

**Fort Worth Independent School District**  
**187 J.T. Stevens Elementary School**  
**2023-2024 Improvement Plan**



# Mission Statement

Preparing ALL Students for Success in College, Career, and Community Leadership.

## Vision

Preparing Respectful Independent Thinkers Determined to Demonstrate Excellence

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# Comprehensive Needs Assessment

Revised/Approved: April 6, 2023

## Demographics

### Demographics Summary

JT Stevens Elementary (JTS) is located in the Wedgewood neighborhood and is both a neighborhood school within the Fort Worth ISD and a district Gold Seal Program of Choice campus. In addition to the neighborhood students, half of the student population is part of an applied learning program through the district's Gold Seal Programs of Choice. Our campus is represented by many diverse populations for a total of 447 students. Our student population consists of 38% Hispanic, 24% White, 32% African American, and 6% Other. 10% of our students are Emergent Bilingual (EB). We are a Title I campus, meaning that a majority of our students' families are below the national poverty level, with 64% of our students qualifying for free or reduced lunch. We have pre-kindergarten through fifth grade with Early Childhood Special Education for students as young as 3 years old. Our special education programs educate students in self-contained special education classes and inclusion classes. Our special education students range in variety of diagnosis with 17% of our student population participating in one of our programs or models, including speech. Likewise, we have 8% of our students identified as having dyslexia and receiving interventions and or strategies to help them be successful in their learning. Additionally, our campus offers a Gifted and Talented program for grades kindergarten through fifth grade with 7% of our student identified as gifted and talented.

The campus is rated as a "C" through Texas Education Agency accountability measures from the 2021/2022 school year. Prior to this rating the campus received an "F" during the 2018/2019 school year and was unable to change designations due to the COVID-19 pandemic.

The campus mission statement is, "Preparing ALL Students for Success in College, Career, and Community Leadership." The vision statement changes each year based on that specific school year and where the campus need to go. The philosophy of the school is to provide an education that is based on a balance between academics, social emotion skills and building honorable character traits.

### Demographics Strengths

- evenly distributed populations
- proper identification of SPED and dyslexia groups has started

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 3% of identified gifted and talented students are African American. **Root Cause:** Systems are not in place that allow teachers to encourage student autonomy and creativity.

**Problem Statement 2:** 26% of students in Dyslexia are Hispanic. **Root Cause:** Systems are not in place that allow teachers to collect and gather data for identification.

**Problem Statement 3:** 23% of identified gifted and talented students are Hispanic. **Root Cause:** Systems are not in place that allow teachers to encourage student autonomy and creativity.

# Student Learning

## Student Learning Summary

During the 2021/2022 school year, JTS received a "C" rating from the Texas Education Agency (TEA). This replaced the "F" rating that was received during the 2018/2019 school year. During the 2019/2020 and 2020/2021 school years, there were no STAAR assessments given by the Texas Education Agency (TEA). Student

NWEA MAP data shows that 36% of our students have met projected growth measures for the middle of the year math test. Our goal is to increase that to 50% by the end of the year assessment. 38% of our students have met projected growth measures for the middle of the year reading test. Our goal is to increase that to 50% by the end of the year assessment.

The process for developing focused improvement plans begins with the review of the appropriate data by the different stakeholders, including campus administration team, campus leadership team, faculty, and Site Based Decision Making Team. The data will be reviewed by the different groups who provide feedback to help identify root causes, goals, action steps and progress monitoring. This could include professional development (PD). In addition to PD directly related to focused improvement plans, PD is determined throughout the school year as identified by Campus Leadership Team and/or Administration Team based on walkthroughs and teacher, teacher feedback, and student data.

As part of our instructional plan, we are a one-to-one technology campus. All students use their technology to complete their assigned units each week in Lexia Core 5 for reading and DreamBox. In addition, teachers have been exploring the use of online learning tools like Canvas and Google Classroom. All students participate in online MAP testing at least three times a year.

The emphasis on instruction is based on the FWISD Instructional Framework of Planning, Instruction, Assessing, and Reflection. The focus for classroom instruction is on the Lesson Structure based on alignment from Standards Based Learning Objectives, Activation of Learning, Modeling, Interactive Practice, Independent Practice, and Closure. Additionally, teachers are supported through lesson plan feedback and classroom walkthroughs with feedback based on the FWISD Walkthrough Proration Guide by school administration.

## Student Learning Strengths

- campus moved out of the "F" rating
- students have shifted focus to units instead of time on programs like Core5 and DreamBox
- all teachers have been trained in applied learning core practices
- some teachers have been trained in applied learning advanced practices, with more scheduled in the summer of 2023

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Teachers are uncomfortable and unfamiliar with the new literacy curriculum. **Root Cause:** Systems have not been put in place that allows for teachers to plan vertically or horizontally with their peers on and off campus.

**Problem Statement 2:** Teachers are uncomfortable and unfamiliar with the new math curriculum. **Root Cause:** Systems have not been put in place that allows for teachers to plan vertically or horizontally with their peers on and off campus.

**Problem Statement 3 (Prioritized):** Classroom instruction has pivoted toward more traditional instruction instead of applied learning practice as evident in lesson plans, professional learning communities, and walkthroughs. **Root Cause:** Systems are not in place that give teachers autonomy to alter the curriculum for it to align to applied learning practices.

# School Processes & Programs

## School Processes & Programs Summary

For the 2022/2023 school year, JTS continued restructuring academic focuses around the building. In order to do this, we brought on additional instructional coaching staff and modified how and what teachers planned. PD was developed that codified the development of lesson plans across the campus and provided time for feedback from the campus leadership team. Teacher planning was also shifted so that there was a consistent planning time that grade levels could meet and plan together. Lesson plans were also made due, a week in advance so that any adjustments that are needed can be made before they are implemented.

Professional Learning Communities (PLCs) were scheduled during the school day through additional time being added to teacher planning periods. These were used to advance campus priorities and refine practices that had been previously introduced.

To address the need for teachers to further their ability to scaffold and differentiate instruction, additional professional development around check for understanding was introduced as a precursor activity for work that will continue in the 2023/2024 school year.

A campus wide plan was implemented during the 2022/2023 school year that blended all classes and created a campus wide applied learning program. Further development of the program will occur during the 2023/2024 school year that include teachers modifying the existing curriculum to meet applied learning expectations. This will include professional development for all teaching staff and the blending of students to create one unified campus program.

## School Processes & Programs Strengths

- implementation of full applied learning best practices
- blending of instructional classes

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers report that critical thinking opportunities are not consistently present in the curriculum as scripted. **Root Cause:** Systems are not in place that give teachers autonomy to alter the curriculum.

**Problem Statement 2 (Prioritized):** Collaboration opportunities beyond turn-and-talk/think-pair-share have not been consistently observed as evident in walkthrough data. **Root Cause:** Systems are not in place that allow teachers to prioritize collaboration outside of the script of the current curriculum.



# Perceptions

## Perceptions Summary

Currently JTS uses Restorative Practices and PBIS strategies. These are all aligned with our vision, mission, goals and values to accelerate academic and social-emotional success of our students and to prepare them for success in the real world by having the skills these programs provide. These skills include fostering strong personal traits that support community and family building, collaborative conflict resolution, and on grade-level reading by third grade.

The programs that we offer at JTS are applied learning programs, Special Education, Gift and Talented, and Dyslexia. Currently, students in the applied learning program must apply through the district's Gold Seal Program of Choice. Students are able to enter this program only if they have completed this application. It is open to all students grades K through 5th.

Likewise, we have several special education programs and models at JTS. We offer Early Education programs that allow students with special needs to begin school as young of three-years old. These programs include Special Education Self-Contained, Special Education Inclusion PK, and Special Education Inclusion K. We also offer an inclusion program in which students are enrolled in a general education classroom and receive push-in support from a special education teacher. We currently have 17% of our students participating on one of our special education programs or models.

In addition, we have a dyslexia program that identifies students through teacher referrals, MAP reading data points, the MTSS process and/or parent referrals. When a student is referred for testing, the school counselor completes the paperwork with the needed academic information provided by the classroom teacher (s). Testing is completed by the special education department. Those individuals identified as having dyslexia are provided 504 services that may include the dyslexia program that provides 4 days of instruction each week for 45 minutes each day. We currently have 8% of our students identified as dyslexic and who receives supports through 504 or SPED services.

The Gift and Talented Program is based on the district model that identifies students beginning in kindergarten through observational lessons that members of the district GT team facilitate. Students in other grades are identified by a committee that reviews and nominates testing, parent questionnaire, teacher questionnaire, and a student portfolio. The students in the GT program participate in the online program that includes a curriculum in specific areas of giftedness that incorporates Renzulli and Tynker. We currently have 7% of our students participating in GT services.

Campus administration supports teachers in creating their own broad plans and specific plans based on the district scope and sequence and the current student data. The teachers are provided PLC time to plan specific plans that focuses on Demonstrations of Learning and reteaching/intervention plans. The weekly lesson plans include Student Expectation (TEKS), Resources, Lesson Frame (Objective), Guiding Questions for Higher Order Thinking, Activation of Prior Knowledge, Modeling, Guided Practice, Independent Practice, Writing/Reading Opportunities, Collaboration Plan/Accountable Talk/Inquiry, Differentiation, Closure/Reflection.

The campus has a master schedule that includes special rotations that provide planning periods, lunches, assistant duties and scheduled PLCs that have a draft plan for the school year.

The classroom management is based on Restorative Practices and building relationships of trust with the students. The teachers and students develop together a class Respect Agreement. Additionally, the classes have Positive Behavioral Interventions and Supports (PBIS) in place. All classrooms provide a positive rewards system in place. Between the Restorative Practices and the PBIS there are few discipline referrals at JTS.

The SBDM expressed that JTS is becoming a nurturing environment with positive experiences for the students because of the many different opportunities available. The number of teachers that connect with students and their families have also increased. They also mentioned the strong PTA support that directly contributes to the students and staff.

### **Perceptions Strengths**

- instruction and activities on campus are student-centered
- creation of SEL systems for all students to access

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Students are not able to regulate their emotions in high stress situation based on discipline and counseling data. **Root Cause:** Not all members of the campus staff have been trained in restorative practices or PBIS to adequately address the social and emotional needs of students.

**Problem Statement 2:** 58% of African American students have ten or more absences. **Root Cause:** Systems are not in place that encourage family relationships with teachers.

**Problem Statement 3:** The program of choice had 72 applicants for the 23/24 school. **Root Cause:** Promotion of the program of choice has fallen off as priorities have shifted.

# Priority Problem Statements

**Problem Statement 1:** 3% of identified gifted and talented students are African American.

**Root Cause 1:** Systems are not in place that allow teachers to encourage student autonomy and creativity.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Classroom instruction has pivoted toward more traditional instruction instead of applied learning practice as evident in lesson plans, professional learning communities, and walkthroughs.

**Root Cause 2:** Systems are not in place that give teachers autonomy to alter the curriculum for it to align to applied learning practices.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Collaboration opportunities beyond turn-and-talk/think-pair-share have not been consistently observed as evident in walkthrough data.

**Root Cause 3:** Systems are not in place that allow teachers to prioritize collaboration outside of the script of the current curriculum.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Students are not able to regulate their emotions in high stress situation based on discipline and counseling data.

**Root Cause 4:** Not all members of the campus staff have been trained in restorative practices or PBIS to adequately address the social and emotional needs of students.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Homeless 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
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# District Goals

Revised/Approved: June 7, 2023

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

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

**School Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 79% to 85% by May 2024.

Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus from 72% to 77% by May 2024.

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

**Strategy's Expected Result/Impact:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English.

**Staff Responsible for Monitoring:** Instructional Leadership Team

### **Title I:**

2.4, 2.5, 2.6

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

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





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

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

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, district literacy curriculum, and other district literacy priorities and share observation cycle and specific TTESS domain targets with staff. <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Principal/AP <b>Date(s) / Timeframe:</b> August-September 2023 <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> face-to-face; electronic	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Record and track coaching conversations documented in STRIVE to demonstrate 90% of coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson. <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> face-to-face; electronic	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Track weekly walkthroughs and feedback in STRIVE with a goal of 100% of teachers achieving a Proficient rating in TTESS Dimensions 2 and 3 by May 2024 <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May2024 <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Hire teacher assistants to work with groups of K-5 students on specific literacy strategies that are in alignment with best practices. <b>Intended Audience:</b> Students, Stakeholders <b>Provider / Presenter / Person Responsible:</b> Principal, AP <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> Literacy, Early Learning <b>Delivery Method:</b> N/A  <b>Funding Sources:</b> Teacher Assistant - Title I (211) - 211-11-6129-04E-187-30-510-000000-24F10 - \$27,434, Teacher Assistant - Title I (211) - 211-11-6129-04E-187-30-510-000000-24F10 - \$26,249	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 2:** Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.

**Strategy's Expected Result/Impact:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

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

**- ESF Levers:**

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

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Develop and publicize PLC schedules for the year, including members of the instructional leadership team designated to attend. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal/AP <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coaches <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Literacy, Early Learning <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Ensure focus of at least 75% of reading PLCs focus on lesson internalization, planning, and practice centered around the district curriculum and frameworks. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023-May2024 <b>Collaborating Departments:</b> Literacy, Early Learning <b>Delivery Method:</b> face-to-face  <b>Funding Sources:</b> Supplemental reading materials for classroom use - SCE (199 PIC 24) - 199-11-6329-001-187-24-313-000000- - \$5,236	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Ensure focus of at least 25% of reading PLCs focus on analyzing student work and alignment to stated daily objectives. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Literacy, Early Learning <b>Delivery Method:</b> face-to-face	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 3:</b> Classroom instruction has pivoted toward more traditional instruction instead of applied learning practice as evident in lesson plans, professional learning communities, and walkthroughs. <b>Root Cause:</b> Systems are not in place that give teachers autonomy to alter the curriculum for it to align to applied learning practices.

<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Collaboration opportunities beyond turn-and-talk/think-pair-share have not been consistently observed as evident in walkthrough data. <b>Root Cause:</b> Systems are not in place that allow teachers to prioritize collaboration outside of the script of the current curriculum.

**District Goal 1: Early Literacy**

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

**School Performance Objective 2:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 44% to 50% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus from 35% to 50% by May 2024.

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

**Strategy's Expected Result/Impact:** Increase the percentage of K-3 grade students who meet or exceed grade level expectations on key MAP Fluency indicators.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





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

**- ESF Levers:**

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

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, district literacy curriculum, and other district literacy priorities and share observation cycle and specific TTESS domain targets with staff.  <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Principal/AP <b>Date(s) / Timeframe:</b> August-September 2023 <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> face-to-face; electronic	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Record and track coaching conversations documented in STRIVE to demonstrate 90% of coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson. <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> face-to-face; electronic	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Track weekly walkthroughs and feedback in STRIVE with a goal of 100% of teachers achieving a Proficient rating in TTESS Dimensions 2 and 3 by May 2024 <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May2024 <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Hire teacher assistants to work with groups of K-5 students on specific literacy strategies that are in alignment with best practices. <b>Intended Audience:</b> Students, Stakeholders <b>Provider / Presenter / Person Responsible:</b> Principal, AP <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> Literacy, Early Learning <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 2:** Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.

**Strategy's Expected Result/Impact:** Increase the percentage of K-3 grade students who meet or exceed grade level expectations on key MAP Fluency indicators.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**  
2.4, 2.5, 2.6  
- TEA Priorities:





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

**- ESF Levers:**

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

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Develop and publicize PLC schedules for the year, including members of the instructional leadership team designated to attend. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal/AP <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coaches <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Literacy, Early Learning <b>Delivery Method:</b> face-to-face	Formative			Summative
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Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Ensure focus of at least 75% of reading PLCs focus on lesson internalization, planning, and practice centered around the district curriculum and frameworks. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023-May2024 <b>Collaborating Departments:</b> Literacy, Early Learning <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Ensure focus of at least 25% of reading PLCs focus on analyzing student work and alignment to stated daily objectives. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Literacy, Early Learning <b>Delivery Method:</b> face-to-face	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
<b>Problem Statement 3:</b> Classroom instruction has pivoted toward more traditional instruction instead of applied learning practice as evident in lesson plans, professional learning communities, and walkthroughs. <b>Root Cause:</b> Systems are not in place that give teachers autonomy to alter the curriculum for it to align to applied learning practices.
School Processes & Programs
<b>Problem Statement 2:</b> Collaboration opportunities beyond turn-and-talk/think-pair-share have not been consistently observed as evident in walkthrough data. <b>Root Cause:</b> Systems are not in place that allow teachers to prioritize collaboration outside of the script of the current curriculum.

**District Goal 1: Early Literacy**

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

**School Performance Objective 3:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 37% to 50% by May 2024.

Increase the percentage of English Language Learners students or group that is most marginalized by instruction on our campus from 32% to 50% by May 2024.

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

**Strategy's Expected Result/Impact:** Increase the percentage of K-5 grade students who meet or exceed projected growth on MAP Growth Reading in English.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





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

**- ESF Levers:**

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

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, district literacy curriculum, and other district literacy priorities and share observation cycle and specific TTESS domain targets with staff.  <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Principal/AP <b>Date(s) / Timeframe:</b> August-September 2023 <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> face-to-face; electronic	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Record and track coaching conversations documented in STRIVE to demonstrate 90% of coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson. <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> face-to-face; electronic	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Track weekly walkthroughs and feedback in STRIVE with a goal of 100% of teachers achieving a Proficient rating in TTESS Dimensions 2 and 3 by May 2024 <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May2024 <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Hire teacher assistants to work with groups of K-5 students on specific literacy strategies that are in alignment with best practices. <b>Intended Audience:</b> Students, Stakeholders <b>Provider / Presenter / Person Responsible:</b> Principal, AP <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> Literacy, Early Learning <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 2:** Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.

**Strategy's Expected Result/Impact:** Increase the percentage of K-5 grade students who meet or exceed projected growth on MAP Growth Reading in English

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**  
2.4, 2.5, 2.6

- TEA Priorities:



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

**- ESF Levers:**

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

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Develop and publicize PLC schedules for the year, including members of the instructional leadership team designated to attend. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal/AP <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coaches <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Literacy, Early Learning <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Ensure focus of at least 75% of reading PLCs focus on lesson internalization, planning, and practice centered around the district curriculum and frameworks. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023-May2024 <b>Collaborating Departments:</b> Literacy, Early Learning <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Ensure focus of at least 25% of reading PLCs focus on analyzing student work and alignment to stated daily objectives. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Literacy, Early Learning <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<b>Action Step 5:</b> Teachers will analyze multiple data sources and determine accelerated instructional plans for students that need to attend after school enrichment and enhancement. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> Varied  <b>Funding Sources:</b> extra duty pay for teachers - Title I (211) - 211-11-6116-04E-187-30-510-000000-24F10 - \$4,000	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
<b>Problem Statement 3:</b> Classroom instruction has pivoted toward more traditional instruction instead of applied learning practice as evident in lesson plans, professional learning communities, and walkthroughs. <b>Root Cause:</b> Systems are not in place that give teachers autonomy to alter the curriculum for it to align to applied learning practices.
School Processes & Programs
<b>Problem Statement 2:</b> Collaboration opportunities beyond turn-and-talk/think-pair-share have not been consistently observed as evident in walkthrough data. <b>Root Cause:</b> Systems are not in place that allow teachers to prioritize collaboration outside of the script of the current curriculum.

**District Goal 2: Early Math**

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

**School Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 79% to 85% by May 2022.

Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus from 61% to 70% by May 2022.

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

**Strategy's Expected Result/Impact:** Increase the percentage of PK students who score On Track on Circle in English.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





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

**- ESF Levers:**

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

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Develop a system/cycle of observation and feedback of math instruction aligned to district literacy curriculum and other district literacy priorities and share observation cycle and specific TTESS domain targets with staff. <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Principal/AP <b>Date(s) / Timeframe:</b> August-September 2023 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> face-to-face; electronic	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Record and track coaching conversations documented in STRIVE to demonstrate 90% of coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson. <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> face-to-face; electronic	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Track weekly walkthroughs and feedback in STRIVE with a goal of 100% of teachers achieving a Proficient rating in TTESS Dimensions 2 and 3 by May 2024 <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Hire teacher assistants to work with groups of K-5 students on specific math strategies that are in alignment with best practices. <b>Intended Audience:</b> Students, Stakeholders <b>Provider / Presenter / Person Responsible:</b> Principal, AP <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> Math, Early Learning <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 2:** Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.

**Strategy's Expected Result/Impact:** Increase the percentage of PK students who score On Track on in English.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**  
2.4, 2.5, 2.6

**- TEA Priorities:**





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

- **ESF Levers:**

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

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Develop and publicize PLC schedules for the year, including members of the instructional leadership team designated to attend. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal/AP <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coaches <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Literacy, Early Learning <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Ensure focus of at least 75% of math PLCs focus on lesson internalization, planning, and practice centered around the district curriculum and frameworks. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math, Early Learning <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Ensure focus of at least 25% of math PLCs focus on analyzing student work and alignment to stated daily objectives. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math, Early Learning <b>Delivery Method:</b> face-to-face	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 3:</b> Classroom instruction has pivoted toward more traditional instruction instead of applied learning practice as evident in lesson plans, professional learning communities, and walkthroughs. <b>Root Cause:</b> Systems are not in place that give teachers autonomy to alter the curriculum for it to align to applied learning practices.
School Processes & Programs
<b>Problem Statement 2:</b> Collaboration opportunities beyond turn-and-talk/think-pair-share have not been consistently observed as evident in walkthrough data. <b>Root Cause:</b> Systems are not in place that allow teachers to prioritize collaboration outside of the script of the current curriculum.

**District Goal 2: Early Math**

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

**School Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 49% to 55% by May 2022.

Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus from 40% to 50% by May 2022.

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

**Strategy's Expected Result/Impact:** Increase the percentage of K students who score On Track on TX-KEA.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





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

**- ESF Levers:**

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

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Develop a system/cycle of observation and feedback of math instruction aligned to district math curriculum, and other district math priorities and share observation cycle and specific TTESS domain targets with staff. <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Principal/AP <b>Date(s) / Timeframe:</b> August-September 2023 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> face-to-face; electronic				

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Record and track coaching conversations documented in STRIVE to demonstrate 90% of coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson. <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> face-to-face; electronic	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Track weekly walkthroughs and feedback in STRIVE with a goal of 100% of teachers achieving a Proficient rating in TTESS Dimensions 2 and 3 by May 2024 <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May2024 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Hire teacher assistants to work with groups of K-5 students on specific math strategies that are in alignment with best practices. <b>Intended Audience:</b> Students, Stakeholders <b>Provider / Presenter / Person Responsible:</b> Principal, AP <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> Math, Early Learning <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 2:** Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.

**Strategy's Expected Result/Impact:** Increase the percentage of K students who score On Track on TX-KEA.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**  
2.4, 2.5, 2.6

- TEA Priorities:



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

**- ESF Levers:**

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

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Develop and publicize PLC schedules for the year, including members of the instructional leadership team designated to attend. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal/AP <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coaches <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math, Early Learning <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Ensure focus of at least 75% of math PLCs focus on lesson internalization, planning, and practice centered around the district curriculum and frameworks. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math, Early Learning <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Ensure focus of at least 25% of math PLCs focus on analyzing student work and alignment to stated daily objectives. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math, Early Learning <b>Delivery Method:</b> face-to-face	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 3:</b> Classroom instruction has pivoted toward more traditional instruction instead of applied learning practice as evident in lesson plans, professional learning communities, and walkthroughs. <b>Root Cause:</b> Systems are not in place that give teachers autonomy to alter the curriculum for it to align to applied learning practices.
School Processes & Programs
<b>Problem Statement 2:</b> Collaboration opportunities beyond turn-and-talk/think-pair-share have not been consistently observed as evident in walkthrough data. <b>Root Cause:</b> Systems are not in place that allow teachers to prioritize collaboration outside of the script of the current curriculum.

**District Goal 2: Early Math**

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

**School Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 36% to 50% by May 2022.

Increase the percentage of Special Education students or the student group that is most marginalized by instruction on our campus from 30% to 50% by May 2022.

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

**Strategy's Expected Result/Impact:** Increase the percentage of K-5 grade students who meet or exceed projected growth on MAP Growth.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





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

**- ESF Levers:**

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

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Develop a system/cycle of observation and feedback of math instruction aligned to district math curriculum, and other district literacy priorities and share observation cycle and specific TTESS domain targets with staff. <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Principal/AP <b>Date(s) / Timeframe:</b> August-September 2023 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> face-to-face; electronic	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Record and track coaching conversations documented in STRIVE to demonstrate 90% of coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson. <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> face-to-face; electronic	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Track weekly walkthroughs and feedback in STRIVE with a goal of 100% of teachers achieving a Proficient rating in TTESS Dimensions 2 and 3 by May 2024 <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Hire teacher assistants to work with groups of K-5 students on specific math strategies that are in alignment with best practices. <b>Intended Audience:</b> Students, Stakeholders <b>Provider / Presenter / Person Responsible:</b> Principal, AP <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> Math, Early Learning <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 2:** Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.

**Strategy's Expected Result/Impact:** Increase the percentage of K-5 grade students who meet or exceed projected growth on MAP Growth.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**  
2.4, 2.5, 2.6

- TEA Priorities:

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

- **ESF Levers:**

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

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Develop and publicize PLC schedules for the year, including members of the instructional leadership team designated to attend. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal/AP <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coaches <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math, Early Learning <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Ensure focus of at least 75% of math PLCs focus on lesson internalization, planning, and practice centered around the district curriculum and frameworks. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math, Early Learning <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Ensure focus of at least 25% of math PLCs focus on analyzing student work and alignment to stated daily objectives. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math, Early Learning <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<b>Action Step 5:</b> Teachers will analyze multiple data sources and determine accelerated instructional plans for students that need to attend after school enrichment and enhancement. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> Varied  <b>Funding Sources:</b> extra duty funding for teachers - Title I (211) - 211-11-6116-04E-187-30-510-000000-24F10 - \$4,000	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
<b>Problem Statement 3:</b> Classroom instruction has pivoted toward more traditional instruction instead of applied learning practice as evident in lesson plans, professional learning communities, and walkthroughs. <b>Root Cause:</b> Systems are not in place that give teachers autonomy to alter the curriculum for it to align to applied learning practices.
School Processes & Programs
<b>Problem Statement 2:</b> Collaboration opportunities beyond turn-and-talk/think-pair-share have not been consistently observed as evident in walkthrough data. <b>Root Cause:</b> Systems are not in place that allow teachers to prioritize collaboration outside of the script of the current curriculum.

**District Goal 3: CCMR**

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

**School Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 36% to 50% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus from 17% to 50% by May 2024.

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

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at meets or above on STAAR reading.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

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

**- ESF Levers:**





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

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, district literacy curriculum, and other district literacy priorities and share observation cycle and specific TTESS domain targets with staff. <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Principal/AP <b>Date(s) / Timeframe:</b> August-September 2023 <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> face-to-face; electronic				

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Record and track coaching conversations documented in STRIVE to demonstrate 90% of coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson. <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> face-to-face; electronic	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Track weekly walkthroughs and feedback in STRIVE with a goal of 100% of teachers achieving a Proficient rating in TTESS Dimensions 2 and 3 by May 2024 <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Hire teacher assistants to work with groups of K-5 students on specific literacy strategies that are in alignment with best practices. <b>Intended Audience:</b> Students, Stakeholders <b>Provider / Presenter / Person Responsible:</b> Principal, AP <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> Literacy, Early Learning <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June



Action Step 5 Details	Reviews			
<b>Action Step 5:</b> Provide teachers with supplemental reading material that allows students at all levels to participate in reading circles. <b>Intended Audience:</b> Students, stakeholders <b>Provider / Presenter / Person Responsible:</b> Literacy teachers <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Literacy, Early Learning <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> differentiated reading material - Gifted & Talented (199 PIC 21) - - \$446, differentiated reading material - SPED (199 PIC 23) - - \$4,587	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 2:** Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at meets or above on STAAR reading.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





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

**- ESF Levers:**

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

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Develop and publicize PLC schedules for the year, including members of the instructional leadership team designated to attend. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal/AP <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coaches <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Literacy, Early Learning <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Ensure focus of at least 75% of reading PLCs focus on lesson internalization, planning, and practice centered around the district curriculum and frameworks. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Literacy, Early Learning <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Ensure focus of at least 25% of reading PLCs focus on analyzing student work and alignment to stated daily objectives. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Literacy, Early Learning <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> Classroom instruction has pivoted toward more traditional instruction instead of applied learning practice as evident in lesson plans, professional learning communities, and walkthroughs. <b>Root Cause:</b> Systems are not in place that give teachers autonomy to alter the curriculum for it to align to applied learning practices.

<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Collaboration opportunities beyond turn-and-talk/think-pair-share have not been consistently observed as evident in walkthrough data. <b>Root Cause:</b> Systems are not in place that allow teachers to prioritize collaboration outside of the script of the current curriculum.

**District Goal 3: CCMR**

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

**School Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 28% 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 from 0% to 50% by May 2024.

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

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at meets or above on STAAR reading.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





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

**- ESF Levers:**

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

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Develop a system/cycle of observation and feedback of math instruction aligned to district math curriculum, and other district literacy priorities and share observation cycle and specific TTESS domain targets with staff. <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Principal/AP <b>Date(s) / Timeframe:</b> August-September 2023 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> face-to-face; electronic	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Record and track coaching conversations documented in STRIVE to demonstrate 90% of coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson. <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> face-to-face; electronic	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Track weekly walkthroughs and feedback in STRIVE with a goal of 100% of teachers achieving a Proficient rating in TTESS Dimensions 2 and 3 by May 2024 <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Hire teacher assistants to work with groups of K-5 students on specific math strategies that are in alignment with best practices. <b>Intended Audience:</b> Students, Stakeholders <b>Provider / Presenter / Person Responsible:</b> Principal, AP <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> Math, Early Learning <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 2:** Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support Tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.

**Strategy's Expected Result/Impact:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**  
2.4, 2.5, 2.6

- TEA Priorities:

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

**- ESF Levers:**

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

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Develop and publicize PLC schedules for the year, including members of the instructional leadership team designated to attend. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal/AP <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> N/A	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coaches <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math, Early Learning <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Ensure focus of at least 75% of math PLCs focus on lesson internalization, planning, and practice centered around the district curriculum and frameworks. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math, Early Learning <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Ensure focus of at least 25% of math PLCs focus on analyzing student work and alignment to stated daily objectives. <b>Intended Audience:</b> Teachers, Instructional Coaches <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math, Early Learning <b>Delivery Method:</b> face-to-face	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 3:</b> Classroom instruction has pivoted toward more traditional instruction instead of applied learning practice as evident in lesson plans, professional learning communities, and walkthroughs. <b>Root Cause:</b> Systems are not in place that give teachers autonomy to alter the curriculum for it to align to applied learning practices.
School Processes & Programs
<b>Problem Statement 2:</b> Collaboration opportunities beyond turn-and-talk/think-pair-share have not been consistently observed as evident in walkthrough data. <b>Root Cause:</b> Systems are not in place that allow teachers to prioritize collaboration outside of the script of the current curriculum.

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

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

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 25% to 15% by May 2024.

**Evaluation Data Sources:** District CIP Companion Guide; FOCUS Data

**Strategy 1:** Align and leverage programs, resources, and multi-tiered systems of support to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate.

**Strategy's Expected Result/Impact:** decrease excessive absences

**Staff Responsible for Monitoring:** Student Support Team, Attendance Committee

**Title I:**

4.1, 4.2

**- TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

**Action Step 1:** Convene Campus Attendance Committee to engage in daily supports including: home visits, warm calls, attendance restoration, attendance petitions, and daily electronic notifications via Blackboard.

**Intended Audience:** Campus Attendance Committee, Family Engagement Specialist

**Provider / Presenter / Person Responsible:** Campus Attendance Committee, Family Engagement Specialist

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

**Collaborating Departments:** Campus and Student Support Services

**Delivery Method:** face-to-face



Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Develop a system to monitor attendance data that assesses efficacy of daily supports and interventions. <b>Intended Audience:</b> Campus Attendance Committee <b>Provider / Presenter / Person Responsible:</b> Campus Attendance Committee, Family Engagement Specialist <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Campus and Student Support Services <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Strategy 2:** Foster collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes

**Strategy's Expected Result/Impact:** decrease excessive absences

**Staff Responsible for Monitoring:** Student Support Team, Attendance Committee

**Title I:**

4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Create a systems on campus with the intent of blending students and other stakeholders into cohesive units (ie. a House System). <b>Intended Audience:</b> Teachers, Instructional Leadership Team, Students, Families <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Student Support Services <b>Delivery Method:</b> face-to-face  <b>Funding Sources:</b> snacks or incentives for students - Title I (211) - 211-11-6499-04E-187-30-510-000000-24F10 - \$5,192	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> 3% of identified gifted and talented students are African American. <b>Root Cause:</b> Systems are not in place that allow teachers to encourage student autonomy and creativity.
Perceptions
<b>Problem Statement 1:</b> Students are not able to regulate their emotions in high stress situation based on discipline and counseling data. <b>Root Cause:</b> Not all members of the campus staff have been trained in restorative practices or PBIS to adequately address the social and emotional needs of students.

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

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

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from 42 to 25 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 27 to 15 by May 2024.

**Evaluation Data Sources:** District CIP Companion Guide; FOCUS Data

**Strategy 1:** Align and leverage programs, resources, and multi-tiered systems of support to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate.

**Strategy's Expected Result/Impact:** decrease discipline referrals

**Staff Responsible for Monitoring:** Student Support Team, Attendance Committee

**Title I:**

4.1, 4.2

**- TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Identify and create a student support team and outline routine meeting schedule dates and times. <b>Intended Audience:</b> Student Support Team <b>Provider / Presenter / Person Responsible:</b> Student Support Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Student Support Services <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Create and implement a campus wide standardized behavior system. <b>Intended Audience:</b> Teachers, Instructional Leadership Team, Students, Families <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Student Support Services <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Strategy 2:** Foster collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes

**Strategy's Expected Result/Impact:** decrease discipline referrals

**Staff Responsible for Monitoring:** Student Support Team, Attendance Committee

**Title I:**

4.1, 4.2

**- TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Create a systems on campus with the intent of blending students and other stakeholders into cohesive units (ie. a House System). <b>Intended Audience:</b> Teachers, Instructional Leadership Team, Students, Families <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Student Support Services <b>Delivery Method:</b> face-to-face	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:**

### Demographics

**Problem Statement 1:** 3% of identified gifted and talented students are African American. **Root Cause:** Systems are not in place that allow teachers to encourage student autonomy and creativity.

### Perceptions

**Problem Statement 1:** Students are not able to regulate their emotions in high stress situation based on discipline and counseling data. **Root Cause:** Not all members of the campus staff have been trained in restorative practices or PBIS to adequately address the social and emotional needs of students.

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

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

**School Performance Objective 3:** Decrease the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 1.4% to 0.5% by May 2024.

**Evaluation Data Sources:** FOCUS Data; District CIP Companion Guide

**Strategy 1:** Align and leverage programs, resources, and multi-tiered systems of support to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate.

**Strategy's Expected Result/Impact:** decrease out of school suspensions

**Staff Responsible for Monitoring:** Student Support Team, Attendance Committee

**Title I:**

4.1, 4.2

**- TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Identify and create a student support team and outline routine meeting schedule dates and times. <b>Intended Audience:</b> Student Support Team <b>Provider / Presenter / Person Responsible:</b> Student Support Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Student Support Services <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Create and implement a campus wide standardized behavior system. <b>Intended Audience:</b> Teachers, Instructional Leadership Team, Students, Families <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team	Formative			Summative
	Nov	Jan	Mar	June

<b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Student Support Services <b>Delivery Method:</b> face-to-face				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 2:** Foster collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes

**Strategy's Expected Result/Impact:** decrease out of school suspensions

**Staff Responsible for Monitoring:** Student Support Team, Attendance Committee

**Title I:**  
 4.1, 4.2

- **TEA Priorities:**  
 Recruit, support, retain teachers and principals

- **ESF Levers:**  
 Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Create a systems on campus with the intent of blending students and other stakeholders into cohesive units (ie. a House System).  <b>Intended Audience:</b> Teachers, Instructional Leadership Team, Students, Families <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Student Support Services <b>Delivery Method:</b> face-to-face	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:**

### Demographics

**Problem Statement 1:** 3% of identified gifted and talented students are African American. **Root Cause:** Systems are not in place that allow teachers to encourage student autonomy and creativity.

### Perceptions

**Problem Statement 1:** Students are not able to regulate their emotions in high stress situation based on discipline and counseling data. **Root Cause:** Not all members of the campus staff have been trained in restorative practices or PBIS to adequately address the social and emotional needs of students.



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

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

**School Performance Objective 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 4 to 7 by May 2024.

**Evaluation Data Sources:** Calendar; FOCUS Data

**Strategy 1:** Convene a committee of stakeholders to plan and promote high-impact family engagement activities during the outside of regular school hours, as evidenced by participation in key strategic events from 4 to 7 by May 2024.

**Strategy's Expected Result/Impact:** increase student and parent engagement activities outside of regular school hours

**Staff Responsible for Monitoring:** Student Support Team, Attendance Committee

**Title I:**

4.1, 4.2

**- TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 3: Positive School Culture

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

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Identify at least 7 family engagement events to support and promote during the school year. <b>Intended Audience:</b> Instructional Leadership Team, Family Engagement Specialist, Families, Students <b>Provider / Presenter / Person Responsible:</b> Principal and Campus Staff <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Family Engagement <b>Delivery Method:</b> face-to-face  <b>Funding Sources:</b> Snacks for parents and students to promote participation. - Title I (211) - 211-61-6499-04L-187-30-510-000000-24F10 - \$1,000, Supplies and materials for parental involvement. - Title I (211) - 211-61-6399-04L-187-30-510-000000-24F10 - \$3,000, Supplies and materials for Literacy, Math, and Science Nights - Parent Engagement - 211-61-6399-04L-187-30-510-000000-24F10 - \$1,776		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Develop a communication and promotion plan for targeted activities and events for the school year. <b>Intended Audience:</b> Instructional Leadership Team, Family Engagement Specialist, Families, Students <b>Provider / Presenter / Person Responsible:</b> Principal and Campus Staff <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Family Engagement <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Monitor event attendance data. <b>Intended Audience:</b> Instructional Leadership Team, Family Engagement Specialist, Families, Students <b>Provider / Presenter / Person Responsible:</b> Principal and Campus Staff <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Family Engagement <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Gather stakeholder and family feedback for assessment and future planning after each event. <b>Intended Audience:</b> Instructional Leadership Team, Family Engagement Specialist, Families, Students <b>Provider / Presenter / Person Responsible:</b> Principal and Campus Staff <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Family Engagement <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 2:** Foster collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes

**Strategy's Expected Result/Impact:** increase student and parent engagement activities outside of regular school hours

**Staff Responsible for Monitoring:** Student Support Team, Attendance Committee

**Title I:**

4.1, 4.2





- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Create a systems on campus with the intent of blending students and other stakeholders into cohesive units (ie. a House System). <b>Intended Audience:</b> Teachers, Instructional Leadership Team, Students, Families <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Student Support Services <b>Delivery Method:</b> face-to-face	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**School Performance Objective 4 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> 3% of identified gifted and talented students are African American. <b>Root Cause:</b> Systems are not in place that allow teachers to encourage student autonomy and creativity.
Perceptions
<b>Problem Statement 1:</b> Students are not able to regulate their emotions in high stress situation based on discipline and counseling data. <b>Root Cause:</b> Not all members of the campus staff have been trained in restorative practices or PBIS to adequately address the social and emotional needs of students.

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	4	Teacher Assistant	Teacher Assistant	211-11-6129-04E-187-30-510-000000-24F10	\$26,249.00
1	1	1	4	Teacher Assistant	Teacher Assistant	211-11-6129-04E-187-30-510-000000-24F10	\$27,434.00
1	3	2	5	extra duty pay for teachers	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-187-30-510-000000-24F10	\$4,000.00
2	3	2	5	extra duty funding for teachers	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-187-30-510-000000-24F10	\$4,000.00
4	1	2	1	snacks or incentives for students	Snacks or incentives for students	211-11-6499-04E-187-30-510-000000-24F10	\$5,192.00
4	4	1	1	Snacks for parents and students to promote participation.	Snacks for parents to promote participation	211-61-6499-04L-187-30-510-000000-24F10	\$1,000.00
4	4	1	1	Supplies and materials for parental involvement.	Supplies and materials for parental involvement	211-61-6399-04L-187-30-510-000000-24F10	\$3,000.00
<b>Sub-Total</b>							\$70,875.00
<b>Budgeted Fund Source Amount</b>							\$70,875.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	3	Supplemental reading materials for classroom use	Reading materials for classroom use	199-11-6329-001-187-24-313-000000-	\$5,236.00
<b>Sub-Total</b>							\$5,236.00
<b>Budgeted Fund Source Amount</b>							\$5,236.00
<b>+/- Difference</b>							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Supplies and materials for Literacy, Math, and Science Nights	Supplies and materials for parental involvement	211-61-6399-04L-187-30-510-000000-24F10	\$1,776.00
Sub-Total							\$1,776.00
Budgeted Fund Source Amount							\$1,776.00
+/- 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	5	differentiated reading material	OTHER READING MATERIALS		\$446.00
Sub-Total							\$446.00
Budgeted Fund Source Amount							\$446.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	5	differentiated reading material	OTHER READING MATERIALS		\$4,587.00
Sub-Total							\$4,587.00
Budgeted Fund Source Amount							\$4,587.00
+/- Difference							\$0.00
Grand Total Budgeted							\$82,920.00
Grand Total Spent							\$82,920.00
+/- Difference							\$0.00