F10	\$5,153.79
<b>Sub-Total</b>							\$102,703.79
<b>Budgeted Fund Source Amount</b>							\$102,703.79
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	3		Supplies and materials for instructional use	199-11-6399-001-135-24-313-000000-	\$2,913.00
4	3	1	2	Supplies and materials for instructional use during interventions	Supplies and materials for instructional use	199-11-6399-001-135-24-313-000000-	\$2,000.00
<b>Sub-Total</b>							\$4,913.00
<b>Budgeted Fund Source Amount</b>							\$4,913.00
<b>+/- Difference</b>							\$0.00



Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2	Supplies and materials	Supplies and materials for parental involvement	211-61-6399-04L-135-30-510-000000-24F10	\$1,082.00
4	4	1	2	Snacks	Snacks for Parents to promote participation	211-61-6499-04L-135-30-510-000000-24F10	\$1,000.00
Sub-Total							\$2,082.00
Budgeted Fund Source Amount							\$2,082.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	4	Books	Reading materials - instruction	199-11-6329-001-135-25-313-000000	\$1,394.00
Sub-Total							\$1,394.00
Budgeted Fund Source Amount							\$1,394.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	4	Books	OTHER READING MATERIALS		\$317.00
Sub-Total							\$317.00
Budgeted Fund Source Amount							\$317.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	4	Books	OTHER READING MATERIALS		\$1,710.00
Sub-Total							\$1,710.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$1,710.00
+/- Difference							\$0.00
Grand Total Budgeted							\$113,119.79
Grand Total Spent							\$113,119.79
+/- Difference							\$0.00