

Fort Worth Independent School District
171 Tanglewood Elementary School
2023-2024 Improvement Plan



Mission Statement

Mission Statement-

At Tanglewood, we strive to prepare ALL students for success in college, career, and community leadership. All Tanglewood students will gain the ability to problem solve, communicate clearly and effectively, and make a positive impact in the community.

Vision

Vision Statement-

At Tanglewood, we foster a growth mindset and believe ALL students are capable of participating in advanced academics and achieving at high-levels.

Value Statement

School Motto/Pledge-

We are the Tanglewood Tigers. We are here to learn; therefore, I am respectful, responsible, safe, and prepared.

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Comprehensive Needs Assessment

Revised/Approved: June 5, 2023

Demographics

Demographics Summary

Tanglewood is an exemplary neighborhood school serving a diverse group of students in Pre-K through 5th grade. Tanglewood is an A-rated campus under the Texas Education Agency's accountability system for student achievement, student progress, and closing student learning gaps. In addition, Tanglewood earned all six possible distinctions in 2022: reading, math, science, closing the gaps, comparative growth, and post-secondary readiness. Our school community is highly involved- teachers, staff, and parents work together to create a safe and supportive environment for all students. We have 509 students currently enrolled at Tanglewood.

Student Demographics

Economically Disadvantaged 17%

Special Education 13%

Emergent Bilingual 8%

504 Eligible 6%

Gifted and Talented 28%

Mobility Rate 14%

Asian 6%

Black 10%

Hispanic 12%

White 69%

Two or More Races 3%

Staff

We have 31 highly-qualified teachers serving students in PK-5th grade general education, art, music, physical education, dyslexia, and special education. Four of our teachers hold advanced degrees. All of our teachers are certified in gifted and talented instruction. Seventy-four percent of our teachers have more than ten years of teaching experience. Twelve of our teachers are TIA Certified Master Teachers and five of our teachers are TIA Certified Exemplary Teachers.

Parents

We have approximately 300 families at Tanglewood. Our parents are highly involved and support our rigorous academic expectations. We have 50 parents serving on our PTA board and almost 100% of our parents are PTA members.

District

Fort Worth ISD is a large urban school district serving over 70,000 students on 144 campuses.

Demographics Strengths

We have a diverse student body representative of over 15 different countries and languages. International families come to Fort Worth for work and several of the big corporations have liaisons who assist families in finding housing in our neighborhood due to our exemplary academic programs. This adds cultural and linguistic diversity to our school community. We have partnered with *Be Human Kindness*, a non-profit organization that helps Ukrainian refugee families find housing, employment, and schooling for their children. Many of these children attend Tanglewood upon arrival and we are grateful to be able to provide a safe and welcoming environment for them.

Twenty-eight percent of our students are identified as gifted and talented and we run a school-wide GT program. All of our teachers are certified in GT instruction. All students are treated as GT and participate in advanced academics and enrichment opportunities.

We have an extremely generous and supportive community. Our PTA board consists of 50 volunteer leaders and we have over 100 parents who consistently volunteer in school. Parents are truly partners in education. PTA raises and spends approximately \$500 per student per year.

We offer multiple enrichment opportunities for all students including conversational Spanish instruction, STEAM lessons in our state-of-the-art Think Tank, hands-on activities in our Outdoor Learning Center, and audiovisual recording opportunities in our LAVA Recording Studio.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance is below our campus expectation of 97%. Our current average daily attendance for 2022-2023 is 96.09%. **Root Cause:** We have attendance incentives in place and have seen an increase in average daily attendance as compared to last school year, but we are inconsistent on attendance warning letters and parent communication regarding excessive absences and tardies.

Problem Statement 2 (Prioritized): Some of our students may not be able to purchase new Tanglewood spirit items from our online store before school starts. While we have plenty of gently used spirit clothes from previous years to give to students- this can create a division on Fridays when some kids have new shirts and others have older ones. **Root Cause:** New families may not have access to the website before school starts and new/returning families may not be able to spend money on the optional school spirit clothes.

Student Learning

Student Learning Summary

Tanglewood earned an A-rating from TEA for the 2021-2022 school year for student achievement, student progress, and closing student learning gaps. Tanglewood also earned all six possible distinctions under the elementary TEA accountability system.

For the 2022-2023 school year, our students performed on district interim assessments as follows:

3rd Grade Math

November 2022- Approaches 77%, Meets 23%, Masters 6%

February 2023- Approaches 73%, Meets 38%, Masters 13%

4th Grade Math

November 2022- Approaches 88%, Meets 48%, Masters 20%

February 2023- Approaches 90%, Meets 70%, Masters 44%

5th Grade Math

November 2022- Approaches 88%, Meets 57%, Masters 31%

February 2023- Approaches 86%, Meets 67%, Masters 40%

3rd Grade Reading

October 2022- Approaches 92%, Meets 38%, Masters 14%

January 2023- Approaches 91%, Meets 68%, Masters 29%

4th Grade Reading

October 2022- Approaches 82%, Meets 59%, Masters 34%

January 2023- Approaches 92%, Meets 77%, Masters 57%

5th Grade Reading

October 2022- Approaches 88%, Meets 57%, Masters 31%

January 2023- Approaches 86%, Meets 67%, Masters 40%

STAAR Raw Score Data

3rd Grade Math- 0% Likely Did Not Pass, 16% Zone of Uncertainty, 84% Likely Passed

4th Grade Math- 2% Likely Did Not Pass, 15% Zone of Uncertainty, 83% Likely Passed

5th Grade Math- 0% Likely Did Not Pass, 18% Zone of Uncertainty, 82% Likely Passed

3rd Grade Reading- 1% Likely Did Not to Pass, 8% Zone of Uncertainty, 91% Likely Passed

4th Grade Reading- 0% Likely Did Not Pass, 13% Zone of Uncertainty, 87% Likely Passed

5th Grade Reading- 2% Likely Did Not Pass, 4% Zone of Uncertainty, 94% Likely Passed

5th Grade Science- 4% Likely Did Not Pass, 20% Zone of Uncertainty, 76% Likely Passed

For the 2022-2023 school year, our students performed on the MAP Growth assessments as follows:

May 2023- Average Achievement Percentiles Math

KG- 99th

1st- 92nd

2nd- 99th

3rd- 97th

4th- 96th

5th- 90th

May 2023- Average Achievement Percentiles Reading

KG- 98th

1st- 94th

2nd- 98th

3rd- 99th

4th- 98th

5th- 97th

MAP Growth Measure

May 2023- 70% of students met/exceeded their growth goal in reading and 68% of students met/exceeded their growth goal in math. The national norm is 50%.

MAP Fluency Measure

83% of KG-3rd grade students met or exceeded the expectation for key MAP Fluency indicators.

PK Circle Assessment- May 2023

Letter Sounds- 95% Mastery

Vocabulary- 98% Mastery

Phonemic Awareness- 98% Mastery

Math- 100% Mastery

Student Learning Strengths

Our students achieve at high levels as measured by state and local assessments. Tanglewood earned a total score of 97 points out of 100 on our 2021-2022 TEA school report card. Tanglewood also earned the number one spot overall in our campus comparison group.

Our students exceeded the national norm in math progress by 20 points as measured by the EOY MAP Math Growth.

Our students exceeded the national norm in reading progress by 18 points as measured by the EOY MAP Reading Growth.

Our average student achievement percentile for MAP Growth Math is 96.

Our average student achievement percentile for MAP Growth Reading is 97.

100% of PK students met or exceeded grade level expectations for math as measured by the Circle Assessment.

98% of PK students met or exceeded grade level expectations for phonemic awareness as measured by the Circle Assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our 3rd-5th grade students are performing lower on district interim assessments (benchmarks) than the previous school year. **Root Cause:** The state has redesigned the STAAR test and the format of the interim assessments has changed. Students and teachers have had a steep learning curve with the new format. We did not effectively prepare teachers for the changes in the assessments prior to the beginning of the school year.

Problem Statement 2: Seventeen percent of students did not meet the key indicators on EOY MAP Fluency. **Root Cause:** First and second grade students did not meet their weekly usage goals on Lexia Core 5. First grade had an average of 64% and second grade had an average of 76%. The campus expectation is 100%. Student usage increased second semester but a specific plan was not in place for the first semester.

School Processes & Programs

School Processes & Programs Summary

Tanglewood teachers utilize district curricular resources and pacing guides to plan, prepare, and deliver lessons to students. Teachers collaborate weekly in grade level and/or content area professional learning communities (PLCs) to design instructional units. All lessons are aligned to state standards and student activities are an accurate measure of expected student outcomes. Teachers supplement the district curriculum with research-based advanced academic materials. Teachers maintain high expectations for student progress and student achievement. Students participate in the goal-setting process using their individual data.

Tanglewood teachers participate and engage in professional development activities through Fort Worth ISD, Region 11, local and national conferences, and campus-based learning. Several Tanglewood teachers are invited to present at educational conferences annually. Our campus instructional coach offers relevant and meaningful content sessions throughout the school year.

Tanglewood has several teams and committees in place to provide consistent feedback and input to the principal. The Site-Based Decision Making team meets six times per year to review data, procedures, and processes. The instructional leadership team meets monthly to review student data and instructional practices. The administrative leadership team meets weekly to review student data, plan and prepare schedules and events, and identify areas of need. The principal meets monthly with the PTA finance committee and the PTA board to determine areas of need, plan and coordinate special events, and provide support for students, staff, and teachers. The principal makes herself available to all stakeholders and engages in informal data collection through conversations and written exchanges.

Clear, consistent, and accurate communication is an integral part of the success of Tanglewood. The principal collaborates with stakeholders to create handbooks for students, staff, and parents prior to the start of school each year. Meetings are held prior to the start of school to communicate the expectations, procedures, and processes outlined in the handbooks. Explicit calendars and schedules are developed and shared with all stakeholders. The principal communicates with staff weekly through an interactive newsletter. This weekly bulletin serves as the guidebook for the week. The principal communicates with parents multiple times per week via BlackBoard Parent Link to share weekly updates and reminders. Each teacher sends out weekly e-blasts to parents informing them of the weekly curricular focus and special events. Our school social media accounts are used by all stakeholders to share positive news and showcase our exemplary school.

Schedules are developed early and revised throughout the year to ensure student progress and success. All schedules are designed to maximize student learning and protect valuable instructional minutes. Schedules for special education, 504, dyslexia, emergent bilinguals, and academic intervention are designed first to ensure these students are provided the support they need outside of the core instructional blocks.

Technology is integrated into student learning and is viewed as a tool to enhance learning. Screen time is monitored and teachers strive to balance technology with authentic, hands on learning activities.

Tanglewood believes in a well-rounded school experience for all students. We provide multiple opportunities for students to engage in

enrichment and extra-curricular activities. In addition to art, music, and PE, students participate in Spanish and STEAM lessons weekly. We offer an after school enrichment program where students can learn computer coding, drawing, cooking, tennis, Spanish, chess, and poetry. We have a campus running team that meets three afternoons per week and competes in local races throughout the year.

School Processes & Programs Strengths

Tanglewood has a rich history of tradition and academic excellence. Our academic and enrichment programs are valued by all stakeholders. Tanglewood places great emphasis on procedures, systems, and routines. Consistency and transparency are essential components of our campus operations.

Teachers maintain high expectations for student progress and student achievement. Students participate in the goal-setting process using their individual data.

Several Tanglewood teachers are invited to present at educational conferences annually. Our campus instructional coach offers relevant and meaningful content sessions throughout the school year.

Tanglewood has several teams and committees in place to provide consistent feedback and input to the principal. In addition, the principal makes herself available to all stakeholders and engages in informal data collection through conversations and written exchanges.

Tanglewood provides multiple opportunities for students to engage in enrichment and extra-curricular activities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We provide multiple opportunities for students to engage in literacy incentive programs but we do not currently offer any programs for math.

Root Cause: The librarian runs the majority of our literacy incentives but we have not designated or empowered another campus professional to implement math incentive programs.

Problem Statement 2: We implemented a new technology program this year called SPARK. Students in grades 3-5 are allowed to visit the library during recess to read and work on extracurricular activities on their devices: chess, coding, literacy games, etc. We have found that many students are giving up recess entirely and not socializing with their peers or getting the fresh air and exercise they need. **Root Cause:** No parameters were set up to limit time spent in SPARK. Students were given the freedom to decline recess altogether.

Perceptions

Perceptions Summary

Tanglewood has a reputation of being one of the best elementary schools in the state of Texas. There is much pride associated with being a Tanglewood Tiger.

Parents are highly involved and partner with us to provide the best education for their children. Parents participate in conferences, attend special events, and volunteer throughout the year in a variety of roles. While parents trust us and support us, they also feel comfortable challenging us in a respectful way. We may not always agree on the outcomes, but the staff at Tanglewood strives to ensure that all stakeholders feel heard and appreciated.

While we do not collect formal data from students through surveys, informal feedback from students indicates that they are proud to be a Tanglewood Tiger, they feel welcomed and loved at Tanglewood, and they know how hard the adults in our building work to keep them safe. Parent feedback is also favorable- parents report feeling fortunate to have their children attend Tanglewood and they remain supportive of our high expectations.

We receive multiple transfer requests annually and parents from outside of the community report that, "...they only hear wonderful things about our sweet school." We have a very low staff turnover rate and we continue to receive multiple employment inquiries from educators despite a national shortage.

Perceptions Strengths

Tanglewood has a strong reputation in the city of Fort Worth and the state of Texas. We are one of just three elementary schools in FWISD who earned an A-rating on the 2021-2022 TEA report card for student achievement, student progress, and closing learning gaps.

In addition to our high test scores, Tanglewood is known as being an inclusive, welcoming school. We value diversity in all forms and ensure that every Tiger family feels known and appreciated. Tanglewood is a place where "everybody knows your name!" All students are greeted by name multiple times per day by staff members.

This year, Tanglewood is a pilot school for Texans Against School Violence (TASV). This non-profit was formed by concerned citizens in the fall of 2022 to provide off-duty police protection to elementary schools. This program has been very successful. The goal of the program is to deter outside threats of violence, have a first-responder already on campus should the need arise, and to build positive relationships with the students, staff, and parents. These officers serve as role models to students and are not a part of the student discipline process.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although disciplinary infractions and out-of-school suspensions have decreased compared to previous school years, there is a perception that we have lowered our expectations for student conduct and standards of dress (uniforms). There have been multiple requests for an increase in accountability in these two areas from teachers, students, and parents. **Root Cause:** Systems and routines were disrupted during Covid. We let our campus-wide expectations for conduct and uniforms slip while we focused on the added stresses associated with operating a school during a pandemic. In line with the FWISD Student Code of Conduct, restorative discipline practices have been used but consistent consequences need to be implemented when persistent misbehaviors occur.

Problem Statement 2: We do not currently collect quantitative data on parent or student perceptions via surveys nor do we have focus groups in place to collect data. **Root Cause:** We have not made this a priority.

Priority Problem Statements

Problem Statement 1: Our 3rd-5th grade students are performing lower on district interim assessments (benchmarks) than the previous school year.

Root Cause 1: The state has redesigned the STAAR test and the format of the interim assessments has changed. Students and teachers have had a steep learning curve with the new format. We did not effectively prepare teachers for the changes in the assessments prior to the beginning of the school year.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We provide multiple opportunities for students to engage in literacy incentive programs but we do not currently offer any programs for math.

Root Cause 2: The librarian runs the majority of our literacy incentives but we have not designated or empowered another campus professional to implement math incentive programs.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Although disciplinary infractions and out-of-school suspensions have decreased compared to previous school years, there is a perception that we have lowered our expectations for student conduct and standards of dress (uniforms). There have been multiple requests for an increase in accountability in these two areas from teachers, students, and parents.

Root Cause 3: Systems and routines were disrupted during Covid. We let our campus-wide expectations for conduct and uniforms slip while we focused on the added stresses associated with operating a school during a pandemic. In line with the FWISD Student Code of Conduct, restorative discipline practices have been used but consistent consequences need to be implemented when persistent misbehaviors occur.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Student attendance is below our campus expectation of 97%. Our current average daily attendance for 2022-2023 is 96.09%.

Root Cause 4: We have attendance incentives in place and have seen an increase in average daily attendance as compared to last school year, but we are inconsistent on attendance warning letters and parent communication regarding excessive absences and tardies.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Some of our students may not be able to purchase new Tanglewood spirit items from our online store before school starts. While we have plenty of gently used spirit clothes from previous years to give to students- this can create a division on Fridays when some kids have new shirts and others have older ones.

Root Cause 5: New families may not have access to the website before school starts and new/returning families may not be able to spend money on the optional school spirit clothes.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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.
- Section 504 data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- Equity data
- T-TESS data
- T-PSS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Action research results

District Goals

Revised/Approved: June 28, 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 98% to 100% by May 2024.

Evaluation Data Sources: PK Circle Assessment

Strategy 1: Continue to provide time for PK teachers and assistants to collaborate during weekly PLCs to plan and prepare for effective implementation of phonemic awareness instruction.

Strategy's Expected Result/Impact: Increase percentage of meets/masters on EOY PK Circle Assessment.

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

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Create a master schedule with common planning time for PK teachers. Schedule weekly PLCs with PK team to develop lesson plans that include targeted phonemic awareness instruction embedded in the Creative Curriculum thematic units. Intended Audience: PK teachers, PK Assistants, PK Students Provider / Presenter / Person Responsible: Hannah Severson, Erica Flores, Jasmin Munoz, Briana Woodard (PK Team) Date(s) / Timeframe: August 14, 2023-May 23, 2024 Collaborating Departments: Bobby Taylor, Dana McKenzie, Doug Mocek, Kimm Payne (Leadership Team) Delivery Method: In Person				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Our 3rd-5th grade students are performing lower on district interim assessments (benchmarks) than the previous school year. **Root Cause:** The state has redesigned the STAAR test and the format of the interim assessments has changed. Students and teachers have had a steep learning curve with the new format. We did not effectively prepare teachers for the changes in the assessments prior to the beginning of the school year.

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 82% to 88% by May 2024.
Increase the percentage of Hispanic and African American students who Meet or Exceed grade level expectations on key MAP Fluency Indicators in English from 70% to 76%.

Evaluation Data Sources: NWEA MAP Fluency Assessment

Strategy 1: All students will meet or exceed their minimum usage goal each week on Lexia Core 5.

Strategy's Expected Result/Impact: Students will build phonemic awareness, phonics, fluency, vocabulary, and comprehension skills.
Staff Responsible for Monitoring: Bobby Taylor, Dana McKenzie, Doug Mocek

TEA Priorities:
Build a foundation of reading and math
Problem Statements: Student Learning 1





Action Step 1 Details	Reviews			
Action Step 1: Teachers will collaborate with students to set weekly usage goals, provide time during the school day to meet/exceed these goals, and monitor progress/reteach difficult concepts. Intended Audience: KG-3rd Grade Teachers Provider / Presenter / Person Responsible: Literacy teachers KG-3rd Date(s) / Timeframe: August 14, 2023-May 23, 2024 Collaborating Departments: Bobby Taylor, Dana McKenzie, Doug Mocek Delivery Method: Expectations will be set during in-service week. Teachers will create their own system and the leadership team will monitor student data and usage. Data will be discussed in weekly PLC meetings.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				

Strategy 2: Provide Tier 3 MTSS reading pull-out support to students in KG and 1st grade.

Strategy's Expected Result/Impact: Students reading below grade level will make a minimum of one and a half years of growth in reading as measured by MAP Growth Reading and the Fountas and Pinnell benchmark assessments (individual running records).
Staff Responsible for Monitoring: Literacy teachers, Bobby Taylor, Dana McKenzie, Doug Mocek

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Use beginning of the year reading data to identify tier 3 students. Create a Tier 3 MTSS reading pull-out schedule for KG and 1st grade. Ensure that the reading specialists have the required resources to meet this goal. Progress monitor and adjust reading groups as necessary. Intended Audience: KG and 1st Grade Literacy Teachers, Reading Pull-Out Specialists Provider / Presenter / Person Responsible: Dana McKenzie Date(s) / Timeframe: August 14, 2023-May 23, 2024 Collaborating Departments: Bobby Taylor, Reading Specialists, Literacy Teachers Delivery Method: In-Person Funding Sources: Take home readers for Tier 3 students - SCE (199 PIC 24) - 199-11-6329-001-171-24-313-000000- - \$4,148	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our 3rd-5th grade students are performing lower on district interim assessments (benchmarks) than the previous school year. Root Cause: The state has redesigned the STAAR test and the format of the interim assessments has changed. Students and teachers have had a steep learning curve with the new format. We did not effectively prepare teachers for the changes in the assessments prior to the beginning of the school year.

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 70% to 76% by May 2024.

Increase the percentage of African American students who meet or exceed projected growth on MAP Growth Reading in English from 65% to 70% by May 2024.

Evaluation Data Sources: MAP Growth Reading Assessment

Strategy 1: Ensure that all students receive high-quality tier one reading instruction daily using district curricular resources and supplemental advanced academic materials.





Strategy's Expected Result/Impact: At least 76% of KG-5th grade students will meet or exceed their growth goal from fall to spring as measured by MAP Growth Reading in May of 2024. At least 70% of African American students will meet or exceed their growth goal from fall to spring as measured by MAP Growth Reading in May of 2024.

Staff Responsible for Monitoring: All literacy teachers, Bobby Taylor, Dana McKenzie, Doug Mocek

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Ensure that all literacy teachers in the primary grades have all Amplify materials and resources prior to the start of the school year. Intended Audience: KG and 1st Grade Teachers Provider / Presenter / Person Responsible: Doug Mocek and Bobby Taylor Date(s) / Timeframe: August 7, 2023-August 11, 2023 Collaborating Departments: Primary Literacy Teachers and FWISD Textbook Warehouse Delivery Method: In-Person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure that 2nd grade teachers have the advanced academic materials they need to deliver tier one reading instruction to all students. Intended Audience: 2nd Grade Literacy Teachers Provider / Presenter / Person Responsible: Dana McKenzie, Kristi Taylor Date(s) / Timeframe: August 1, 2023-August 31, 2023 Collaborating Departments: Bobby Taylor Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Ensure that 3rd-5th grade literacy teachers have novel units, Wordly Wise, and Think Up literacy resources for tier one instruction. Intended Audience: 3rd-5th Grade Literacy Teachers and SPED/Resource Teacher Provider / Presenter / Person Responsible: Dana McKenzie, Bobby Taylor, Kristi Taylor Date(s) / Timeframe: August 1, 2023-August 31, 2023 Collaborating Departments: Tanglewood PTA Delivery Method: In-Person Funding Sources: Wordly Wise Advanced Vocabulary Books - Gifted & Talented (199 PIC 21) - - \$1,354, Novel Units and Think Up Literacy Materials for SPED/Resource - SPED (199 PIC 23) - - \$1,750	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Provide common planning time for all grade level teachers and schedule weekly PLCs to review student data and plan for tier one instruction- including weekly activities in Canvas that are STAAR formatted. Intended Audience: PK-5th Grade Literacy Teachers Provider / Presenter / Person Responsible: Bobby Taylor, Dana McKenzie, Doug Mocek Date(s) / Timeframe: August 7, 2023-May 23, 2024 Collaborating Departments: PK-5th Grade Literacy Teachers Delivery Method: 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
Problem Statement 1: Our 3rd-5th grade students are performing lower on district interim assessments (benchmarks) than the previous school year. Root Cause: The state has redesigned the STAAR test and the format of the interim assessments has changed. Students and teachers have had a steep learning curve with the new format. We did not effectively prepare teachers for the changes in the assessments prior to the beginning of the school year.

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: Maintain the percentage of PK students who score On Track on Circle Math at 100% by May 2024.
Maintain the percentage of economically disadvantaged students who score On Track on Circle Math at 100% by May 2024.

Evaluation Data Sources: PK Circle Assessment





Strategy 1: Continue to teach math concepts daily through the Creative Curriculum thematic units.

Strategy's Expected Result/Impact: Maintain the percentage of PK students who score On Track on Circle Math at 100% by May 2024.
Maintain the percentage of economically disadvantaged students who score On Track on Circle Math at 100% by May 2024.

Staff Responsible for Monitoring: PK Teachers and Assistants. Dana McKenzie, Doug Mocek

TEA Priorities:
Build a foundation of reading and math

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

Action Step 1 Details		Reviews			
Action Step 1: Provide time during weekly PLCs to plan math instruction Intended Audience: PK Teachers and Assistants Provider / Presenter / Person Responsible: PK Teachers and Assistants Date(s) / Timeframe: August 7, 2023-May 23, 2023 Collaborating Departments: Leadership Team Delivery Method: In-Person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our 3rd-5th grade students are performing lower on district interim assessments (benchmarks) than the previous school year. Root Cause: The state has redesigned the STAAR test and the format of the interim assessments has changed. Students and teachers have had a steep learning curve with the new format. We did not effectively prepare teachers for the changes in the assessments prior to the beginning of the school year.

School Processes & Programs

Problem Statement 1: We provide multiple opportunities for students to engage in literacy incentive programs but we do not currently offer any programs for math. **Root Cause:** The librarian runs the majority of our literacy incentives but we have not designated or empowered another campus professional to implement math incentive programs.

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 students who score at the 41st percentile or higher on MAP Growth Math from 90% to 95% by May 2024.

Increase the percentage of African American and Hispanic students who score at the 41st percentile or higher on MAP growth Math from 78% to 85% by May 2024.

Evaluation Data Sources: MAP Growth Math

Strategy 1: Plan for high-quality tier one math instruction using Eureka and supplemental advanced academic materials





Strategy's Expected Result/Impact: Increase the percentage of students who score at the 41st percentile or higher on MAP Growth Math from 90% to 95% by May 2024.
Increase the percentage of African American and Hispanic students who score at the 41st percentile or higher on MAP growth Math from 78% to 85% by May 2024.

Staff Responsible for Monitoring: Dana McKenzie, Kimm Payne, Doug Mocek, KG-5th Math Teachers

TEA Priorities:
Build a foundation of reading and math

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

Action Step 1 Details		Reviews			
Action Step 1: Ensure all teachers have the required resources to effectively deliver tier one instruction. Provide common planning time and schedule weekly PLCs to ensure that teachers have time to collaborate, review student data, and plan for instruction. Intended Audience: KG-5th Grade Math Teachers Provider / Presenter / Person Responsible: Dana McKenzie, Doug Mocek Date(s) / Timeframe: August 7, 2023-May 23 2024 Collaborating Departments: FWISD Textbook Warehouse and Tanglewood PTA Delivery Method: In-Person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure that each teacher has a system in place for students to meet or exceed the weekly usage requirements for DreamBox Math. Monitor student data weekly. Intended Audience: KG-5th Grade Math Teachers Provider / Presenter / Person Responsible: Dana McKenzie, Doug Mocek Date(s) / Timeframe: August 7, 2023-May 23, 2024 Collaborating Departments: Instructional Leadership Team Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 2: Create an incentive program for math similar to the Millionaires Club we have for reading. Track student progress in DreamBox Math and provide enrichment opportunities for students who meet/exceed the goal.





Strategy's Expected Result/Impact: Increase the percentage of students who score at the 41st percentile or higher on MAP Growth Math from 90% to 95% by May 2024. Increase the percentage of African American and Hispanic students who score at the 41st percentile or higher on MAP growth Math from 78% to 85% by May 2024.

Staff Responsible for Monitoring: Dana McKenzie, Doug Mocek

TEA Priorities:

Build a foundation of reading and math

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Develop criteria and a title for the math incentive program. Identify the person responsible for disseminating and managing the data. Create a committee of math teachers to facilitate the enrichment opportunities. Intended Audience: KG-5th Grade Math Teachers Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 1, 2023-August 31, 2023 Collaborating Departments: Tanglewood PTA Delivery Method: 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 2 Problem Statements:

Student Learning

Problem Statement 1: Our 3rd-5th grade students are performing lower on district interim assessments (benchmarks) than the previous school year. **Root Cause:** The state has redesigned the STAAR test and the format of the interim assessments has changed. Students and teachers have had a steep learning curve with the new format. We did not effectively prepare teachers for the changes in the assessments prior to the beginning of the school year.

School Processes & Programs

Problem Statement 1: We provide multiple opportunities for students to engage in literacy incentive programs but we do not currently offer any programs for math. **Root Cause:** The librarian runs the majority of our literacy incentives but we have not designated or empowered another campus professional to implement math incentive programs.

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 68% to 70% by May 2024.

Evaluation Data Sources: MAP Growth Math Assessment

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 83% to 88% by May 2024.

Evaluation Data Sources: STAAR

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 PK students who score On Track on Circle Phonological Awareness in English from 98% to 100% by May 2024.

Evaluation Data Sources: PK Circle Assessment

Strategy 1: Continue to provide time for PK teachers and assistants to collaborate during weekly PLCs to plan and prepare for effective implementation of phonemic awareness instruction.

Strategy's Expected Result/Impact: Increase percentage of meets/masters on EOY PK Circle Assessment.

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

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Create a master schedule with common planning time for PK teachers. Schedule weekly PLCs with PK team to develop lesson plans that include targeted phonemic awareness instruction embedded in the Creative Curriculum thematic units. Intended Audience: PK teachers, PK Assistants, PK Students Provider / Presenter / Person Responsible: Hannah Severson, Erica Flores, Jasmin Munoz, Briana Woodard (PK Team) Date(s) / Timeframe: August 14, 2023-May 23, 2024 Collaborating Departments: Bobby Taylor, Dana McKenzie, Doug Mocek, Kimm Payne (Leadership Team) Delivery Method: In Person		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our 3rd-5th grade students are performing lower on district interim assessments (benchmarks) than the previous school year. Root Cause: The state has redesigned the STAAR test and the format of the interim assessments has changed. Students and teachers have had a steep learning curve with the new format. We did not effectively prepare teachers for the changes in the assessments prior to the beginning of the school year.

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

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 82% to 88% by May 2024.
Increase the percentage of Hispanic and African American students who Meet or Exceed grade level expectations on key MAP Fluency Indicators in English from 70% to 76%.

Evaluation Data Sources: NWEA MAP Fluency Assessment

Strategy 1: All students will meet or exceed their minimum usage goal each week on Lexia Core 5.

Strategy's Expected Result/Impact: Students will build phonemic awareness, phonics, fluency, vocabulary, and comprehension skills.
Staff Responsible for Monitoring: Bobby Taylor, Dana McKenzie, Doug Mocek

TEA Priorities:
Build a foundation of reading and math
Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will collaborate with students to set weekly usage goals, provide time during the school day to meet/exceed these goals, and monitor progress/reteach difficult concepts. Intended Audience: KG-3rd Grade Teachers Provider / Presenter / Person Responsible: Literacy teachers KG-3rd Date(s) / Timeframe: August 14, 2023-May 23, 2024 Collaborating Departments: Bobby Taylor, Dana McKenzie, Doug Mocek Delivery Method: Expectations will be set during in-service week. Teachers will create their own system and the leadership team will monitor student data and usage. Data will be discussed in weekly PLC meetings.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Strategy 2: Provide Tier 3 MTSS reading pull-out support to students in KG and 1st grade.

Strategy's Expected Result/Impact: Students reading below grade level will make a minimum of one and a half years of growth in reading as measured by MAP Growth Reading and the Fountas and Pinnell benchmark assessments (individual running records).
Staff Responsible for Monitoring: Literacy teachers, Bobby Taylor, Dana McKenzie, Doug Mocek

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Use beginning of the year reading data to identify tier 3 students. Create a Tier 3 MTSS reading pull-out schedule for KG and 1st grade. Ensure that the reading specialists have the required resources to meet this goal. Progress monitor and adjust reading groups as necessary. Intended Audience: KG and 1st Grade Literacy Teachers, Reading Pull-Out Specialists Provider / Presenter / Person Responsible: Dana McKenzie Date(s) / Timeframe: August 14, 2023-May 23, 2024 Collaborating Departments: Bobby Taylor, Reading Specialists, Literacy Teachers Delivery Method: 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 3 Problem Statements:

Student Learning
Problem Statement 1: Our 3rd-5th grade students are performing lower on district interim assessments (benchmarks) than the previous school year. Root Cause: The state has redesigned the STAAR test and the format of the interim assessments has changed. Students and teachers have had a steep learning curve with the new format. We did not effectively prepare teachers for the changes in the assessments prior to the beginning of the school year.

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

School Performance Objective 4: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 70% to 76% by May 2024.

Increase the percentage of African American students who meet or exceed projected growth on MAP Growth Reading in English from 65% to 70% by May 2024.

Evaluation Data Sources: MAP Growth Reading Assessment

Strategy 1: Ensure that all students receive high-quality tier one reading instruction daily using district curricular resources and supplemental advanced academic materials.





Strategy's Expected Result/Impact: At least 76% of KG-5th grade students will meet or exceed their growth goal from fall to spring as measured by MAP Growth Reading in May of 2024. At least 70% of African American students will meet or exceed their growth goal from fall to spring as measured by MAP Growth Reading in May of 2024.

Staff Responsible for Monitoring: All literacy teachers, Bobby Taylor, Dana McKenzie, Doug Mocek

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Ensure that all literacy teachers in the primary grades have all Amplify materials and resources prior to the start of the school year. Intended Audience: KG and 1st Grade Teachers Provider / Presenter / Person Responsible: Doug Mocek and Bobby Taylor Date(s) / Timeframe: August 7, 2023-August 11, 2023 Collaborating Departments: Primary Literacy Teachers and FWISD Textbook Warehouse Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure that 2nd grade teachers have the advanced academic materials they need to deliver tier one reading instruction to all students. Intended Audience: 2nd Grade Literacy Teachers Provider / Presenter / Person Responsible: Dana McKenzie, Kristi Taylor Date(s) / Timeframe: August 1, 2023-August 31, 2023 Collaborating Departments: Bobby Taylor Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Ensure that 3rd-5th grade literacy teachers have novel units, Wordly Wise, and Think Up literacy resources for tier one instruction. Intended Audience: 3rd-5th Grade Literacy Teachers and SPED/Resource Teacher Provider / Presenter / Person Responsible: Dana McKenzie, Bobby Taylor, Kristi Taylor Date(s) / Timeframe: August 1, 2023-August 31, 2023 Collaborating Departments: Tanglewood PTA Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Provide common planning time for all grade level teachers and schedule weekly PLCs to review student data and plan for tier one instruction- including weekly activities in Canvas that are STAAR formatted. Intended Audience: PK-5th Grade Literacy Teachers Provider / Presenter / Person Responsible: Bobby Taylor, Dana McKenzie, Doug Mocek Date(s) / Timeframe: August 7, 2023-May 23, 2024 Collaborating Departments: PK-5th Grade Literacy Teachers Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Our 3rd-5th grade students are performing lower on district interim assessments (benchmarks) than the previous school year. Root Cause: The state has redesigned the STAAR test and the format of the interim assessments has changed. Students and teachers have had a steep learning curve with the new format. We did not effectively prepare teachers for the changes in the assessments prior to the beginning of the school year.

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

School Performance Objective 5: Maintain the percentage of PK students who score On Track on Circle Math at 100% by May 2024.
Maintain the percentage of economically disadvantaged students who score On Track on Circle Math at 100% by May 2024.

Evaluation Data Sources: PK Circle Assessment

Strategy 1: Continue to teach math concepts daily through the Creative Curriculum thematic units.





Strategy's Expected Result/Impact: Maintain the percentage of PK students who score On Track on Circle Math at 100% by May 2024.
Maintain the percentage of economically disadvantaged students who score On Track on Circle Math at 100% by May 2024.

Staff Responsible for Monitoring: PK Teachers and Assistants. Dana McKenzie, Doug Mocek

TEA Priorities:

Build a foundation of reading and math

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

Action Step 1 Details		Reviews			
Action Step 1: Provide time during weekly PLCs to plan math instruction Intended Audience: PK Teachers and Assistants Provider / Presenter / Person Responsible: PK Teachers and Assistants Date(s) / Timeframe: August 7, 2023-May 23, 2023 Collaborating Departments: Leadership Team Delivery Method: In-Person		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

School Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Our 3rd-5th grade students are performing lower on district interim assessments (benchmarks) than the previous school year. Root Cause: The state has redesigned the STAAR test and the format of the interim assessments has changed. Students and teachers have had a steep learning curve with the new format. We did not effectively prepare teachers for the changes in the assessments prior to the beginning of the school year.
School Processes & Programs
Problem Statement 1: We provide multiple opportunities for students to engage in literacy incentive programs but we do not currently offer any programs for math. Root Cause: The librarian runs the majority of our literacy incentives but we have not designated or empowered another campus professional to implement math incentive programs.

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

School Performance Objective 6: Increase the percentage of students who score at the 41st percentile or higher on MAP Growth Math from 90% to 95% by May 2024.

Increase the percentage of African American and Hispanic students who score at the 41st percentile or higher on MAP growth Math from 78% to 85% by May 2024.

Evaluation Data Sources: MAP Growth Math

Strategy 1: Plan for high-quality tier one math instruction using Eureka and supplemental advanced academic materials

Strategy's Expected Result/Impact: Increase the percentage of students who score at the 41st percentile or higher on MAP Growth Math from 90% to 95% by May 2024.
Increase the percentage of African American and Hispanic students who score at the 41st percentile or higher on MAP growth Math from 78% to 85% by May 2024.

Staff Responsible for Monitoring: Dana McKenzie, Kimm Payne, Doug Mocek, KG-5th Math Teachers

TEA Priorities:
Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
Action Step 1: Ensure all teachers have the required resources to effectively deliver tier one instruction. Provide common planning time and schedule weekly PLCs to ensure that teachers have time to collaborate, review student data, and plan for instruction. Intended Audience: KG-5th Grade Math Teachers Provider / Presenter / Person Responsible: Dana McKenzie, Doug Mocek Date(s) / Timeframe: August 7, 2023-May 23 2024 Collaborating Departments: FWISD Textbook Warehouse and Tanglewood PTA Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Ensure that each teacher has a system in place for students to meet or exceed the weekly usage requirements for DreamBox Math. Monitor student data weekly. Intended Audience: KG-5th Grade Math Teachers	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Dana McKenzie, Doug Mocek Date(s) / Timeframe: August 7, 2023-May 23, 2024 Collaborating Departments: Instructional Leadership Team Delivery Method: In-Person				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 2: Create an incentive program for math similar to the Millionaires Club we have for reading. Track student progress in DreamBox Math and provide enrichment opportunities for students who meet/exceed the goal.

Strategy's Expected Result/Impact: Increase the percentage of students who score at the 41st percentile or higher on MAP Growth Math from 90% to 95% by May 2024. Increase the percentage of African American and Hispanic students who score at the 41st percentile or higher on MAP growth Math from 78% to 85% by May 2024.

Staff Responsible for Monitoring: Dana McKenzie, Doug Mocek

TEA Priorities:
 Build a foundation of reading and math

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Develop criteria and a title for the math incentive program. Identify the person responsible for disseminating and managing the data. Create a committee of math teachers to facilitate the enrichment opportunities. Intended Audience: KG-5th Grade Math Teachers Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 1, 2023-August 31, 2023 Collaborating Departments: Tanglewood PTA Delivery Method: 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 6 Problem Statements:

Student Learning

Problem Statement 1: Our 3rd-5th grade students are performing lower on district interim assessments (benchmarks) than the previous school year. **Root Cause:** The state has redesigned the STAAR test and the format of the interim assessments has changed. Students and teachers have had a steep learning curve with the new format. We did not effectively prepare teachers for the changes in the assessments prior to the beginning of the school year.

School Processes & Programs

Problem Statement 1: We provide multiple opportunities for students to engage in literacy incentive programs but we do not currently offer any programs for math. **Root Cause:** The librarian runs the majority of our literacy incentives but we have not designated or empowered another campus professional to implement math incentive programs.

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

School Performance Objective 7: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 68% to 70% by May 2024.

Evaluation Data Sources: MAP Growth Math Assessment

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

School Performance Objective 1: Increase campus average daily attendance from 96.1% to 97.0% by May 2024.





Evaluation Data Sources: FOCUS and Attendance Recovery Binder

Strategy 1: Continue the Student of the Week program that was implemented last school year.

Strategy's Expected Result/Impact: Increase campus average daily attendance from 96.1% to 97.0% by May 2024.

Staff Responsible for Monitoring: Lindsey Castro and Doug Mocek

Problem Statements: Demographics 1





Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Action Step 1: Share the attendance data from 2022-2023 with all stakeholders. Celebrate the increases made over the previous school year. Set a clear goal for 97% average daily attendance. Share the criteria for Student of the Week: No tardies, absences, early dismissals, conduct marks, or missing assignments from the previous week. Recognize these students weekly on Friday morning announcements, give them free dress for the following week, a certificate of recognition, and include their photo in the hallway display.</p> <p>Intended Audience: All students, parents, and staff members</p> <p>Provider / Presenter / Person Responsible: Lindsey Castro, Taylor Cavazos, Kristi Taylor, Doug Mocek</p> <p>Date(s) / Timeframe: August 7, 2023-May 23, 2024</p> <p>Collaborating Departments: Tanglewood PTA (treasure box prizes and poster maker expenses)</p> <p>Delivery Method: In-Person</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 2: In addition to daily phone calls and warning letters, reinstate SART meetings with parents.

Strategy's Expected Result/Impact: Reduce the number of chronically absent students and tardies.

Staff Responsible for Monitoring: Doug Mocek

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Send warning letters to parents and schedule in-person SART meetings. Intended Audience: Parents of chronically absent/tardy students Provider / Presenter / Person Responsible: Doug Mocek Date(s) / Timeframe: August 1, 2023-May 23, 2024 Collaborating Departments: Front Office Team Delivery Method: 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:

Demographics
Problem Statement 1: Student attendance is below our campus expectation of 97%. Our current average daily attendance for 2022-2023 is 96.09%. Root Cause: We have attendance incentives in place and have seen an increase in average daily attendance as compared to last school year, but we are inconsistent on attendance warning letters and parent communication regarding excessive absences and tardies.

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 16 to 8 by May 2024.

Evaluation Data Sources: FOCUS Referral Log

Strategy 1: Set campus-wide expectations regarding dress and conduct for all students prior to the start of school. Share expectations with all stakeholders. Model and practice these expectations consistently throughout the school year.

Strategy's Expected Result/Impact: Decrease the overall number of discipline referrals by school personnel from 16 to 8 by May 2024.

Staff Responsible for Monitoring: Dana McKenzie, Doug Mocek, all staff members

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Collaborate with the team leads to develop a specific set of expectations and procedures that will be consistently implemented throughout the school year for PK-1st and 2nd-5th grade. Intended Audience: All Teachers and Staff Provider / Presenter / Person Responsible: Dana McKenzie Date(s) / Timeframe: May 2023 Collaborating Departments: Grade Level Chairs, Team Leads, Campus Leadership Team Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Add the specific plan for dress code and conduct to the handbooks. Review the information with staff during in-service week. Present the information to all parents at the back-to-school parent meetings. Schedule assemblies for the first week of school to review the information with students. Intended Audience: All stakeholders Provider / Presenter / Person Responsible: Dana McKenzie and Doug Mocek Date(s) / Timeframe: May 2023-August 19, 2023 Collaborating Departments: All faculty and staff Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

School Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Although disciplinary infractions and out-of-school suspensions have decreased compared to previous school years, there is a perception that we have lowered our expectations for student conduct and standards of dress (uniforms). There have been multiple requests for an increase in accountability in these two areas from teachers, students, and parents. **Root Cause:** Systems and routines were disrupted during Covid. We let our campus-wide expectations for conduct and uniforms slip while we focused on the added stresses associated with operating a school during a pandemic. In line with the FWISD Student Code of Conduct, restorative discipline practices have been used but consistent consequences need to be implemented when persistent misbehaviors occur.

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 students from 1 to 0 by May 2024.





Evaluation Data Sources: FOCUS Referral Log

Strategy 1: Intervene quickly and consistently when students engage in aggressive behaviors (physical and verbal). Provide support for these students through MTSS tier 3 interventions.

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for students from 1 to 0 by May 2024.

Staff Responsible for Monitoring: Dana McKenzie and Doug Mocek

Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Identify students in need of behavioral supports during weekly PLC meetings. Schedule MTSS meetings with students, parents, and staff. Intended Audience: All students Provider / Presenter / Person Responsible: Doug Mocek and Lindsey Castro Date(s) / Timeframe: August 14, 2023-May 23, 2024 Collaborating Departments: Theresa Anderson, Susan Howard Delivery Method: 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 3 Problem Statements:

Perceptions
Problem Statement 1: Although disciplinary infractions and out-of-school suspensions have decreased compared to previous school years, there is a perception that we have lowered our expectations for student conduct and standards of dress (uniforms). There have been multiple requests for an increase in accountability in these two areas from teachers, students, and parents. Root Cause: Systems and routines were disrupted during Covid. We let our campus-wide expectations for conduct and uniforms slip while we focused on the added stresses associated with operating a school during a pandemic. In line with the FWISD Student Code of Conduct, restorative discipline practices have been used but consistent consequences need to be implemented when persistent misbehaviors occur.

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

School Performance Objective 4: Support all students by continuing to foster an equitable environment.

Evaluation Data Sources: Socio-economic data

Strategy 1: Provide new spirit shirts for ALL students annually.

Strategy's Expected Result/Impact: All students will feel welcome, valued, and have immense pride in being a Tanglewood Tiger.

Staff Responsible for Monitoring: Lindsey Castro

Problem Statements: Demographics 2

Action Step 1 Details		Reviews			
Action Step 1: Collaborate with PTA to create a line item for school spirit shirts for all students and staff. Collaborate with the spirit shop chairs to design and create the shirts. Collect student t-shirt sizes in the beginning of the year. Purchase and provide shirts for students and staff. Intended Audience: All students Provider / Presenter / Person Responsible: Dana McKenzie, Lindsey Castro Date(s) / Timeframe: May 2023-May 2024 Collaborating Departments: Tanglewood PTA Delivery Method: In-Person		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

School Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Some of our students may not be able to purchase new Tanglewood spirit items from our online store before school starts. While we have plenty of gently used spirit clothes from previous years to give to students- this can create a division on Fridays when some kids have new shirts and others have older ones. Root Cause: New families may not have access to the website before school starts and new/returning families may not be able to spend money on the optional school spirit clothes.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Dana McKenzie	Principal
Business Representative	Mark Nicol	Business Rep
DERC Representative 2	Christine Feldman	Teacher
Business Representative	Jarrett Jackson	Business Rep
Community Representative	Lindsay Torlincasi	PTA President
Community Representative	Graham McMillan	Pastor
Parent	Haley Bolton	Parent
Parent	Alison Sanburg	Parent
District-level Professional	Tyler Dean	GT Coordinator
Classroom Teacher	Molly Schaefer	Teacher
Professional Non-Teaching Staff	Lindsey Castro	Counselor
DERC Representative 1	Erin Elizabeth Doll	Teacher
Classroom Teacher	Michael Stephens	Teacher
Parent	Laura Mitchell	Parent
Parent	Kara Morey	Parent

Campus Funding Summary

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1	Take home readers for Tier 3 students	Reading materials for classroom use	199-11-6329-001-171-24-313-000000-	\$4,148.00
Sub-Total							\$4,148.00
Budgeted Fund Source Amount							\$4,148.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	Wordly Wise Advanced Vocabulary Books	OTHER READING MATERIALS		\$1,354.00
Sub-Total							\$1,354.00
Budgeted Fund Source Amount							\$1,354.00
+/- 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	Novel Units and Think Up Literacy Materials for SPED/Resource	INSTRUCTIONAL MATERIALS		\$1,750.00
Sub-Total							\$1,750.00
Budgeted Fund Source Amount							\$1,750.00
+/- Difference							\$0.00
Grand Total Budgeted							\$7,252.00
Grand Total Spent							\$7,252.00
+/- Difference							\$0.00