

Fort Worth Independent School District
127 Christene C. Moss Elementary School
2023-2024 Improvement Plan



Mission Statement

"Our mission is to provide a community that promotes accountability in achievement, equity, trust and a quality education for each learner while building meaningful and positive relationships."

Vision

"To cultivate an academic environment where students are challenged daily through rigorous assignments and activities to help them become self-reliant problem solvers who think critically."

Core Beliefs

Our Values are...

Student Achievement

Accountability

Relationships

Integrity

Equity

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Christene C. Moss Elementary is a Title 1 campus servicing 307 students in East Fort Worth. Our campus demographics are 49% Hispanic, 46% African Americans, and 4% White, Muliple, or Native American. 99% of our student population are Economically Disadvantaged with 33% English Language Learners and 10% receiving Special Education Services. According to our school report card, 20.1% mobility rate with an average class size of 20.1%.

Demographics Strengths

Christene C. Moss Elementary has great partnerships in which supports the mission and vision of the campus. Throughout the school year, we have been able to provide food for our families through our grant funded Tarrant County Good For You Food Pantry. To increase enrollment and attendance, the campus has actively engaged with parents in many varied activities such as Family Prom, Parent Teacher Conferences, and other engagement activiites.

This year, we were 100% fully staffed throughout the school year with 95% of the staff retainined from the previous school year. 98% of the teachers remained in the grade level from the previous school year to build teacher capacity in the content and grade level.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to the 22-23 FOCUS data, 4% of the 307 student population receives Dyslexia Services in which less than 1% (1 student) of the student population is from K-2. **Root Cause:** Due to the lack of training, teachers are unclear of the look-fors, interventions, documentation, and testing of dyslexia services.

Problem Statement 2 (Prioritized): According to the attendance rate as noted in FWISD Data Portal, 63% of Prek- 2 studens are chronically absent as compared to 37% 3rd-5th grade students. **Root Cause:** Due to various reasons such as health issues, lack of understanding of the purpose of foundational skills, and the impact of long term absenteeism, parents contribute to bringing the students to school.

Student Learning

Student Learning Summary

During the 2022-2023 school year, the k-5th Core teachers implemented the new curriculum, Amplify Literacy and Eureka Math Programs in which focused on culturally rich and rigorous text, integrated curriculum, and hands on learning. The Prek Teachers embark on a new curriculum, Creative Curriculum which emphasizes more thematic and play learning.

The EOY NWEA MAP Data indicates that 64% of the students in Kindergarten through 5th grade met their projected growth in Math, while 59% of the the students met their projected growth in Reading (English) and 23% Reading (Spanish). According to the NWEA EOY Student Growth Summary Report indicated that there was observed growth in Math for all grade levels K-5th grade and 1st, 2nd, 3rd, and 5th grade demonstrated observed growth in Reading.

Our Math Spring Benchmark data indicated that 5% of the 3rd Grade Students scored Meets and/or Masters, 4th Grade Students scored 47% Meets and/or Masters, while 5th Grade Math had 15% to score Meets and/or Masters. The Reading Spring Benchmark data indicated that 15% of the 3rd Grade Students scored Meets and/or Masters, 4th Grade students scored 27% at Meets and/or Masters, while 5th Grade students scored 15% at Meets and/or Masters.

Upcoming STAAR scores are pending on the August deadline according to the state and will not be released until then.

Throughout the school year, we utilized supplemental curriculum program such as Lexia Core 5 (Reading) and Dreambox (Math). Throughout the school year, 79% of the students meet their usage of the program with 226 students completing 19 skills or more. While using the program to fidelity, student data indicated that 26% reached the EOY Benchmark, 34% were in their appropriate grade level, 19% were 1 grade below, and 20% were 20% 2 grades below with an average of 60% of the student population In or Above Grade Level.

This year was the first year of implementation with Dreambox Math Supplemental Program. 99% of the students were able to login with with 61% of the students meeting or exceeding the program expectations of 5 lessons per week.

Student Learning Strengths

During the 2022-2023 school year, the 4th grade Math Interim Data indicated that 77% met Approaches, 53% Meets, and 19% Masters while 4th Grade Reading Interim Data met 77% Approaches, 28% Meets, and 17% Masters.

The EOY NWEA Map Data indicates that K-5 Grade Math has shown observed growth and 1st, 2nd, 3rd, and 5th grade have met the EOY Reading Growth Goal.

Also, throughout the school year 79% of the students met their usage of the Lexia Program and 703 reading certificates of Lexia lessons were issued to students for completing their Lexia levels.

Throughout the school year, the teachers engaged in Professional Learning Communities that emphasized on practicing the pedagogy, analyzing student work, and creating an action plan for reteaching lowest skills. During the PLC's content area teachers were able to receive one on one coaching in which they were to practice the lesson before the deliver of the instruction with immediate feedback. As evident in Walkthroughs and Data, teachers implemented the best instructional practices and ensure students were growing instructional daily.

Starting in October 2022, core content teachers engaged in After School Tutoring to strategically support Tier II and Tier III students with researched based interventions. Also, 4th and 5th grade students participated in a pull out program, "Hey Tutor" to eliminate the achievement gap according to HB 4545. Teachers were able to track student progress using Branching Minds.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the 2022-2023 Math MOY Map Data, 45% of the 2nd grade students, 49% of the 3rd grade students, and 54% of the 5th grade students are performing well below grade level. **Root Cause:** Teachers need support on how to intervene, spiral, and reteach lowest skills for struggling students.

Problem Statement 2 (Prioritized): According to the 2022-2023 Reading EOY Data, 41% did not meet their expected growth measure. **Root Cause:** Instructional practices around the implementation of acceleration instruction and small group instruction for struggling students is inconsistent across grade levels.

Problem Statement 3 (Prioritized): Based on the Math Spring Benchmark data indicates that 5% of the 3rd Grade Students and 15% of the 5th Grade Math students scored Meets and/or Masters. **Root Cause:** Due to limited opportunities for student discourse and math fundamentals, teachers need Professional Development on how to authentically engage students with student discourse and fundamentals

Problem Statement 4 (Prioritized): Based on the Reading Spring Benchmark data, it indicated that 15% of the 3rd Grade Students, 27% of the 4th Grade students, and 15% of the 5th Grade students scored Meets and/or Masters. **Root Cause:** Due to the new curriculum and understanding the importance of the literacy components, there was a lack of consistent implementation of Higher Order Thinking Strategies and best practices.

Problem Statement 5 (Prioritized): 86% of the DLE Students and 57% of the Regular Program did not meet the expectations of the Operations as assessed by the 22-23 CLI Engage Wave 3 Data. **Root Cause:** Due to a lack of understanding of how to integrate content within the interest areas, there was limited exposure to how to recognize and utilize Operations in context.

Problem Statement 6 (Prioritized): According to the CLI Engage Wave 3 data, 63% of the Regular Program students mastered Alliteration. **Root Cause:** Due to the new curriculum, there was limited practice on the use of alliteration during instruction and transitions.

School Processes & Programs

School Processes & Programs Summary

During the summer of 2022, all teachers went through training for the new curriculum, Amplify, Creative Curriculum, and Eureka. During the first semester, all content teachers from Prek- 5th grade attended the Dunbar Pyramid Professional Learning to learn best instructional practices to implement within their designated content areas. Also, the Professional Learning Communities were centered around practice of the new learning with speedback feedback, analyzing data, and student work. Throughout the school year, teachers developed a strong understanding of the the implementation and pacing of the curriculum. Prek- 1st grade 2nd and 3rd grade DLE were self contained while 2nd through 5th grade classrooms were taught as a team teaching pair. 4th and 5th grade were taught as team teaching duo across grade level.

At least once monthly, teachers were informed of the instructional focus via the staff newsletter. Teachers partner with the Instructional Coaches to go over best instructional practices while administration conducted weekly Walkthroughs for instructional feedback.

Each month, the campus had a month-long focus using the Character Strong Curriculum. Teachers were to use the Curriculum Strong SEL Curriculum daily which encompassed SEL team building activities and activities. For identified students, they were supported through the school counselor and/or the MHMR Navigator.

Throughout the school year, students had many opportunities to engage in extracurricular opportunities such as Book Club, Dance Team, Student Council, Moss News Network, Basketball and Cheerleading. In conjunction with Fort Worth After School. Students had to apply and/or participate in once a week meeting. All extracurricular activities were all sponsored by teacher and/or staff leaders.

For the 2022-2023 school year, the teachers engaged in Professional Learning utilizing the programs of Canvas, Flip Grid, and Google Slides. Students were able to complete online assignments as each student was assigned a chromebook and within the Spring Semester I pads.

School Processes & Programs Strengths

This school year, the campus only had two new teachers to the campus. 94% of the staff roster was retained which benefited the school culture, climate, and procedures. Due to staff retention, this aided in increasing teacher efficacy using the curriculum and campus operational systems and procedures.

Weekly, teachers engaged in PLC's that targeted planning, preparation, and rehearsing model to support our Big Rocks: Quality Tier I Instruction. All teachers participated in ongoing Staff and Pyramid PLC in which they were provided support from their peers, Instructional Coaches, District Coaches, and Administration.

The Prekindergarten teachers embarked on new curriculum, Creative Curriculum in which they were able to observe exemplary teachers and implement best instructional practices using a thematic play learning experience. To ensure fidelity to the program, teachers engaged in Professional Learning Communities to plan, practice of best instructional practices, and ways to engage parents within the new curriculum.

As required by House Bill 4545, 4th and 5th grade students who were not successful on STAAR test during the previous school year received 30 additional instructional hours to accelerate learning through After School Tutoring, Vendor Based Pull Out, and Saturday Learning Quest.

This school year, teachers submitted their weekly lesson "Google Slides" to the school informational platform of Canvas. Instead of turning in weekly lesson plans, teachers were able to submit their Google Slides for review and received feedback on implementation of the curriculum.

Throughout the school year, there was a focus on implementing student programs to increase the campus culture. Many new student clubs were created such as the Moss News Network, Cheerleading, Basketball, Student Council, Safety Patrol, Book Club, Ladies In Training. The students who participated were able to demonstrate leadership skills

throughout the school year.

Throughout the school year, all students had a one to one device in which they engaged in online learning in and out of the classroom. Also, in April 2023, all students recieved an IPAD to continue with online learning and research exploration. Teachers engaged in inital Canvas training and all were trained in Pear Deck to authenically engage students throughout the lesson.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to FOCUS data, there were 100 total discipline incidents with 56% of the incidents occurring within the Spring Semester. **Root Cause:** Lack of schoolwide discipline process, de-escalation training, and understanding of district and campus expectations for discipline referrals.

Problem Statement 2 (Prioritized): According to the FWISD Data Dashboard, there has been a 10% decline in SPED enrollment from 2019 to 2023 and a decline in the number of identification and testing of students needing additional SPED services. **Root Cause:** Due to lack training of interventions, look-fors, and student support services and MTSS, students are not being identified for Special Education Services in a timely manner.

Perceptions

Perceptions Summary

The mission, vision, and values of the campus are in alignment with the District's goals and expectations. It is our first priority to provide a safe learning environment for all stakeholders.

Through various methods, it has been identified that Moss Elementary as a "family, warm, clean, and bright" atmosphere. As one of campus Big Rocks, it was important that we focus on Authentic Relationships with all stakeholders. This year, we embraced all visitors to our campus through many family engagement activities which included: Back to School Blitz and Meet the Teacher Night, Family Wellness Night Open House, Muffins with Moms, Groovin with Grandparents, Easter Egg Hunt, Family Prom, Donuts for Dads, Bring Your Parent to School Day, Game Night, Parent/Teacher Conferences, Academic Night, and Holiday Programs. This year, we also participated in many pyramid events such as the Pyramid Showcase Night, Winter Program, and Homecoming. From our parent surveys, 98% of parents were pleased with the engagement activities we conducted for our students and parents.

With building our student engagement on the campus, there was a 75% increase in enrollment with our Fort Worth After School Program. The FWAS program participated in many enrichment programs such as dance at Mayfest and one of the FWISD Art Shows.

This school year, we increased the number of families utilizing the Food Pantry to 100 to 125 families. In January 2023, we had our official Grand Opening of our Tarrant County grant funded Good for You Food Pantry which provides fresh fruits and vegetables to our families every Thursday. By providing access to our families with free vegetables and fruits, we are able to eliminate food insecurities that our families may have. Throughout the summer months families will continue to have access to the food pantry.

With the food pantry and other programs we have on the campus there has been an increase of parent volunteers to support our student programs.

We believe strongly in our partnerships! Our partners have sponsored many student support items such as coats, supplies, gift cards, books, dry goods, washing detergent, etc. Our campus partners with the following organizations: Truevine Baptist Church, Beth Eden Baptist Church, Lockett Charitable Foundation, Daimler Truck Financial Services, Eastland Church, Dunbar Alumni Association, Bell Helicopter, Zeta Phi Beta Sorority, R Life Organization, and Blue Zones

Perceptions Strengths

Consistently throughout the school year, parents engaged in many family engagement events. From families engaging in Academic Nights to Field Day and Family Proms, parents and students had the opportunity to learn about the school's expectations and bridge the home/school connection. Due to a full time Family Engagement Specialist, our parents were able to engage authentically with the campus.

The teaching staff also sponsored many after school student clubs to ensure student engagement and student participation.

According to the staff, campus expectations of hallway and behavior has improved due to the structured classroom from the Core content teachers. There is a sense of collaboration and peer support for all staff members.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the FWISD Data Dashboard, the campus data indicates that 39% PK, 35%, Kindergarten, 41% 1st Grade, and 36% of our 2nd

Grade Students are chronic absenteeism concerns. **Root Cause:** Due to accountability or the lack of understanding of the importance of the connection between attendance and student performance is not emphasized to parents in primary grades.

Problem Statement 2 (Prioritized): As found in the FWISD FOCUS data, 50% of the office referrals were identified as Fighting/Assault with 50% coming from African American Boys. **Root Cause:** Due to inconsistencies of Social Emotional Learning lessons in the classroom, lack of understanding of school wide discipline procedures and its system, implementation of Behavior Support Plans, lack of Trauma Informed Professional learning, and individualized support for identified repeat offenders.

Priority Problem Statements

Problem Statement 1: According to the 2022-2023 Reading EOY Data, 41% did not meet their expected growth measure.

Root Cause 1: Instructional practices around the implementation of acceleration instruction and small group instruction for struggling students is inconsistent across grade levels.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: According to the 2022-2023 Math MOY Map Data, 45% of the 2nd grade students, 49% of the 3rd grade students, and 54% of the 5th grade students are performing well below grade level.

Root Cause 2: Teachers need support on how to intervene, spiral, and reteach lowest skills for struggling students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to the attendance rate as noted in FWISD Data Portal, 63% of Prek- 2 students are chronically absent as compared to 37% 3rd-5th grade students.

Root Cause 3: Due to various reasons such as health issues, lack of understanding of the purpose of foundational skills, and the impact of long term absenteeism, parents contribute to bringing the students to school.

Problem Statement 3 Areas: Demographics

Problem Statement 4: According to the 22-23 FOCUS data, 4% of the 307 student population receives Dyslexia Services in which less than 1% (1 student) of the student population is from K-2.

Root Cause 4: Due to the lack of training, teachers are unclear of the look-fors, interventions, documentation, and testing of dyslexia services.

Problem Statement 4 Areas: Demographics

Problem Statement 5: According to FOCUS data, there were 100 total discipline incidents with 56% of the incidents occurring within the Spring Semester.

Root Cause 5: Lack of schoolwide discipline process, de-escalation training, and understanding of district and campus expectations for discipline referrals.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: According to the FWISD Data Dashboard, there has been a 10% decline in SPED enrollment from 2019 to 2023 and a decline in the number of identification and testing of students needing additional SPED services.

Root Cause 6: Due to lack training of interventions, look-fors, and student support services and MTSS, students are not being identified for Special Education Services in a timely manner.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: As found in the FWISD FOCUS data, 50% of the office referrals were identified as Fighting/Assault with 50% coming from African American Boys.

Root Cause 7: Due to inconsistencies of Social Emotional Learning lessons in the classroom, lack of understanding of school wide discipline procedures and its system, implementation of Behavior Support Plans, lack of Trauma Informed Professional learning, and individualized support for identified repeat offenders.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: According to the FWiSD Data Dashboard, the campus data indicates that 39% PK, 35%, Kindergarten, 41% 1st Grade, and 36% of our 2nd Grade Students are chronic absenteeism concerns.

Root Cause 8: Due to accountability or the lack of understanding of the importance of the connection between attendance and student performance is not emphasized to parents in primary grades.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Based on the Math Spring Benchmark data indicates that 5% of the 3rd Grade Students and 15% of the 5th Grade Math students scored Meets and/or Masters.

Root Cause 9: Due to limited opportunities for student discourse and math fundamentals, teachers need Professional Development on how to authentically engage students with student discourse and fundamentals

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Based on the Reading Spring Benchmark data, it indicated that 15% of the 3rd Grade Students, 27% of the 4th Grade students, and 15% of the 5th Grade students scored Meets and/or Masters.

Root Cause 10: Due to the new curriculum and understanding the importance of the literacy components, there was a lack of consistent implementation of Higher Order Thinking Strategies and best practices.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: According to the CLI Engage Wave 3 data, 63% of the Regular Program students mastered Alliteration.

Root Cause 11: Due to the new curriculum, there was limited practice on the use of alliteration during instruction and transitions.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: 86% of the DLE Students and 57% of the Regular Program did not meet the expectations of the Operations as assessed by the 22-23 CLI Engage Wave 3 Data.

Root Cause 12: Due to a lack of understanding of how to integrate content within the interest areas, there was limited exposure to how to recognize and utilize Operations in context.

Problem Statement 12 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

District Goals

Revised/Approved: June 26, 2023

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

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 66.7% to 75% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 0% to 75% by May 2024.

*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 64.7% to 70% by May 2024.

Evaluation Data Sources: CLI Engage Data, Companion Report

Strategy 1: Improve the quality and alignment of Tier I Instruction for all students through the use of Creative Curriculum utilizing Teaching Strategies.

Strategy's Expected Result/Impact: 75% of the 2023-2024 Prek students will be on target in PA by the EOY as measured by the BOY CLI Engage data.

Staff Responsible for Monitoring: Administration, District and Campus Coaches

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 6 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Prek Teachers and Teacher Assistants will enroll and attend ongoing Professional Learning session that will reinforce and support quality teaching strategies. Intended Audience: Prekindergarten Teachers, Prek Instructional TA's, Pre-K Early Learning Coaches Provider / Presenter / Person Responsible: Early Learning PreK Lead Teacher, Early Childhood Coach, Campus Instructional Coach Date(s) / Timeframe: December 2023 Collaborating Departments: Early Learning and Learning and Learning Delivery Method: In Person and Online Training	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Pre-K teachers and Instructional Coaches will work closely with the Early Childhood Coach during PLC to organize the classroom and plan lesson where students are able to actively engage in the learn and play activities. Intended Audience: Prekindergarten Teachers and Teacher Assistants Provider / Presenter / Person Responsible: Early Learning PreK Lead Teacher, Early Childhood Coach, Campus Instructional Coach Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Early Learning and Learning and Learning Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: According to the attendance rate as noted in FWISD Data Portal, 63% of Prek- 2 studens are chronically absent as compared to 37% 3rd-5th grade students. Root Cause: Due to various reasons such as health issues, lack of understanding of the purpose of foundational skills, and the impact of long term absenteeism, parents contribute to bringing the students to school.
Student Learning
Problem Statement 6: According to the CLI Engage Wave 3 data, 63% of the Regular Program students mastered Alliteration. Root Cause: Due to the new curriculum, there was limited practice on the use of alliteration during instruction and transitions.
Perceptions
Problem Statement 1: According to the FWiSD Data Dashboard, the campus data indicates that 39% PK, 35%, Kindergarten, 41% 1st Grade, and 36% of our 2nd Grade Students are chronic absenteeism concerns. Root Cause: Due to accountability or the lack of understanding of the importance of the connection between attendance and student performance is not emphasized to parents in primary grades.

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

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 36.9% to 60% by May 2024.
*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 23.1 % to 45% by May 2024.
*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 33.8 % to 60% by May 2024.

Evaluation Data Sources: MAP Fluency

Strategy 1: Improve the quality and alignment of Tier I instruction for all students by enhancing Teacher Quality and building capacity through ongoing Professional Learning sessions for the implementation of the District Literacy Curriculum.





Strategy's Expected Result/Impact: 60% of the students will be able to meet or exceed the key indicators as identified on MAP Fluency Assessment.

Staff Responsible for Monitoring: Administrators, Content Coaches, Data Analyst

Title I:
2.4, 2.5
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: 100% of the K-3rd Grade Literacy Teachers will register for Professional Learning, plan for effective delivery, and implement the best instructional practices of foundational skills within the Amplify curriculum. Intended Audience: K-3rd Grade Teachers				

Provider / Presenter / Person Responsible: District and Campus Instructional Coaches, Administration, Lead Teachers Date(s) / Timeframe: September 2023 November 2023 January 2024 March 2024 Collaborating Departments: Humanities and Social Studies Delivery Method: In Person and Online Professional Learning				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: According to the 2022-2023 Reading EOY Data, 41% did not meet their expected growth measure. Root Cause: Instructional practices around the implementation of acceleration instruction and small group instruction for struggling students is inconsistent across grade levels.

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

School Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 44.2% to 60% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 32.3% to 45% by May 2023.

*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 44.4% to 55% by May 2023.

Evaluation Data Sources: FWISD CIP Companion Guide

Strategy 1: Ensure PLC's are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district- approved resources.

Strategy's Expected Result/Impact: 75% of the student population will be able to meet or exceed their expected growth as measured by the MAP NWEA Reading EOY Assessment.

Staff Responsible for Monitoring: Administration, Instructional Coaches, Grade Level Leaders, and Teachers

Title I:

2.4, 2.5

- **TEA Priorities:**

Build a foundation of reading and math





- **ESF Levers:**

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Ensure that 100% of the core content teachers engage in the PLC cycle which would include planning, preparation, student work analysis, and data review to determine best instructional practices that fully support all learners. Teachers will internalize, prepare, practice, and model best instructional practices with lightening feedback. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration, Instructional Coaches, Grade Level Leaders Date(s) / Timeframe: Monthly starting August 2023 through May 2024 Collaborating Departments: Humanities and Social Studies, Math/Science, Professional Learning Department, Amplify Coaches Delivery Method: In Person and Online Funding Sources: Assess Data Analyst - Title I (211) - 211-13-6119-04E-127-30-510-000000-24F10 - \$84,472				

Action Step 2 Details	Reviews			
Action Step 2: Deepen content knowledge of students in PK- 5 through the support of scaffolding and enrichment strategies that incorporate writing and hands on activities. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coaches, Gifted and Talented Teachers, Dual Language Teachers Date(s) / Timeframe: January 2024 May 2024 Collaborating Departments: GT Department, Learning and Leading Delivery Method: In Person, Funding Sources: Supplies such as Highlighters, Pencils, Fabric for Projects, Paper, Dry erase markers, Erasers, Pens - SCE (199 PIC 24) - 199-11-6399-001-127-24-313-000000- - \$1,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 2: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

Strategy's Expected Result/Impact: 60% of the students will meet or exceed their expected growth as determined by MAP Growth Reading.

Staff Responsible for Monitoring: Administrators, Data Analyst, Instructional Coach, Grade Level Leaders

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 2, 4

Action Step 1 Details	Reviews			
Action Step 1: Provide after school tutoring to support Tier II and Tier III students who are identified as at risk and/or bilingual to eliminate the achievement gap through research based interventions and enrichment. Intended Audience: Students and Teachers Provider / Presenter / Person Responsible: Administrator, After School Coordinator Date(s) / Timeframe: October 2023- April 2023 Collaborating Departments: Learning and Leading, Student Support Delivery Method: In Person Funding Sources: After School Tutoring - SCE (199 PIC 24) - 199-11-6116-001-127-24-313-000000- - \$2,614, After School Tutoring given by Tutors with degrees or certified - BEA (199 PIC 25) - 199-11-6117-001-127-25-313-000000 - \$1,972	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
<p>Problem Statement 2: According to the 2022-2023 Reading EOY Data, 41% did not meet their expected growth measure. Root Cause: Instructional practices around the implementation of acceleration instruction and small group instruction for struggling students is inconsistent across grade levels.</p> <p>Problem Statement 4: Based on the Reading Spring Benchmark data, it indicated that 15% of the 3rd Grade Students, 27% of the 4th Grade students, and 15% of the 5th Grade students scored Meets and/or Masters. Root Cause: Due to the new curriculum and understanding the importance of the literacy components, there was a lack of consistent implementation of Higher Order Thinking Strategies and best practices.</p>

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

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 87.1% to 95% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 82.4% to 90% by May 2024.

Evaluation Data Sources: CLI Engage, FWISD Companion Report

Strategy 1: Develop the capacity of PK teachers to implement the Creative Curriculum utilizing the Teaching Strategies through ongoing Professional Learning Sessions to enhance teacher quality.

Strategy's Expected Result/Impact: 96% of the Prek Students will be on track in all categories of Math as assessed by CLI Engage Wave # 3.

Staff Responsible for Monitoring: Prek Teachers, Administration, Data Analyst, District Coach

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

Problem Statements: Demographics 2 - Student Learning 5

Action Step 1 Details		Reviews			
Action Step 1: Teachers will engage in ongoing Planning and Data PLC's where student assessments (i.e CLI Engage, Unit and Informal Assessments, Progress Monitoring, etc) and class work are analyzed using the campus Data Action Plan. Intended Audience: Prek Teachers, District and Campus Instructional Coaches and Administrators Provider / Presenter / Person Responsible: Administrators, Data Analyst Date(s) / Timeframe: September 2023 January 2024 May 2024 Collaborating Departments: Early Learning Delivery Method: In Person		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: According to the attendance rate as noted in FWISD Data Portal, 63% of Prek- 2 studens are chronically absent as compared to 37% 3rd-5th grade students.
Root Cause: Due to various reasons such as health issues, lack of understanding of the purpose of foundational skills, and the impact of long term absenteeism, parents contribute to bringing the students to school.

Student Learning

Problem Statement 5: 86% of the DLE Students and 57% of the Regular Program did not meet the expectations of the Operations as assessed by the 22-23 CLI Engage Wave 3 Data. **Root Cause:** Due to a lack of understanding of how to integrate content within the interest areas, there was limited exposure to how to recognize and utilize Operations in context.

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

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 47.7% to 65% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 39% to 50% by May 2023.

Evaluation Data Sources: TX KEA Math BOY and EOY

Strategy 1: Engage students in high levels of learning through strategic student discourse and engagement.

Strategy's Expected Result/Impact: 75% of the students will be able to engage in the learning through classroom student, teacher, group discourse

Staff Responsible for Monitoring: Administration

Title I:

2.4

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Learning 2, 4

Action Step 1 Details	Reviews			
Action Step 1: Teachers will learn and Implement best instructional practices to engage student authentically in high levels of questioning to engage in student discourse. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration, Instructional Coach Date(s) / Timeframe: August 2023- March 2024 Collaborating Departments: Leading and Learning Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: According to the 2022-2023 Reading EOY Data, 41% did not meet their expected growth measure. **Root Cause:** Instructional practices around the implementation of acceleration instruction and small group instruction for struggling students is inconsistent across grade levels.

Problem Statement 4: Based on the Reading Spring Benchmark data, it indicated that 15% of the 3rd Grade Students, 27% of the 4th Grade students, and 15% of the 5th Grade students scored Meets and/or Masters. **Root Cause:** Due to the new curriculum and understanding the importance of the literacy components, there was a lack of consistent implementation of Higher Order Thinking Strategies and best practices.

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

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 46.8% to 55% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 51.4% to 60% by May 2024.

High Priority

Evaluation Data Sources: MAP Data, Companion Guide

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards with alignment including the exit tickets, classroom activities, student discourse, intervention and formative assessment of the given curriculum.

Strategy's Expected Result/Impact: 55% of the K-5 Grade students will meet or exceed projected growth on Map Growth Math.

Staff Responsible for Monitoring: Administration and Instructional Coaches

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

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

Action Step 1 Details		Reviews			
Action Step 1: Provide/purchase classroom resources for instruction that promotes student engagement within the curriculum. Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August 2023- March 2024 Collaborating Departments: Learning and Leading Delivery Method: In Person Funding Sources: Supplies, Materials, and Professional Development Books that promote high levels of learning - Gifted & Talented (199 PIC 21) - - \$173		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: According to the 22-23 FOCUS data, 4% of the 307 student population receives Dyslexia Services in which less than 1% (1 student) of the student population is from K-2. Root Cause: Due to the lack of training, teachers are unclear of the look-fors, interventions, documentation, and testing of dyslexia services.
Student Learning
Problem Statement 1: According to the 2022-2023 Math MOY Map Data, 45% of the 2nd grade students, 49% of the 3rd grade students, and 54% of the 5th grade students are performing well below grade level. Root Cause: Teachers need support on how to intervene, spiral, and reteach lowest skills for struggling students. Problem Statement 3: Based on the Math Spring Benchmark data indicates that 5% of the 3rd Grade Students and 15% of the 5th Grade Math students scored Meets and/or Masters. Root Cause: Due to limited opportunities for student discourse and math fundamentals, teachers need Professional Development on how to authentically engage students with student discourse and fundamentals
School Processes & Programs
Problem Statement 2: According to the FWISD Data Dashboard, there has been a 10% decline in SPED enrollment from 2019 to 2023 and a decline in the number of identification and testing of students needing additional SPED services. Root Cause: Due to lack training of interventions, look-fors, and student support services and MTSS, students are not being identified for Special Education Services in a timely manner.

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

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 34.8 % to 48 % by May 2023.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29.5 % to 40 % by May 2023.

Evaluation Data Sources: STAAR Data. MAP Projected Summary

Strategy 1: Engage in PLC's that include planning sessions, learning walks, vertical articulation, and data analysis that communicate clear expectations and strategies to ensure quality Tier 1 Instruction with student/teacher accountability utilizing the district's curriculum and its resources, technology, and materials.

Strategy's Expected Result/Impact: XX% of the 3rd-5th grade students will obtain Meets or Above on STAAR Reading.

Staff Responsible for Monitoring: Administration, Instructional Coaches, Data Analyst

Title I:

2.4





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Learning 2, 4

Action Step 1 Details	Reviews			
Action Step 1: Establish a walkthrough and Instructional Rounds Schedule to support teacher growth as a result of observation, feedback, next steps, professional learning, and coaching conversations Intended Audience: Teachers, Instructional Coaches, and Administrators Provider / Presenter / Person Responsible: Administrators and Instructional Coaches Date(s) / Timeframe: September 30, 2023 Collaborating Departments: Learning and Leading Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: According to the 2022-2023 Reading EOY Data, 41% did not meet their expected growth measure. **Root Cause:** Instructional practices around the implementation of acceleration instruction and small group instruction for struggling students is inconsistent across grade levels.

Problem Statement 4: Based on the Reading Spring Benchmark data, it indicated that 15% of the 3rd Grade Students, 27% of the 4th Grade students, and 15% of the 5th Grade students scored Meets and/or Masters. **Root Cause:** Due to the new curriculum and understanding the importance of the literacy components, there was a lack of consistent implementation of Higher Order Thinking Strategies and best practices.

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

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 23.7% to 35.0% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 22.4 % to 35% by May 2023.

Evaluation Data Sources: STAAR, MAP Projected Summary Report

Strategy 1: Engage in PLC's that include planning sessions, learning walks, vertical articulation, and data analysis that communicate clear expectations and strategies to ensure quality Tier 1 Instruction with student/teacher accountability utilizing the district's curriculum and its resources, technology, and materials.

Strategy's Expected Result/Impact: 35% of the students will score Meets or above as indicated on the STAAR assessment.

Staff Responsible for Monitoring: Administration, Instructional Coach, and Data Analyst

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Provide resources, materials, and incentives to engage students with identified learning disabilities to maintain focus and engagement within the instruction. Intended Audience: Students and Teachers Provider / Presenter / Person Responsible: Administration, Special Education Teachers Date(s) / Timeframe: August 2023- April 2024 Collaborating Departments: Special Education Department Delivery Method: In Person Funding Sources: Resources, Materials, and Snack Incentives that promote academic and behavior success. - SCE (199 PIC 24) - 199-11-6399-001-127-24-313-000000- - \$500, Resources, Snack Incentives, Materials that promote academic achievement - SPED (199 PIC 23) - - \$1,781	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: According to the FWISD Data Dashboard, there has been a 10% decline in SPED enrollment from 2019 to 2023 and a decline in the number of identification and testing of students needing additional SPED services. Root Cause: Due to lack training of interventions, look-fors, and student support services and MTSS, students are not being identified for Special Education Services in a timely manner.

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

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 35% to 20% by May 2023.

Evaluation Data Sources: ADQ Data Reports

Strategy 1: Establish an active attendance committee with well defined roles that create action steps such as but not limited to Home Visits, Mentorship, Check Ins, Parent Meetings for identified chronic or high absences in order to eliminate barriers that hinder from academic achievement.

Strategy's Expected Result/Impact: The cohort of enrolled students that were identified will decrease from 32% to 15% as identified in the FWISD Data Dashboard.

Staff Responsible for Monitoring: Family Engagement Specialist, Data Clerk, Assistant Principal, Case Manager, Counselor

Title I:

2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Re-define the roles and responsibilities of the attendance committee members to establish systems and procedures for reviewing the data to identify students with chronic attendances, create a plan of action, monitor and document, and identify ways of celebrating those identified students (home visits, warm calls, electronic/written notifications, and restoration). Intended Audience: Teachers, Counselor, Family Engagement Specialist, Data Clerk, Case Manager, and Administrators Provider / Presenter / Person Responsible: Assistant Principal and Attendance Committee Date(s) / Timeframe: Monthly. August 2023 September 2023 October 2023 November 2023 January 2024 February 2024 March 2024 April 2024 Collaborating Departments: Student Records, Parent Engagement Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Recognize and celebrate students with Perfect and Most Improved Attendance throughout the school year. Intended Audience: Teachers Provider / Presenter / Person Responsible: Family Engagement Specialist and Attendance Committee Date(s) / Timeframe: At the end of each six weeks. September 22, 2023 October 27, 2023 December 19, 2023 February 9, 2024 April 12, 2024 May 20, 2024 Collaborating Departments: Parent Partnerships Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: According to the attendance rate as noted in FWISD Data Portal, 63% of Prek- 2 studens are chronically absent as compared to 37% 3rd-5th grade students. **Root Cause:** Due to various reasons such as health issues, lack of understanding of the purpose of foundational skills, and the impact of long term absenteeism, parents contribute to bringing the students to school.

Perceptions

Problem Statement 1: According to the FWiSD Data Dashboard, the campus data indicates that 39% PK, 35%, Kindergarten, 41% 1st Grade, and 36% of our 2nd Grade Students are chronic absenteeism concerns. **Root Cause:** Due to accountability or the lack of understanding of the importance of the connection between attendance and student performance is not emphasized to parents in primary grades.

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

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 120 to 100 by May 2023.

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 105 to 75 by May 2024.

Evaluation Data Sources: ADQ Portal , FOCUS Reports

Strategy 1: Engage all students in campus wide social emotional learning which includes but not limited to Restorative Practices and Character Strong Curriculum to engage students in authentic conversations and activities that build social well being as a positive school community.

Strategy's Expected Result/Impact: Decrease the number of referrals of African American boys from 56% to 35%.

Staff Responsible for Monitoring: Administration, Teachers, PBIS Committee

Title I:

2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Re-define and provide clear expectations of the discipline procedures for student referrals through Professional Learning, so there is a clear understanding of the campus and district expectations. Intended Audience: Teachers Provider / Presenter / Person Responsible: Assistant Principal Date(s) / Timeframe: August 2023 January 2024 March 2024 Collaborating Departments: Student Support Dept. Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Utilize the campus Student Support Teams to engage the staff in Professional Learning, support Behavior Plans, provide de-escalation strategies, and ongoing wellness activities. Intended Audience: Teachers and Student Support Team Provider / Presenter / Person Responsible: Counselor, Case Manager, Teachers, Administrators Date(s) / Timeframe: Monthly starting in August. Collaborating Departments: Student Support Department, Counseling, Psychological Services. Delivery Method: In Person and Virtual	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:

School Processes & Programs
Problem Statement 1: According to FOCUS data, there were 100 total discipline incidents with 56% of the incidents occurring within the Spring Semester. Root Cause: Lack of schoolwide discipline process, de-escalation training, and understanding of district and campus expectations for discipline referrals.

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

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 6.9% to 3.5% by May 2023.

Evaluation Data Sources: ADQ Data Portal, FOCUS

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in the campus and district's Code of Conduct.

Strategy's Expected Result/Impact: Decrease the number of discipline referrals from 120 to 75

Staff Responsible for Monitoring: Administration, Counselor, Case Manager, Teachers

Title I:

2.6





- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1 - Perceptions 2

Action Step 1 Details		Reviews			
Action Step 1: Provide professional learning on Social Emotional Learning, Student Trauma, Restorative Practices, and deescalation training for at risk students. Intended Audience: Teachers, Staff Members, and Parents Provider / Presenter / Person Responsible: Counselor, Case Manager, and MHMR Navigator Date(s) / Timeframe: August 2023- May 2023 (monthly) Collaborating Departments: Student Support, Counseling Department, and Family Partnerships. Delivery Method: In Person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: According to FOCUS data, there were 100 total discipline incidents with 56% of the incidents occurring within the Spring Semester. Root Cause: Lack of schoolwide discipline process, de-escalation training, and understanding of district and campus expectations for discipline referrals.

Perceptions

Problem Statement 2: As found in the FWISD FOCUS data, 50% of the office referrals were identified as Fighting/Assault with 50% coming from African American Boys. **Root Cause:** Due to inconsistencies of Social Emotional Learning lessons in the classroom, lack of understanding of school wide discipline procedures and its system, implementation of Behavior Support Plans, lack of Trauma Informed Professional learning, and individualized support for identified repeat offenders.

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

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 8 to 12 by May 2023.

High Priority

Evaluation Data Sources: Sign In Sheets,

Strategy 1: Foster collaborative partnerships with all stakeholders including but not limited to students, teachers, parents, and community partners to communicate data- informed needs and formulate solutions for improved outcomes.

Strategy's Expected Result/Impact: Parent and School Partnerships of school activities tht support a safe learning environment for a great school experience.

Staff Responsible for Monitoring: All Staff Members

Title I:

2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Utilize Communication tools to stakeholders such as but not limited to newsletters, social media, and website of school pride events and student achievement. Intended Audience: Students, Parents, and Community Partnerships Provider / Presenter / Person Responsible: Administration, Counselor, Librarian, Family Engagement Specialist Date(s) / Timeframe: August 2023- May 2023 Collaborating Departments: Family Partnerships, Communication Delivery Method: In Person and Virtual Funding Sources: Supplies, Materials, Paper - Parent Engagement - 211-61-6399-04L-127-30-510-000000-24F10 - \$650				

Action Step 2 Details	Reviews			
Action Step 2: Engage parents through parenting classes, family engagement activities, parent teacher conferences throughout the school year. Intended Audience: Parents Provider / Presenter / Person Responsible: Family Engagement Specialist, Teachers, Counselor, Data Analyst Date(s) / Timeframe: August 2023- May 2023 (monthly) Collaborating Departments: Family Partnerships Delivery Method: In Person Funding Sources: Snacks for Parent Meetings - Parent Engagement - 211-61-6499-04L-127-30-510-000000-24F10 - \$952	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: According to the FWiSD Data Dashboard, the campus data indicates that 39% PK, 35%, Kindergarten, 41% 1st Grade, and 36% of our 2nd Grade Students are chronic absenteeism concerns. Root Cause: Due to accountability or the lack of understanding of the importance of the connection between attendance and student performance is not emphasized to parents in primary grades.

State Compensatory

Budget for 127 Christene C. Moss Elementary School

Total SCE Funds: \$419.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Teachers will provide after school tutoring to identified students by providing researched based interventions and progress monitor the instruction. Students will also utilize materials to engage within the lesson.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dedra Diggs	Assess Data Analyst	Title 1	

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Assess Data Analyst	Data Analyst	211-13-6119-04E-127-30-510-000000-24F10	\$84,472.00
Sub-Total							\$84,472.00
Budgeted Fund Source Amount							\$80,315.62
+/- Difference							-\$4,156.38
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Supplies such as Highlighters, Pencils, Fabric for Projects, Paper, Dry erase markers, Erasers, Pens	Supplies and materials for instructional use	199-11-6399-001-127-24-313-000000-	\$1,000.00
1	3	2	1	After School Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-127-24-313-000000-	\$2,614.00
3	2	1	1	Resources, Materials, and Snack Incentives that promote academic and behavior success.	Supplies and materials for instructional use	199-11-6399-001-127-24-313-000000-	\$500.00
Sub-Total							\$4,114.00
Budgeted Fund Source Amount							\$4,114.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Supplies, Materials, Paper	Supplies and materials for parental involvement	211-61-6399-04L-127-30-510-000000-24F10	\$650.00
4	4	1	2	Snacks for Parent Meetings	Snacks for Parents to promote participation	211-61-6499-04L-127-30-510-000000-24F10	\$952.00
Sub-Total							\$1,602.00
Budgeted Fund Source Amount							\$1,602.00
+/- Difference							\$0.00

BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1	After School Tutoring given by Tutors with degrees or certified	Tutors with degree or certified	199-11-6117-001-127-25-313-000000	\$1,972.00
Sub-Total							\$1,972.00
Budgeted Fund Source Amount							\$1,972.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1	Supplies, Materials, and Professional Development Books that promote high levels of learning	GENERAL SUPPLIES		\$173.00
Sub-Total							\$173.00
Budgeted Fund Source Amount							\$173.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Resources, Snack Incentives, Materials that promote academic achievement	INSTRUCTIONAL MATERIALS		\$1,781.00
Sub-Total							\$1,781.00
Budgeted Fund Source Amount							\$1,781.00
+/- Difference							\$0.00
Grand Total Budgeted							\$89,957.62
Grand Total Spent							\$94,114.00
+/- Difference							-\$4,156.38

Addendums



Christene C. Moss

Elementary **Eagles**

4108 Eastland Street
Fort Worth, Texas 76119
Phone 817-815-3600 • Fax 817-815-3650
Charla Staten, Principal

2023-2024 **Title 1 Parent, Student, Teacher Agreement**

Mission Statement

Our mission is to provide a community that promotes accountability in achievement, equity, trust, and a quality education for each learner while building meaningful and positive relationships.

Vision Statement

To cultivate an academic environment where students are challenged daily through rigorous assignments and activities to help them become self-reliant problem solvers who think critically.

To accomplish our mission and vision, parents, teachers, students, and administrators need to work together. To ensure that all stakeholders are promoting student achievement, we ask that you promise to do this by completing and signing the part of the agreement that belongs to you and hold all stakeholders accountable for their part.

Christene C. Moss Elementary School
Parent/School Compact Agreement

<p><u>Parent/ Guardian Agreement</u></p> <p><i>I will do my personal best to...</i></p> <ul style="list-style-type: none"> • Read with or listen to my child read daily. • Require regular and punctual school attendance of my child. • Require my child to access: Lexia which is located on the student's Classlink at least 2-3 times per week. • Ensure my child adheres to the district dress code (Shirts:White/Navy Blue) Pants/Skirt: Navy Blue, Black, Tan, or Blue Jean) • Attend at least two (2) school functions/assemblies • Make sure my child does homework. • Return all phone calls promptly. • Resolve conflicts in a positive, non-violent way. • Sign and return all items that require a parent or guardian's signature. 	<p><u>Teacher Agreement</u></p> <p><i>I will do my personal best to...</i></p> <ul style="list-style-type: none"> • Follow the Curriculum Framework that is provided by the district with fidelity. • Provide students with a safe, structured learning environment consistently enforcing classroom rules and procedures. • Believe that Every Student Shall Succeed and strive to achieve this goal. • Provide appropriate intervention and document student progress to ensure student productivity. • Have at least two (3) mandatory parent teacher conferences. • Attend school functions and family nights. • Dress professionally and adhere to district guidelines for professional/appropriate attire. • Attend school regularly, on time and be prepared to maximize instructional time.
<p><i>Parent's Signature</i></p>	<p><i>Teacher's Signature</i></p>
<p><u>Student's Agreement</u></p> <p><i>I will do my personal best to...</i></p> <ul style="list-style-type: none"> • Attend school regularly, on time and be prepared (Maintain a 96% attendance rate or better) • Comply with FWISD Student Code of Conduct and school wide rules. • Adhere to the FWISD Dress Code. • Complete assignments, including homework, in a timely manner. • Always do my best and strive to achieve excellence. • Respect the rights and property of all members of the school community. • Work to resolve conflicts in a positive nonviolent ways. 	<p><u>Principal's Agreement</u></p> <p><i>I will do my personal best to...</i></p> <ul style="list-style-type: none"> • Support the district's Motto, Mission, Vision, and Values. • Support the responsibilities of parents, students, and teachers. • Ensure the compliance of Christene C. Moss' NonNegotiables. • Provide an environment that allows positive communication between the teachers, parents, and students. • Ensure instructional time is maximized throughout the year. • Encourage teachers to provide quality homework assignments that reinforce classroom instruction. • Attend school regularly, on time and be prepared to maximize instructional time.
<p><i>Student's Signature</i></p>	<p><i>Principal's Signature</i></p>



Christene C. Moss **Elementary**

Eagles

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School Parent Involvement Policy

Statement of Purpose

Following the FWISD policy EHBD (Legal) under special programs- Federal Title I while implementing Parental Involvement program at Christene C. Moss Elementary. The purpose of the Christene C. Moss Elementary School's parent involvement policy is to create a positive learning environment that is supportive and collaborative for all students, parents, and the community. Therefore, parental involvement activities are scheduled throughout the school year to foster this collaboration. Many of these activities will focus on the improvement of student achievement in math, language arts, and science. As a result, learning strategies will be shared with parents in order to improve student achievement and address the needs of all students.

Title I Information

The goal of Title 1 is a high quality education for every child, so the program provides extra help and instruction to students who need it most. These are children who are the farthest from meeting the state standards. Title 1 is the largest federal aid program for our nation's school where resources are directed to schools with high poverty levels.

Christene C. Moss Elementary qualifies as a Schoolwide Title 1 program because it has a student population that consists of 90% receiving free/reduced meals.

Title 1 Staff

All instructional staff members are Title 1 staff members. This includes all instructional assistants.

Christene C. Moss Elementary School Parent Involvement Policy

Christene C. Moss Elementary School believes that the education of students should involve collaboration of the total school community. The comprehensive involvement of all parents contributes positively to this school community and to the success for their own children. A program of parent involvement activities shall be ongoing and shall be reviewed at least annually by parents to ensure their involvement in the planning and implementation of the program at Christene C. Moss Elementary School.

Annual Meeting

An annual meeting shall be held before December to explain the school's program (including Title 1 program components) including parental involvement activities to all parents. An annual spring meeting will be held to report on the status of the school's programs and summarize parental involvement activities.

Activities will include the following: PTA meetings with parent education component; grade level parent orientation; orientation for parents of new students; curriculum training opportunities; orientation for parent volunteers; opportunities for individual parent conferences.

Parents with disabilities and limited English will be given special consideration to ensure participation.

Coordination with Other Programs

Emphasis shall be placed on collaboration with Christene C. Moss' PTO and executive committee, the campus SBDM Committee, the campus instructional planning committee, the afterschool program, and the campus administration.

Training Activities for Parents

Training activities shall be provided through campus parent meetings, PTO planned events, individual parent conferences, and educational materials and literature available through school programs and newsletters. The campus Rtl committee, 504 committee, and ARD committee will work with parents to assure parent training is adequate to assist their children's with achievement strategies.

Opportunities for Participation with Limited English Proficiency or Disabilities

Materials shall be translated from English to Spanish (additional foreign language translations will be made available) and reviewed by Spanish-speaking translators. Translators shall be available during parent meetings.

School/Parent Compacts

A School/Parent Compact for each student will be completed at the beginning of the school year. New students will receive the compact and it will be sent home to be read, signed, and returned to school.

The compact will be maintained by the homeroom teacher during the academic school year. The compact is used as part of the collaboration effort between parent and school for the success of the student. It can be used in Parent/Teacher/Student conferences.

Providing Student Assessment Results to Parents

Individual student assessments are distributed as follows: report cards each 6 weeks for PK – 5th grades; progress reports at the end of the 3rd week of each grading cycle. Parents are given the opportunity to conference with teachers at flexible times.

Results of benchmark tests, mini-assessments, Achieve 3000, Fountas and Pinnell Reading Levels, and STAAR data are distributed to parents as reports are made available to the school. All state assessment data is kept in the student's cumulative folder.

Evaluation

The Parent Involvement Program will be evaluated by a group of parents and school administrators. Specific dates will be designated for monitoring and evaluating this program.

Parent Resources

Parenting materials and various media are available in the Parent under the direction of the parent liaison. Parents will receive information about materials and resources in the beginning of the year newsletter and during parenting meetings throughout the year.

Funding

The Parental Involvement Budget and Parent Liaison budget will be used to purchase supplies and materials to implement this program. In addition, the Title I instructional supplies budget will be used to purchase materials and supplies to implement learning instructional strategies or activities for the parent program.