

Fort Worth Independent School District
148 Charles E. Nash Elementary School
2023-2024 Improvement Plan

Accountability Rating: C



Mission Statement

MISSION STATEMENT

To positively impact all students academically and emotionally by sharing our passion for learning

Vision

VISION STATEMENT

All Roadrunners feel loved, appreciated and encouraged to develop to their full potential.

Value Statement

We treat others the way we want to be treated.

We approach daily challenges with an open-mind and fresh perspective

We set high expectations for our students and give them the tools to achieve them.

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Comprehensive Needs Assessment

Revised/Approved: April 24, 2023

Demographics

Demographics Summary

Charles E. Nash Elementary has served the students of Fort Worth's Rock Island Community since 1928. Average campus enrollment is 234 pre-kindergarten through fifth grade students. The student population is approximately 26% African American; 74% Hispanic; and .07% White. 89% percent of students are classified as economically disadvantaged, and 20% are English learners. Special education students make up 10% of the campus population, 10% of students are identified with dyslexia, and .06% of students are classified as gifted and talented. Nash is a small school with an average of 15 students to one teacher. In this current school year, 22% of the faculty are early career teachers, two teachers were on medical leave and three teaching position have full-time substitutes. 92% of teachers have ESL or Bilingual certification.

Over the last 6 years, a focus on social emotional learning, mindfulness strategies, and restorative practices have continued to transform teachers' beliefs about classroom discipline and facilitate the development of student self-regulation. This has virtually eliminated discipline referrals (with only 2 referrals being noted at this time by 3-31-23). However, 15% of students consistently struggle with self-regulations or know how to maintain positive peer relationships according to counselor's logs.

Attendance increased from 84% in the 2021-2022 school year to 91% for the 2022-2023 school year. 33% of students are chronically absent with PreK at 45%, KG at 29%, 1st grade at 36%, 2nd grade at 26%, 3rd grade at 26%, 4th grade at 38%, and 5th grade at 34%.

Enrollment at Nash has steadily declined as its working-class neighborhood has experienced gentrification. Many of the families who had attended the campus for three or four generations have now moved from the neighborhood. Most students no longer live within walking distance of the campus and many depend on district transportation. Transportation has been a major factor in parents not being to keep their students enrolled at Nash as in previous years. The mobility rate at is 57 students who enrolled after the start of the school year and 79 students who withdrew after the start of the school.

Demographics Strengths

There are low discipline referrals.

This 2022 - 2023 school year attendance is higher than the 2021 - 2022 school by 5%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 45% of PreK is chronically absent. **Root Cause:** There is not a policy to promote PreK attendance.

Problem Statement 2 (Prioritized): 30% chronic absenteeism rate for Kinder - 5th grade students. **Root Cause:** Our campus system to track and respond to absences is inconsistent to promote the importance of attendance and its alignment to academic growth and achievement.

Problem Statement 3: Student enrollment has seen a decrease over the years. **Root Cause:** Families move to other the districts making the commute to long to stay at Nash.

Problem Statement 4: Mobility rate is high. **Root Cause:** Due to transportation and housing, parents move to other areas of the district or out of the district as well as move to

Nash later in the school year.

Student Learning

Student Learning Summary

For the 2022 – 2023 STAAR accountability rating, Nash Elementary received a C. Nash had implemented a Targeted Improvement Plan for the last two years due to the D rating from the 2018-2019 STAAR accountability system. The 2022 - 2023 STAAR data shows that students made accelerated growth points in both reading and math. This shows that student interventions put in place were successful to begin closing the gaps for students in grades 3-5.

Current EOY reading data is inconclusive regarding students' reading growth and achievement. Lexia reading data demonstrates that 81% of students are reading on grade level or above; however, MAP Growth data indicates that 29% of students are not on grade level and MAP Fluency 39% of students in Kinder – 3rd grade students are not reading on grade level. 44% of students demonstrated growth according to MAP. According to Lexia, 87% of students advanced at least 1 grade level. In January an intentional plan was implemented to review Lexia data to make instructional decisions and to review the effectiveness of reading interventions.

EOY Math growth and achievement is also a concern according to MAP Math data. Achievement for Math MAP Growth indicated that 35% are on grade level. 66% of students demonstrated growth. This data indicates that students still have significant academic gaps due to several factors. With the exception of 4th grade, students are still missing a significant amount of basic foundational skills due to limited accelerated instruction. There has not been a consistent accelerated program to close the mathematical skills gap. The majority of teachers were not consistently providing students with a success criteria to ensure students had the clarity to master the learning objective. Teachers who utilized intentional monitoring to provide in the moment feedback and reteach demonstrated higher achievement and growth. The new math curriculum, Eureka was implemented with fidelity. Customization was utilized in all grade levels. However, the academic foundational gaps were not consistently addressed, scaffolding techniques, differentiation and interventions were not fully implemented until the middle of the school year.

According to the middle of the year MAP Student Growth Summary, students percentage who met growth in math from the 21-22 school year to the 22 -23 school year has indicated below:

1st Grade: 26%

2nd Grade: 73%

3rd Grade: 28%

4th Grade: 52%

5th Grade: 42%

According to the middle of the year MAP Student Growth Summary, students percentage who met growth in reading from the 21-22 school year to the 22 -23 school year has indicated below:

1st Grade: 48%

2nd Grade: 52%

3rd Grade: 59%

4th Grade: 68%

5th Grade: 61%

According the MAP Student Growth Summary, students percentage who met growth in reading for the BOY to the MOY for the 22 -23 school year:

Kinder: 36%

1st Grade: 19%

2nd Grade: 30%

3rd Grade: 31%

4th Grade: 67%

5th Grade: 47%

According the 22 -23 MOY MAP Projected Proficiency Summary:

Math

Grade	DNM	Appr	Meets	Masters
2nd	71%	18%	12%	3%
3rd	56%	29%	12%	3%
4th	42%	39%	14%	4%
5th	44%	42%	11%	3%

Reading

Grade	DNM	Appr	Meets	Masters
2nd	62%	29%	6%	3%
3rd	42%	39%	12%	6%
4th	25%	32%	25%	18%
5th	33%	39%	19%	8%

Benchmark:

According to Lexia Data:

Grade	Students	Currently Above GLM	Start	Current
4th Grade	23	60%		
3rd Grade	32	56%		
2nd Grade	36	55%		
1st Grade	43	46%		
5th Grade	34	38%		
Kindergarten	17	23%		

Student Learning Strengths

- According to Lexia:
 - 81% of students are reading on grade level or above
 - 100% of Kinder are on grade level and 43% are above grade level
 - 84% of 1st graders are on grade level and 52% are above grade level
 - 87% of 2nd graders are on grade level and 60% are above grade level
 - 80% of 3rd graders are on grade level and 62 are above grade level

- 75% of 4th graders are on grade level and 62% are above grade level
- According to MAP Growth for Math:
 - 60% of 4th graders are on grade level with 20% above grade level at EOY
 - 73% of 1st graders and 76% of 4th graders met their EOY growth goal

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Kinder - 5th grade students are not mastering math concepts as evidenced by MAP. **Root Cause:** Teachers struggled with knowing how to close gaps while still teaching the current content.

Problem Statement 2 (Prioritized): Students are leaving each grade not reading on grade level as evidenced by MAP Data. **Root Cause:** As a school, we are inconsistently providing small group interventions in a timely manner.

Problem Statement 3: As evidenced by MAP data for reading and math, students are not demonstrating significant growth to close the achievement gap. **Root Cause:** Teachers did not receive sufficient time to fully process and implement instructional practices (success criteria, intentional monitoring) with fidelity.

School Processes & Programs

School Processes & Programs Summary

At Nash Elementary, we are focused on leveraging teachers' current strengths while intentionally building their instructional skills, leadership capacity, and self-efficacy. Teacher placement is based upon strengths, certifications, and campus needs. Teacher leaders are identified based on their skills, motivation, and ability to impact student achievement. We look for opportunities for these teachers to lead professional learning both inside and outside the campus.

Nash Elementary is transitioning from offering only an ESL program for our English learners to offering both a two-way dual language program for native Spanish speakers and opt-in English speakers and offering an ESL program for other languages. The two-way dual language program is designed for native Spanish speakers and native English speakers in grades PreK – 4th. The expectations for the dual language program are also transitioning from a 50/50 model to a gradual increase of English instruction (80/20 model in pre-kindergarten; 70/30 model in kindergarten; 60/40 model in first and second grades, and 50/50 model in third through fifth grades). Teachers utilize ESL strategies to scaffold instruction for English learners.

Five years ago, we began to intentionally implement several best practices. These practices included the gradual release model for instructional delivery; campus wide lesson plan expectations focused on rigor, student engagement, and differentiation; second language acquisition strategies; a well-defined data meeting protocol; intentional monitoring to provide in-the-moment feedback to students and enable teachers to actively collect and respond to data during instruction; weekly 120-minute PLCs focused on teacher collaboration, studying student work and learning walks; campus wide SEL; and ongoing professional learning regarding lesson alignment. To assist with the implementation process, an online playbook, The Nash Way, was created to house all of our instructional practices, professional learning, exemplars, videos, and expectations. These practices along with the 120-minute PLC allowed for vertical (Kinder-2nd grades and 3rd - 5th grades) collaboration, build teacher capacity, and provided feedback. It also increased student learning. In regards to lesson alignment, implementing language objectives and student engagement, the majority of teachers have demonstrated growth. This school year the main focus has been teacher clarity and intentional monitoring. 45% of teachers consistently provide teachers with instructional clarity and 50% of teachers consistently use intentional monitoring to ensure in the moment reteach.

This is the second year in which teachers have participated in Texas Lesson Study facilitated by ESC Region 11. This school year 10 teachers participated in which has created collective efficacy by empowering their practice through research and self-reflection.

All of our kindergarten through third grade teachers, the campus instructional coach, and campus administrators are certified through the TEA's HB3 Reading Academy.

Professional learning opportunities for teachers and other staff members are based on walkthrough feedback data, student data, and other campus needs. Individualized professional learning and coaching is provided to teachers and other staff members based on their professional needs.

Every student has been issued a Chromebook to more effectively integrate technology and to facilitate personalized instruction tailored to each student's individual needs. Teachers differentiate instruction in Google classroom, including enrichment for gifted students. Utilization of the one-to-one program has allowed all students to utilize web-based programs, such as Core5 and Dreambox for accelerated instruction. The technology teacher assistant ensures that students receive small group instruction based on Core5 data. She has retained and changed student passwords, supported virtual students and parents with technology issues, maintained devices, and assisted in-person students with technology.

A lesson plan feedback protocol has been developed and utilized to provide feedback to teachers focused on lesson alignment and alignment to the district's scope and sequence. Weekly classroom feedback is actionable, and bite sized. Walkthrough feedback is focused on lesson alignment, lesson structure, intentional monitoring and scaffolding/differentiation and teacher clarity. Administrators calendar walkthroughs and focus on closing the feedback loop by providing actionable feedback. Monthly calibration walkthroughs are conducted to ensure consistent feedback and alignment to T-TESS.

Last school year the MTSS process at Nash Elementary had not been as systematic compared to previous school years. This school year, all teachers and grade-level teams share access to Branching Minds, a systematic application used to monitor student progress, including Tiers 1 through 3. In this way, we have access to IEP information for all students and are able to work closely together to identify students who possibly demonstrate dyslexia characteristics or cognitive difficulties to ensure student needs are met.

School Processes & Programs Strengths

Collaboration between the special education teacher, diagnostician, dyslexia teacher and the counselor ensured students were identified to meet their individualized learning needs.

The SST committee identified students needing testing.

100% of teachers craft aligned lessons.

Most teacher post learning and language objectives.

We have weekly PLCs facilitated by teachers which are recurring cycles focused on problem of practice and research inquiry.

Tier 2 interventions are in place.

Instructional Coach works with all teachers including those not on her caseload.

100% of teachers in 1st - 5th grade participated in Texas Lesson Study.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 45% of teachers consistently provided students with instructional clarity. **Root Cause:** Teachers did not receive sufficient time to fully process and implement the practice with fidelity.

Problem Statement 2 (Prioritized): 50% of teachers consistently used intentional monitoring to provide students with in the moment reteach to ensure mastery of the learning content. **Root Cause:** Teachers were not given sufficient support to know how to fully implement and use intentional monitoring.

Perceptions

Perceptions Summary

Charles E. Nash Elementary is a small school with a family feel.

Nash has an active PTA that hosts student and parent events throughout the school year and provides teachers with needed supplies and appreciation events. The campus also has generous community partners that actively support teachers, children and families as well as provide monetary donations to the campus. At-risk students are supported by volunteer mentors from a local church. The campus utilizes multiple methods for parent communication including its website, Blackboard, emails, phone calls and conferences in English and Spanish. Throughout this school year, parent events were held at various times of the school day to allow parents at least one opportunity to attend. Three teacher facilitated parent conferences were offered to accommodate parent schedules. Even though events were offered at various times.

This school year, attendance has increased from 84% in 21-22 SY to 91% for the 22-23 SY (through 4-5-23).

Over the last 6 years, a focus on social emotional learning, mindfulness strategies, and restorative practices have continued to transform teachers' beliefs about classroom discipline and facilitate the development of student self-regulation. This has virtually eliminated discipline referrals (with only 2 referrals being noted at this time by 3-31-23). However, 15% of students consistently due to lack of self-regulations or maintaining positive peer relationships as noted in counseling logs.

All students participate in daily SEL activities. At-risk students receive additional support from mentors, and MTSS Tier 2 behavior students receive support from a full-time MHMR Mental Health Navigator. When conflict arises, students continue to take part in restorative circles. 15% of 3rd - 5th grade students consistently visit an admin and/or a counselor due to lack of self-regulation or peer conflicts.

Nash has also added a leadership class the daily specials rotation (for 4th and 5th Graders) headed by the counselor which helps to further develop students' sense of self-worth, ability to work together, as well as making better choices. On average, 57% of the 4th and 5th grade students reported to be at Optimal Energy with 25% total falling just below, or just above this. This was measured as an average utilizing the Rhithm app in the first half of the 22-23 SY.

Within the past 2 years, Nash staff has collaboratively created a new vision and mission statement, as well as a new set of core values that are more relatable and align with the current staff. These are used to align our work as educators and to hold one another accountable.

Vision Statement:

All Roadrunners feel loved, appreciated and encouraged to develop to their fullest potential.

Mission Statement:

To positively impact all students academically and emotionally by sharing our passion for learning.

Core Values:

1. We treat others the way we want to be treated;
2. We approach daily challenges with an open mind and fresh perspective;
3. We set high expectations for students and give them the tools to achieve them.

Perceptions Strengths

The Vision, Mission and Core Values are collaboratively and updated.

Students receive SEL support from various programs.

Parent communications are provided in Spanish and English.

Attendance increased from 84% in 21-22 SY to 91% for the 22-23 SY.

Teachers facilitated three parent conferences to discuss students academic progress.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 15% of 3rd - 5th grade students visit either an admin or counselor due to lack of self-regulation or peer conflict. **Root Cause:** There is a not a consistent program to teach and reinforce self-awareness for self-regulation and maintaining positive relationships.

Problem Statement 2: Parents/families struggle to participate in school events despite opportunities provided by the campus. **Root Cause:** Work and home schedules, children at other campuses, and transportation are obstacles for attendance.

Priority Problem Statements

Problem Statement 1: Students are leaving each grade not reading on grade level as evidenced by MAP Data.

Root Cause 1: As a school, we are inconsistently providing small group interventions in a timely manner.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 15% of 3rd - 5th grade students visit either an admin or counselor due to lack of self-regulation or peer conflict.

Root Cause 2: There is a not a consistent program to teach and reinforce self-awareness for self-regulation and maintaining positive relationships.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: 45% of teachers consistently provided students with instructional clarity.

Root Cause 3: Teachers did not receive sufficient time to fully process and implement the practice with fidelity.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 50% of teachers consistently used intentional monitoring to provide students with in the moment reteach to ensure mastery of the learning content.

Root Cause 4: Teachers were not given sufficient support to know how to fully implement and use intentional monitoring.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 30% chronic absenteeism rate for Kinder - 5th grade students.

Root Cause 5: Our campus system to track and respond to absences is inconsistent to promote the importance of attendance and its alignment to academic growth and achievement.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Kinder - 5th grade students are not mastering math concepts as evidenced by MAP.

Root Cause 6: Teachers struggled with knowing how to close gaps while still teaching the current content.

Problem Statement 6 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
- 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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- 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
- 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

District Goals

Revised/Approved: June 12, 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 80% to 85% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 84% to 89% by May 2024.

Evaluation Data Sources: CLI Data

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the unit and lesson internalization process for Creative Curriculum and to ensure that high leverage instructional practices are occurring daily.

Strategy's Expected Result/Impact: CLI reading data will indicate a 15% increase for all students , 11.2% for African American students and 5% for in Spanish.

Staff Responsible for Monitoring: Principal

Title I:

2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Increase PK teachers' instructional expertise by:</p> <ol style="list-style-type: none"> 1. Conducting planning PLCs with PK teachers and teacher assistants prior to each unit of study to create data-driven instructional plans. 2. Conducting data meetings to review CLI data after beginning, middle, and end-of-year testing and create student action plans to support student growth. 3. Conducting classroom walkthroughs to ensure that plans are implemented in the classroom and to provide teachers with feedback on instruction. <p>Intended Audience: PreK Teachers Provider / Presenter / Person Responsible: Lead PreK Teacher, Assistant Principal and Instructional Coach Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: FWISD Early Learning Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Students are leaving each grade not reading on grade level as evidenced by MAP Data. Root Cause: As a school, we are inconsistently providing small group interventions in a timely manner.</p>

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 45% to 55% by May 2024.

*Increase the percentage of African American students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 39% to 49% by May 2024.

Evaluation Data Sources: MAP Growth Summary Report

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the unit and lesson internalization process for Amplify and to ensure that high leverage instructional practices are occurring daily.

Strategy's Expected Result/Impact: MAP Growth Reading data will indicate an increase of 10% for all 2nd - 5th grade students in English and 10% African American students for by May 2024.

Staff Responsible for Monitoring: Principal

Title I:

2.4





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Facilitate data meetings to analyze relevant data every three weeks to determine how to best customize lessons, provide reteach and accelerate instruction for student growth and achievement.</p> <p>Intended Audience: Kinder - 3rd Grade Teachers</p> <p>Provider / Presenter / Person Responsible: Admin, Instructional Coach, and Teachers</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: FWISD Literacy Department</p> <p>Delivery Method: In - person</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Students are leaving each grade not reading on grade level as evidenced by MAP Data. **Root Cause:** As a school, we are inconsistently providing small group interventions in a timely manner.

School Processes & Programs

Problem Statement 1: 45% of teachers consistently provided students with instructional clarity. **Root Cause:** Teachers did not receive sufficient time to fully process and implement the practice with fidelity.

Problem Statement 2: 50% of teachers consistently used intentional monitoring to provide students with in the moment reteach to ensure mastery of the learning content. **Root Cause:** Teachers were not given sufficient support to know how to fully implement and use intentional monitoring.

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 23% to 33% by May 2024.

*Increase the percentage of Emergent Bilingual students who meet or exceed projected growth on MAP Growth Reading in English from 43% to 50% by May 2024.

*Increase the percentage of Special Education students who meet or exceed projected growth on MAP Growth Reading in English from 28% to 33% by May 2024.

Evaluation Data Sources: MAP Growth Summary Report

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

Strategy's Expected Result/Impact: MAP Growth Reading data will indicate an increase of 7% for all students, emergent bilingual and special education students by May 2024.

Staff Responsible for Monitoring: Admin

Title I:

2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Increase Kinder-5th teachers' instructional expertise by</p> <ol style="list-style-type: none"> 1. Conducting PLCs with a focus on instructional clarity, intentional monitoring, productive struggle 2. Analyzing student work 3. Utilizing scaffolding and differentiation of instruction based upon student data 4. Conducting data meetings for instructional adjustments to ensure that students' academic needs are being addressed 5. Conducting systematic walkthroughs to support teachers with the learning from PLCs and to provide teachers with differentiated feedback based on their specific needs 6. Providing teachers with instructional coaching <p>Intended Audience: Kinder - 5th Grade Teachers Provider / Presenter / Person Responsible: Facilitating Teachers, Admin, Instructional Coach Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: FWISD Literacy Department and ESC 11 Texas Study Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Accelerate student instruction through small group instruction, E-learning and extended school hours.</p> <p>Intended Audience: Kinder - 5th grade students Provider / Presenter / Person Responsible: Teachers, Teacher Assistants and Computer Lab Assistant Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: In-person</p> <p>Funding Sources: Computer Lab Assistant - Title I (211) - 211-11-6129-04U-148-30-510-000000-24F10 - \$30,000, Compensation for providing interventions after school hours - Title I (211) - 211-11-6116-04E-148-30-510-000000-24F10 - \$3,000, Purchase E-learning for supplemental use - Title I (211) - 211-11-6396-04E-148-30-510-000000-24F10 - \$1,500, Purchase supplies for instructional use - Title I (211) - 211-11-6399-04E-148-30-510-000000-24F10 - \$2,250, Snack for student incentives - Title I (211) - 211-11-6499-04E-148-30-510-000000-24F10 - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Provide professional learning and support to help build teacher capacity in providing content-based language instruction for emergent bilingual students.

Strategy's Expected Result/Impact: MAP Growth Reading data will indicate an increase of 7% for emergent bilingual students by May 2024.

Staff Responsible for Monitoring: Admin and Instructional Coach

Title I:





2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**
Lever 5: Effective Instruction
- **Results Driven Accountability**

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide professional learning and support to help build teacher capacity in providing content-based language instruction for emergent bilingual students, and conduct data meetings for emergent bilingual students to monitor student progress and make instructional decisions to ensure student growth and mastery..</p> <p>Intended Audience: Teachers with emergent bilingual students</p> <p>Provider / Presenter / Person Responsible: Admin and Instructional Coach</p> <p>Date(s) / Timeframe: August 2023 - December 2023</p> <p>Collaborating Departments: FWISD Multilingual Education Department</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Purchase professional learning materials - Title I (211) - 211-13-6399-04E-148-30-510-000000-24F10 - \$500, Professional learning for teachers after school hours - BEA (199 PIC 25) - 199-13-6116-001-148-25-313-000000 - \$1,241</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Strategy 3: Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance and help students attain a standard growth on the basis of the student's IEP.

Strategy's Expected Result/Impact: MAP Growth Reading data will indicate an increase of 7% for special education students by May 2024.

Staff Responsible for Monitoring: Admin

Title I:
2.6

- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction
- **Results Driven Accountability**

Action Step 1 Details	Reviews			
Action Step 1: Conduct data meetings to inform present levels of performance and make instructional adjustments to ensure that students' academic needs are being addressed. Intended Audience: Special Education Teacher, Dyslexia Teacher and Teachers Provider / Presenter / Person Responsible: Special Education Teacher Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: FWISD Special Education Department Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: Students are leaving each grade not reading on grade level as evidenced by MAP Data. Root Cause: As a school, we are inconsistently providing small group interventions in a timely manner.</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 in English from 85% to 90% by May 2024. Increase the percentage of PK students who score On Track on Circle Math in Spanish from 86% to 91% by May 2024.

Evaluation Data Sources: CLI Data

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

Strategy's Expected Result/Impact: CLI data will indicate an increase of 6% for all students by May 2024.

Staff Responsible for Monitoring: Admin

Title I:





2.4

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p>Action Step 1: Increase PK teachers' instructional expertise by:</p> <ol style="list-style-type: none"> 1. Conducting planning PLCs with PK teachers and teacher assistants prior to each unit of study to create data-driven instructional plans. 2. Conducting data meetings to review CLI data after beginning, middle, and end-of-year testing and create student action plans to support student growth. 3. Conducting classroom walkthroughs to ensure that plans are implemented in the classroom and to provide teachers with feedback on instruction. <p>Intended Audience: PreK Teachers Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Early Education Department Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 56.3% to 60% 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 43.8% to 60% by May 2023.

Evaluation Data Sources: TX-KEA Math

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

Strategy's Expected Result/Impact: TX-KEA Math data will indicate an increase from 56.3% to 60% for all students and from 43.8% to 60% for African American students.

Staff Responsible for Monitoring: Admin

Title I:





2.5

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Provide monthly professional learning to Kinder teachers to support effective internalization and customization of Eureka and DreamBox. Intended Audience: Kinder Teachers Provider / Presenter / Person Responsible: Instructional Coach Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Math Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 66% to 71% by May 2023.

Increase the percentage of African American students who Meet or Exceed projected growth on MAP Growth from 68% to 73% by May 2023.

Evaluation Data Sources: MAP Growth Math Data

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

Strategy's Expected Result/Impact: MAP Growth Math data will indicate an increase of 5% for all students by May 2024.

Staff Responsible for Monitoring: Admin

Title I:

2.5





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p>Action Step 1: Increase Kinder-5th teachers' instructional expertise by</p> <ol style="list-style-type: none"> 1. Conducting PLCs with a focus on instructional clarity, intentional monitoring, productive struggle 2. Analyzing student work 3. Utilizing scaffolding and differentiation of instruction based upon student data 4. Conducting data meetings for instructional adjustments to ensure that students' academic needs are being addressed 5. Conducting systematic walkthroughs to support teachers with the learning from PLCs and to provide teachers with differentiated feedback based on their specific needs 6. Providing teachers with instructional coaching <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Accelerate student instruction through small group instruction, E-learning and extended school hours.</p> <p>Intended Audience: Kinder - 5th Grade Students</p> <p>Provider / Presenter / Person Responsible: Teacher, Teacher Assistants, Computer Lab Assistant</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Compensation for after hours interventions - Title I (211) - 211-11-6116-04E-148-30-510-000000-24F10 - \$3,000, Purchase E-learning for supplemental use - Title I (211) - 211-11-6396-04E-148-30-510-000000-24F10 - \$1,500, Purchase supplies for instructional use - Title I (211) - 211-11-6399-04E-148-30-510-000000-24F10 - \$2,250, Purchase snacks for student incentive - Title I (211) - 211-11-6499-04E-148-30-510-000000-24F10 - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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% to 44% 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 40% to 50% by May 2023.

Increase ELA/Reading performance for students receiving special education services on STAAR ELA/Reading rated at approaches grade level or above from 33% to 38% or greater.

Evaluation Data Sources: STAAR Scores

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: STAAR data will indicate an increase of 10% for all students by May 2024.

Staff Responsible for Monitoring: Admin

Title I:

2.4





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Increase Kinder-5th teachers' instructional expertise by 1. Conducting PLCs with a focus on instructional clarity, intentional monitoring, productive struggle 2. Analyzing student work 3. Utilizing scaffolding and differentiation of instruction based upon student data 4. Conducting data meetings for instructional adjustments to ensure that students' academic needs are being addressed 5. Conducting systematic walkthroughs to support teachers with the learning from PLCs and to provide teachers with differentiated feedback based on their specific needs 6. Providing teachers with instructional coaching Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin and Instructional Coach Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Increase the capacity of the leadership instructional team to ensure teachers are being supported with research proven best practices.</p> <p>Intended Audience: Instructional Coach and Admin Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: In-person/virtual</p> <p>Funding Sources: Purchase conference registration and travel - Title I (211) - 211-13-6411-04E-148-30-510-000000-24F10 - \$1,000, Purchase conference registration and travel - Title I (211) - 211-23-6411-04E-148-30-510-000000-24F10 - \$1,000, Purchase virtual professional learning registration - Title I (211) - 211-23-6499-04E-148-30-510-000000-24F10 - \$500, Purchase virtual professional learning registration - Title I (211) - 211-13-6499-04E-148-30-510-000000-24F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 30% to 40% 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 6% to 14% by May 2023.

Increase Math performance for students receiving special education services on STAAR Math rated at approaches grade level or above from 0% to 10% or greater.

Evaluation Data Sources: STAAR Data

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: STAAR data will indicate an increase of 10% for all students by May 2024.

Staff Responsible for Monitoring: Admin

Title I:

2.4





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Increase Kinder-5th teachers' instructional expertise by 1. Conducting PLCs with a focus on instructional clarity, intentional monitoring, productive struggle 2. Analyzing student work 3. Utilizing scaffolding and differentiation of instruction based upon student data 4. Conducting data meetings for instructional adjustments to ensure that students' academic needs are being addressed 5. Conducting systematic walkthroughs to support teachers with the learning from PLCs and to provide teachers with differentiated feedback based on their specific needs 6. Providing teachers with instructional coaching Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin and Instructional Coach Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Increase the capacity of the leadership instructional team to ensure teachers are being supported with research proven best practices.</p> <p>Intended Audience: Admin Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: In-person/virtual</p> <p>Funding Sources: Purchase conference registration and travel - Title I (211) - 211-23-6411-04E-148-30-510-000000-24F10 - \$1,000, Purchase virtual professional learning registration - Title I (211) - 211-23-6499-04E-148-30-510-000000-24F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 33% to 25% by May 2024.

Decrease the number and percentage of African American students who have excessive absences (1 or more courses below 90% attendance) from 46% to 25% by May 2024.

Evaluation Data Sources: Focus Data





Strategy 1: Align and leverage program resources and systems of support (MTSS) to improve daily attendance.

Strategy's Expected Result/Impact: Decrease the percentage of students who have excessive absences from 33% to 25% and for African American students 46% to 25% by May 2023.

Staff Responsible for Monitoring: Admin and Counselor

Title I:
2.6

Action Step 1 Details	Reviews			
<p>Action Step 1: Review and monitor campus OSP student data for consecutive absences and provide interventions before 10 consecutive absences:</p> <ol style="list-style-type: none"> Provide students and parents with after school hours for accelerated instruction to ensure students demonstrate growth to achievement mastery of learning standards. Implement an incentive program to recognize and celebrate student attendance. <p>Intended Audience: Students Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: September 2023 - May 2024 Delivery Method: In-person</p> <p>Funding Sources: Compensate professional staff for providing after hours instruction - Title I (211) - 211-11-6116-04E-148-30-510-000000-24F10 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

School Performance Objective 2: Maintain overall number of discipline referrals by school personnel at 4 by May 2024.

Evaluation Data Sources: PEIMS

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework.

Strategy's Expected Result/Impact: By May 2024, there will only be four discipline referrals regarding a major consequence.

Staff Responsible for Monitoring: Admin

Title I:





2.6

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p>Action Step 1: Implement a school wide character trait program.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers, Counselor, MHMR Mental Navigator, Support Staff, Admin</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: FWISD Counseling Department and MHMR</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Purchase a character education program - SCE (199 PIC 24) - 199-11-6399-001-148-24-313-000000- - \$2,100, Purchase supplies for instructional use - SCE (199 PIC 24) - 199-11-6399-001-148-24-313-000000- - \$824</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

School Performance Objective 3: Maintain the number of out-of-school suspensions for African American students and other students at 4 by May 2024.

Evaluation Data Sources: PEIMS

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework.

Strategy's Expected Result/Impact: By May 2024, there will only be four out of school suspensions.

Staff Responsible for Monitoring: Admin

Title I:

2.6





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p>Action Step 1: Students will participate in small group counseling and/or be part of a weekly check-in system.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Counselor and MHMR Mental Navigator</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: FWISD Counseling Department and MHMR</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Purchase professional learning registration fee - Title I (211) - 211-31-6411-04E-148-30-510-000000-24F10 - \$500, Purchase virtual professional learning registration fee - Title I (211) - 211-31-6499-04E-148-30-510-000000-24F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

School Performance Objective 4: Maintain six parent engagement activities during and outside of regular school hours to foster student achievement and growth by May 2024.

Evaluation Data Sources: Event sign in sheets and parent feedback

Strategy 1: Foster collaborative partnerships with all stakeholders to organize parent events.

Strategy's Expected Result/Impact: By May 2024, four student and parent engagement activities will be held.

Staff Responsible for Monitoring: Admin and Parent Event Committee

Title I:





4.1

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p>Action Step 1: Parent Engagement Committee and PTA will organize parent events to foster parent engagement by:</p> <p>1. Professional Staff will conduct parent conferences after school hours to inform parents about their child's academic and behavior growth.</p> <p>2. Professional and Support Staff will facilitate after hour family events to encourage parent involvement.</p> <p>Intended Audience: Students and Families</p> <p>Provider / Presenter / Person Responsible: Parent Engagement Committee, PTA and admin</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Purchase supplies to promote parental involvement - Parent Engagement - 211-61-6329-04L-148-30-510-000000-24F10 - \$784, Purchase snacks to parental involvement events - Parent Engagement - 211-61-6499-04L-148-30-510-000000-24F10 - \$500, Compensate teachers for providing after hours parent conferences - Title I (211) - 211-61-6116-04L-148-30-510-000000-24F10 - \$3,000, Compensate staff for after hours family events - Title I (211) - 211-61-6116-04L-148-30-510-000000-24F10 - \$3,038.12</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Jeannie Sisk	Teacher
Classroom Teacher	Aidyl Torres	Teacher
Classroom Teacher	Anahi Pantoja	Teacher
Classroom Teacher	Allison Lilly	Teacher
Classroom Teacher	Kelsey De La Torre	Teacher
Classroom Teacher	Cassie Keller	Teacher
DERC Representative 1	Mornee Brown	Librarian
Non-classroom Professional	Martha Juarez	Instructional Coach
Parent	Amelia Pantoja	Parent
Parent	Crystal Mendez	Parent
Business Representative	Lisa Grunch-Emert	Business Rep
Business Representative	Jennifer Davies	Business Rep
Community Representative	Tangie Fields	Community Representative
Community Representative	Toemas Lazo	Community Representative
Administrator	Blanca Galindo	Principal

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Compensation for providing interventions after school hours	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-148-30-510-000000-24F10	\$3,000.00
1	3	1	2	Purchase supplies for instructional use	Supplies and materials for instructional use	211-11-6399-04E-148-30-510-000000-24F10	\$2,250.00
1	3	1	2	Snack for student incentives	Snacks or incentives for students	211-11-6499-04E-148-30-510-000000-24F10	\$250.00
1	3	1	2	Computer Lab Assistant	Computer Lab Assistant	211-11-6129-04U-148-30-510-000000-24F10	\$30,000.00
1	3	1	2	Purchase E-learning for supplemental use	Technology for instructional use	211-11-6396-04E-148-30-510-000000-24F10	\$1,500.00
1	3	2	1	Purchase professional learning materials	Supplies and materials for professional development	211-13-6399-04E-148-30-510-000000-24F10	\$500.00
2	3	1	2	Purchase supplies for instructional use	Supplies and materials for instructional use	211-11-6399-04E-148-30-510-000000-24F10	\$2,250.00
2	3	1	2	Purchase E-learning for supplemental use	Technology for instructional use	211-11-6396-04E-148-30-510-000000-24F10	\$1,500.00
2	3	1	2	Compensation for after hours interventions	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-148-30-510-000000-24F10	\$3,000.00
2	3	1	2	Purchase snacks for student incentive	Snacks or incentives for students	211-11-6499-04E-148-30-510-000000-24F10	\$250.00
3	1	1	2	Purchase conference registration and travel	Travel for Teachers and Data Analysts (PD)	211-13-6411-04E-148-30-510-000000-24F10	\$1,000.00
3	1	1	2	Purchase virtual professional learning registration	Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04E-148-30-510-000000-24F10	\$500.00
3	1	1	2	Purchase virtual professional learning registration	Virtual registration for Principal and Assistant Principal (PD)	211-23-6499-04E-148-30-510-000000-24F10	\$500.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	Purchase conference registration and travel	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-148-30-510-000000-24F10	\$1,000.00
3	2	1	2	Purchase conference registration and travel	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-148-30-510-000000-24F10	\$1,000.00
3	2	1	2	Purchase virtual professional learning registration	Virtual registration for Principal and Assistant Principal (PD)	211-23-6499-04E-148-30-510-000000-24F10	\$500.00
4	1	1	1	Compensate professional staff for providing after hours instruction	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-148-30-510-000000-24F10	\$2,500.00
4	3	1	1	Purchase professional learning registration fee	Travel for Counselor (PD)	211-31-6411-04E-148-30-510-000000-24F10	\$500.00
4	3	1	1	Purchase virtual professional learning registration fee	Virtual registration for Counselor (PD)	211-31-6499-04E-148-30-510-000000-24F10	\$500.00
4	4	1	1	Compensate staff for after hours family events	Extra duty for family engagement activities after hours	211-61-6116-04L-148-30-510-000000-24F10	\$3,038.12
4	4	1	1	Compensate teachers for providing after hours parent conferences	Extra duty for family engagement activities after hours	211-61-6116-04L-148-30-510-000000-24F10	\$3,000.00
Sub-Total							\$58,538.12
Budgeted Fund Source Amount							\$58,538.12
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1	Purchase a character education program	Supplies and materials for instructional use	199-11-6399-001-148-24-313-000000-	\$2,100.00
4	2	1	1	Purchase supplies for instructional use	Supplies and materials for instructional use	199-11-6399-001-148-24-313-000000-	\$824.00
Sub-Total							\$2,924.00
Budgeted Fund Source Amount							\$2,924.00

SCE (199 PIC 24)								
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							+/- Difference	\$0.00
Parent Engagement								
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
4	4	1	1	Purchase supplies to promote parental involvement	Other Reading Materials for parental involvement	211-61-6329-04L-148-30-510-000000-24F10	\$784.00	
4	4	1	1	Purchase snacks to parental involvement events	Snacks for Parents to promote participation	211-61-6499-04L-148-30-510-000000-24F10	\$500.00	
							Sub-Total	\$1,284.00
							Budgeted Fund Source Amount	\$1,284.00
							+/- 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	Professional learning for teachers after school hours	Extra duty - professional development after hours	199-13-6116-001-148-25-313-000000	\$1,241.00	
							Sub-Total	\$1,241.00
							Budgeted Fund Source Amount	\$1,241.00
							+/- Difference	\$0.00
							Grand Total Budgeted	\$63,987.12
							Grand Total Spent	\$63,987.12
							+/- Difference	\$0.00

Addendums

Charles E. Nash Elementary
Title I Annual Parent/Guardian Meeting*

September 21, 2023

6:00 p.m.

- Welcome
- Explanation why Nash Elementary is a Title I
- Title I Budget
 - Academic Interventions
 - Parental Involvement Initiatives
 - Parents being advocates for their students and offering input/suggestions
- Parent-School Compact
- School Parent and Family Engagement Policy
- Right to know regarding the professional qualifications

*The meeting was facilitated in English and Spanish by Blanca Galindo, Nash Elementary Principal

Title 1 Parent Meeting
September 21, 2023
Sign-in

Nisson Williams	Brayley & Brad Williams
Joe Whatley	Anastasia Whatley
Juana Maturo de Lira Soto	Valentin Soto
Maria Moreno	Juan Moreno
Briana Contreras	
Esperanza Perez	Bella Rafaela Perez
Brenda Flores	Didier Bustamante
Trent Shaskan	
Jose Martinez	Jacquelyn Martinez
Sandra Ramirez	Rael Ramirez
Jessica Orzo	Lilliano Vasquez
Maria Hernandez	emmarie Parada
Sandra Vera	Stephen Vera
Amber Branson	Journey Jackson
Melissa Perez	office
Anna Alvarez	office
Margaret Thompson	Kyle Thompson
Edith Creech	
Xavier Pineda	
Victoria Wilson	

Title 1 Parent Meeting
September 21, 2023
Sign-in

Jesslyn Jenkins	Coobe's Caylee Robinson
Zany Jamballoh	Skyler & Taylor Wesley
Carolina Renteria	Sophia Ramirez
Raqueel DeRusse	Raqueel DeRusse
Marina Juarez	
Sayra Almaguer	Santiago Almaguer
Yuliana Garcia	Yoana Torres
Helga Schmidt	Christopher Parris
Amranda Brazier Pulliam	Clara Brazier Pulliam
David Pulliam	Clara Brazier Pulliam
RoseAnna Valle	Analiyah Gutierrez
Alaysa Garcia	Alyssa Samantha Suarez
Victoria Hatch	
Marissa Rios	
BRIAN NILES	
Kelsey de la Torre	Luca de la Torre

**Charles E. Nash Elementary
Parent – School Compact
2023 - 2024**

SCHOOL AGREEMENT:

The entire school staff will share the responsibility for improved student achievement; therefore, we will do the following:

- Hold parent/teacher conferences.
- Frequent communicates to families on their child’s progress.
- Provide opportunities for families to participate in their child’s class.
- Provide an environment conducive to learning.
- Respect the student, their families, and the diverse culture of the school.
- Attend school functions.

School/Teacher Signature _____ Date: _____

PARENT/GUARDIAN AGREEMENT:

I want my child to reach his/her full academic potential, therefore I will do the following to support my child’s learning:

- Have on-going communication with my child’s school, including parent-teacher conferences and volunteering in the classroom and school functions.
- See that my child attends school regularly and is punctual.
- Support the school staff and respects cultural differences of others.
- Establish a time and place for homework and checks it regularly.
- Monitor the use of electronics and media sites.
- Read with your child at least 5 times a week.
- Memorize math facts at least 5 times a week.

Parent/Guardian Signature _____ Date: _____

STUDENT AGREEMENT:

It is important that I do the best that I can; therefore, I will do the following:

- Come to school each day on time with my homework completed.
- Work hard with a “**yet**” attitude.
- Believe that I can learn, and I will learn.
- Obey school rules and expectations.
 - Be kind to others.
 - Ask for help.
 - Tell an adult when something bothers me, or I are hurt as soon as possible.

Student Signature _____ Date: _____

School Parent and Family Engagement Policy
Charles E. Nash Elementary
2023-2024

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring: (1) parents play an integral role in assisting their child's learning; (2) parents are encouraged to be actively involved in their child's education at school; and (3) parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

GOALS:

- Create working partnerships between school and parents
- Improve student attendance and academic performance
- Increase parental/family engagement in student education
- Promote family literacy and social emotional skills

CHARLES E. NASH ELEMENTARY will put into operation programs, activities and procedures for the involvement of parents in all of its Title I, Part A schools, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

CHARLES E. NASH ELEMENTARY will ensure the required parental engagement plans meet State requirements and each include, as a component, a school-parent compact jointly developed with parents that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and by what means the school and parents will build/develop a partnership to assist children in achieving the State's high standards.

CHARLES E. NASH ELEMENTARY uses Title I, Part A funds to provide school-wide services for all students. The school will hold at least one meeting annually to review Title I guidelines and services offered at CHARLES E. NASH ELEMENTARY within the first 6 weeks of school. The annual meeting will be held at a convenient time and location; notice of the meeting will be provided through ParentLink (Blackboard), school social media sites and school-based information flyers. Translators will be available to help with non-English speakers.

CHARLES E. NASH ELEMENTARY will implement effective parental involvement activities to improve student academic achievement and school performance:

- Promote and advertise maintenance of parent organizations (PTA)
- Partner with Family Resource Centers and Care Solace
- Dedicated Family Engagement Specialist on campus
- Family events/workshops during the school day and evening
- Dedicated time during the school day for teachers to communicate with parents
- ParentLink (Blackboard) phone call-outs, text system and email in English and Spanish to disseminate school information

CHARLES E. NASH ELEMENTARY will take the following actions to involve parents in the joint development of its parental engagement plan including an annual evaluation of the content and effectiveness of this plan in improving the quality of our school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental engagement plan and activities to design strategies for more effective parental involvement, and to revise, if necessary, its parental engagement plan.

- Encourage parents to volunteer
- Incentives to encourage participation
- Parents will be surveyed

CHARLES E. NASH ELEMENTARY will take the following actions to provide materials and training to help parents work with their children to improve the academic achievement of their child to foster parental involvement:

- Conduct parent events/workshops each year in the areas of reading/literacy, math, the importance of attendance or social emotional learning
- Send home printed flyers with details concerning events
- Provide information through the following media: ParentLink (Blackboard), school marquees and school social media sites
- Facilitate communication between parents/caregivers and FWISD Family Resource Centers

Política de participación de padres y familias de la escuela
Escuela Primaria Charles E. Nash
2023-2024

Participación de los padres significa la participación de los padres en una comunicación regular, bidireccional y significativa que involucre el aprendizaje académico de los estudiantes y otras actividades escolares, lo que incluye garantizar que: (1) los padres desempeñen un papel integral para ayudar en el aprendizaje de sus hijos; (2) se alienta a los padres a participar activamente en la educación de sus hijos en la escuela; y (3) los padres son socios plenos en la educación de sus hijos y están incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos.

METAS:

- Crear asociaciones de trabajo entre la escuela y los padres
- Mejorar la asistencia de los estudiantes y el rendimiento académico
- Aumentar la participación de los padres y la familia en la educación de los estudiantes
- Promover la alfabetización familiar y las habilidades socioemocionales

CHARLES E. NASH ELEMENTARY pondrá en funcionamiento programas, actividades y procedimientos para la participación de los padres en todas sus escuelas Título I, Parte A, de acuerdo con la sección 1118 de la Ley de Educación Primaria y Secundaria (ESEA). Esos programas, actividades y procedimientos se planificarán y operarán con una consulta significativa con los padres de los niños participantes.

La ESCUELA PRIMARIA CHARLES E. NASH se asegurará de que los planes de participación de los padres requeridos cumplan con los requisitos estatales y cada uno incluya, como componente, un pacto entre la escuela y los padres desarrollado conjuntamente con los padres que describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y por qué medios la escuela y los padres construirán/desarrollarán una asociación para ayudar a los niños a lograr los altos estándares del Estado.

La ESCUELA PRIMARIA CHARLES E. NASH usa fondos del Título I, Parte A para brindar servicios en toda la escuela para todos los estudiantes. La escuela llevará a cabo al menos una reunión anual para revisar las pautas y los servicios del Título I ofrecidos en CHARLES E. NASH ELEMENTARY dentro de las primeras 6 semanas de clases. La reunión anual se llevará a cabo en un lugar y hora convenientes; El aviso de la reunión se proporcionará a través de ParentLink (Blackboard), los sitios de redes sociales de la escuela y los folletos informativos de la escuela. Habrá traductores disponibles para ayudar con los que no hablan inglés.

CHARLES E. NASH ELEMENTARY implementará actividades efectivas de participación de los padres para mejorar el rendimiento académico y el rendimiento escolar de los estudiantes:

- Promover y publicitar el mantenimiento de organizaciones de padres (PTA)
- Asociarse con los Centros de Recursos Familiares y Care Solace
- Especialista dedicado en participación familiar en el campus
- Eventos/talleres familiares durante el día y la noche escolar
- Tiempo dedicado durante el día escolar para que los maestros se comuniquen con los padres
- Llamadas telefónicas ParentLink (Blackboard), sistema de texto y correo electrónico en inglés y español para difundir información escolar

CHARLES E. NASH ELEMENTARY tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto de su plan de participación de los padres, incluida una evaluación anual del contenido y la eficacia de este plan para mejorar la calidad de nuestra escuela. La evaluación incluirá la identificación de barreras para una mayor participación de los padres en las actividades de participación de los padres (con especial atención a los padres económicamente desfavorecidos, discapacitados, con dominio limitado del inglés, alfabetización limitada o pertenecientes a una minoría racial o étnica). La escuela utilizará los resultados de la evaluación sobre su plan y actividades de participación de los padres para diseñar estrategias para una participación de los padres más efectiva y para revisar, si es necesario, su plan de participación de los padres.

- Anime a los padres a ser voluntarios
- Incentivos para fomentar la participación
- Los padres serán encuestados

CHARLES E. NASH ELEMENTARY tomará las siguientes medidas para proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos para fomentar la participación de los padres:

- Llevar a cabo eventos/talleres para padres cada año en las áreas de lectura/alfabetización, matemáticas, la importancia de la asistencia o el aprendizaje socioemocional.
- Enviar a casa folletos impresos con detalles sobre eventos
- Proporcionar información a través de los siguientes medios: ParentLink (Blackboard), marquesinas escolares y sitios de redes sociales escolares
- Facilitar la comunicación entre los padres/cuidadores y los Centros de Recursos Familiares de FWISD