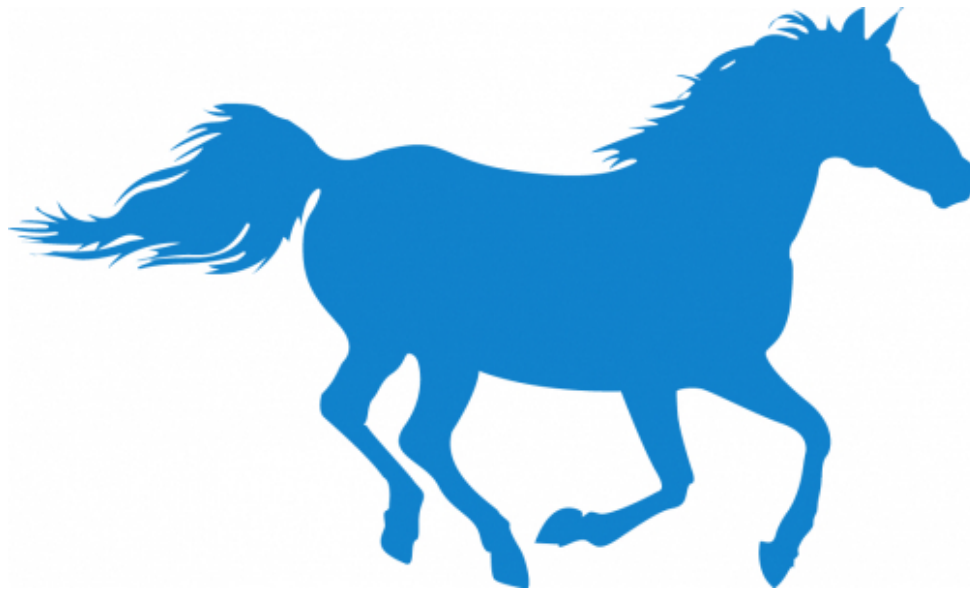


Fort Worth Independent School District
163 Bruce Shulkey Elementary School
2023-2024 Improvement Plan

Accountability Rating: Not Rated



Mission Statement

The mission at Bruce Shulkey is to provide a positive environment that is conducive to learning and to provide quality instruction within a mutually respectful community of future leaders.

Vision

Igniting a passion for learning in every student.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
District Goals	11
District Goal 1: Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.	12
District Goal 2: Early Math Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.	19
District Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	25
District Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	29
Title I Personnel	36
Site-Based Decision Making Committee	37
Campus Funding Summary	38
Addendums	40

Comprehensive Needs Assessment

Revised/Approved: April 18, 2023

Demographics

Demographics Summary

Bruce Shulkey is a 65 year old Title 1 campus located in Fort Worth, Texas. We are in the established Wedgwood neighborhood within the FWISD Southwest pyramid. It is a diverse community where houses are being bought and remodeled by younger families. With the loss of a Language Center on campus, enrollment has decreased since 2019 from 495 to a current enrollment of 383. The campus population breakdown: 41% Hispanic, 29% African American, 20% White, and 4% Asian. The current mobility rate is 1:35 students, so roughly 11%. The attendance rate has increased to 92.23% from 88% last school year. Bruce Shulkey Elementary's student groups include: 20% ELL, 4% GT, 17% SPED, and 70% Economically Disadvantaged. Although the Teaching Staff was reduced by two teachers for the 2022-23 school year due to the lower projected enrollment, we are regaining one of those teaching units for the 23-24 school year. We have been without a counselor since August of 2022, but we do have a librarian, a SET teacher, a dyslexia teacher, a licensed school psychologist, an educational diagnostician, and two speech pathologists. We also have a behavioral unit and two self-contained special needs units. Our teacher to student ratio is 1 to 18.

Demographics Strengths

Bruce Shulkey has many strengths, some of which include:

1. 89% of eligible Staff has completed, or will have completed, the Reading Academies for HB3 by the end of May.
2. All but three of the teachers on Staff are highly qualified.
3. All 4th grade students received mentors through our partnership with the Academy4 program.
4. BSE provides a diverse student population, including Special Programs such as RISE, SEAS, ECSE Inclusion.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While the attendance rate has increased from 88% to 92%, the chronic/nearly chronic absenteeism is 40%. **Root Cause:** Lack of timely, consistent, and upfront communication with parents about attendance requirements and systems procedures.

Problem Statement 2 (Prioritized): Disproportionate number of African American males receiving referrals for discipline. **Root Cause:** Lack of schoolwide fidelity to teacher-created PBIS.

Student Learning

Student Learning Summary

For the 2022 3rd grade Reading STAAR, we had growth of 8% in the meets and 6% in the Masters categories. We had the greatest gains in the Meets category. Trends to address are lack of growth Hispanic in all categories and African American at Approaches.

In the 2022 MAP Growth Reading Scores (BOY to EOY for all grade levels and student groups), our Special Ed Learners outperformed all other groups, with an average increase of 4% to the grade level norm. A trend to address is the small growth in the African American, Hispanic, and Economic Disadvantage student groups.

In the 2022 MAP Growth Math Scores (BOY to EOY for all grade levels and student groups), our English Language Learners outperformed all other groups, with an average increase of 9% to the grade level norm. A trend to address is the growth of the African American, Hispanic, and Special Education student groups.

Most recent State Achievement results for 4th grade ELA (See addendums).

Student Learning Strengths

Some of the Student Learning Strengths prior to the current State assessment(s) includes:

1. 58% of 5th Graders met projected growth for MAP Growth from BOY to EOY for Reading.
2. 54% of 3rd Graders met projected growth for MAP Growth from BOY to EOY for Math.
3. Special Ed Learners outperformed all other groups, with an average increase of 4% to the grade level norm.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to 4th Grade STAAR data, the percent of African American students Approaching grade level was half of the tested population (56%) 1 student Met Grade Level, and no one Mastered the 4th grade standards in math. **Root Cause:** The lack of Racial awareness and tailoring instruction to meet the needs of AA students.

Problem Statement 2 (Prioritized): Campus-wide, students are under-identified for Dyslexia services. **Root Cause:** Lack of additional classroom-documented data to present at MTSS meetings.

School Processes & Programs

School Processes & Programs Summary

Personnel/Professional Practices

At Bruce Shulkey, we have interviewing committees consisting of administrators, teachers, and staff members that work to find the best candidate for the position. Administrators use resources including the APPLICANT, Teacher Fit, and Zero Risk to prescreen candidates. We conduct the interview(s) and the committee will make a decision. To retain new teachers, we have a Campus Instructional Coach, new teacher academy, and campus-level New Teacher briefings on going through out the year as needed. We have grade level chairs at each grade level, committees, and lead teachers that provide additional information to the campus. As a faculty and SBDM committee, we have spent time analyzing data to see where improvement can take place. We track progress towards intended outcomes using our CIP at MOY and EOY. After analyzing campus, data professional development is planned accordingly for the school year.

Programs and Opportunities for Students

The programs we have at Bruce Shulkey include RISE, SEAS, Dyslexia, GT, Speech, SPED, and we are an ESL-only school. The students in these programs are challenged and expected to make progress toward meeting their yearly goals. Enrichment opportunities are provided in several areas including Cheerleading, Choir, Art contests, Good News Club, Geek Squad, Jr. Academy4, HIT Tutoring, Football, Running Club, and Battle of the Books. Dyslexia and Special Ed teachers attend Neuhaus training for Tier 2/3 intervention. We implement the FWISD curriculum with the new Eureka and Amplify programs. All instructional minutes are accounted for in grade level schedules posted outside each classroom door. Bruce Shulkey Elementary's student groups include: 20% ELL, 4% GT, 17% SPED, and 3% Dyslexia. We have college spirit days by allowing faculty and students to wear their college shirts. We are a 1:1 campus providing each student with a Chromebook that students can use at school and home. Shulkey offers intervention services for nonqualifying students to remediate and accelerate areas of need. We provide interventions during the school day to provide equity and access for students that ride the bus home. The Data Analyst facilitates data meetings including instructional planning time with teachers in a pull out setting after students have taken local benchmarks to create interventions for grade 3 to 5. The Data Analyst uses MAP data to identify K-2 students in need of additional reading instruction. Intervention time is included in the master schedule and provided by the teachers and an outside tutoring provider.

Procedures

To support powerful teaching and learning, we provide 50 minutes a week for PLCs. During PLCs, teachers collaborate and plan lessons, look at data, and create intervention plans. Shulkey has a school-wide computer lab schedule to ensure students are able to meet the required time for designated programs. We follow the District Scheduling Guidance Grade Level documents when creating the master roster to ensure required instructional minutes are met. Master schedules have been created to optimize learning time for all grade levels with careful consideration for time constraints in regards to teacher planning, recess, lunch, dyslexia, SPED, EL, and tutorial pull outs. Bruce Shulkey has incorporated its own PBIS incentive program to assist students with their social and emotional needs. Returning teachers had two days of restorative training to promote a decrease in student discipline referrals and a decrease in out of school suspensions.

School Processes & Programs Strengths

Some areas of note include:

1. Academy4 Mentoring Program brought to the campus for 4th graders.
2. Integrated intervention time included in the Master Schedule.
3. Technology-smart boards in every classroom, 1:1 Chromebooks for students, incorporation of interactive apps and assessments, computer lab, and technology carts.
4. Weekly targeted PLCs focused on curriculum internalization, lesson planning, and teacher modeling.
5. Professional Development that is focused on best practices.
6. Teacher-created/led PBIS protocol for students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to MAP Growth Math Scores, 15% of 1st graders met their MAP Growth Projections. **Root Cause:** While the new teachers at this grade level have displayed fidelity to the new curriculum in the classroom, the lack of training prior to implementation has produced some learning gaps.

Problem Statement 2 (Prioritized): According to MAP Growth Reading Scores, 28% of 1st graders met their MAP Growth Projections. **Root Cause:** While the new teachers at this grade level have displayed fidelity to the new curriculum in the classroom, the lack of training prior to implementation has produced some learning gaps.

Perceptions

Perceptions Summary

The most recent data we collected (Panorama 2022) showed that Teacher-Student relationships dropped 9%, from the previous year (77%-68%), and that 57% of students struggled with regulating emotions (down 4%) from the previous year (2021). Bruce Shulkey has been without a Counselor, Case Manager, or Navigator the duration of the school year. The students do not currently receive regular SEL lesson, guidance lessons, or participate in groups to help with the regulating emotions piece.

Perceptions Strengths

Bruce Shulkey has implemented a teacher-generated "Mustang Corral" to establish behavior norms, offer incentives for good behavior choices and encourage a positive culture surrounding behavior.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The number of referrals for fighting has increased from 4 (21-22 data) to 23 in the current school year (22-23). **Root Cause:** Lack of Support Services on campus for students to receive Social Skills Lessons and additional support systems for students (e.g. groups, Restorative Circles).

Problem Statement 2 (Prioritized): Teacher-submitted referrals are on-track to exceed the number of referrals written last school year (2022-23). **Root Cause:** Lack of relationship-building and/or classroom management teacher professional development offered throughout the school year to support the teacher-student relationship(s).

Priority Problem Statements

Problem Statement 1: According to 4th Grade STAAR data, the percent of African American students Approaching grade level was half of the tested population (56%) 1 student Met Grade Level, and no one Mastered the 4th grade standards in math.

Root Cause 1: The lack of Racial awareness and tailoring instruction to meet the needs of AA students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: According to MAP Growth Math Scores, 15% of 1st graders met their MAP Growth Projections.

Root Cause 2: While the new teachers at this grade level have displayed fidelity to the new curriculum in the classroom, the lack of training prior to implementation has produced some learning gaps.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Teacher-submitted referrals are on-track to exceed the number of referrals written last school year (2022-23).

Root Cause 3: Lack of relationship-building and/or classroom management teacher professional development offered throughout the school year to support the teacher-student relationship(s).

Problem Statement 3 Areas: Perceptions

Problem Statement 4: While the attendance rate has increased from 88% to 92%, the chronic/nearly chronic absenteeism is 40%.

Root Cause 4: Lack of timely, consistent, and upfront communication with parents about attendance requirements and systems procedures.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Campus-wide, students are under-identified for Dyslexia services.

Root Cause 5: Lack of additional classroom-documented data to present at MTSS meetings.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Disproportionate number of African American males receiving referrals for discipline.

Root Cause 6: Lack of schoolwide fidelity to teacher-created PBIS.

Problem Statement 6 Areas: Demographics

Problem Statement 7: According to MAP Growth Reading Scores, 28% of 1st graders met their MAP Growth Projections.

Root Cause 7: While the new teachers at this grade level have displayed fidelity to the new curriculum in the classroom, the lack of training prior to implementation has produced some learning gaps.

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress 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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- T-TESS data

District Goals

Revised/Approved: September 21, 2023

District Goal 1: Early Literacy

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

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 77% to 82% by May 2024.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from __% to __% by May 2024. (Not Applicable)

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 27% to 37% by May 2024.

Evaluation Data Sources: CLI

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Literacy Framework and Creative Curriculum.

Strategy's Expected Result/Impact: Increase in AA percentage on CLI by 5%

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I:

2.4, 2.6, 4.1

- 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: Demographics 1

Action Step 1 Details		Reviews			
Action Step 1: Fidelity to the Creative Curriculum; Participate in PLCs. Intended Audience: Pre-K Teachers Provider / Presenter / Person Responsible: Principal and Assistant Principal		Formative			Summative
		Nov	Jan	Mar	June

Date(s) / Timeframe: Aug-May Collaborating Departments: Pre-K team, Early Learning				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: Instructional planning meetings will be prescheduled for the year to provide a day of pull out planning for teachers with the DA. 100% completion rate of teacher walk throughs per proration guide by the EOY 2023.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Data Analyst

Title I:
2.4, 2.5, 2.6

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

- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Implement the services of a Data Analyst to foster collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes. Provider / Presenter / Person Responsible: Data Analyst Funding Sources: - Title I (211) - 211-13-6119-04E-163-30-510-000000-24F10 - \$79,550	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Foster collaborative partnerships- High Impact Tutoring, PLCs- with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes. Funding Sources: - Title I (211) - 211-11-6112-OPD-163-30-510-000000-24F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: While the attendance rate has increased from 88% to 92%, the chronic/nearly chronic absenteeism is 40%. Root Cause: Lack of timely, consistent, and upfront communication with parents about attendance requirements and systems procedures.
School Processes & Programs
Problem Statement 1: According to MAP Growth Math Scores, 15% of 1st graders met their MAP Growth Projections. Root Cause: While the new teachers at this grade level have displayed fidelity to the new curriculum in the classroom, the lack of training prior to implementation has produced some learning gaps. Problem Statement 2: According to MAP Growth Reading Scores, 28% of 1st graders met their MAP Growth Projections. Root Cause: While the new teachers at this grade level have displayed fidelity to the new curriculum in the classroom, the lack of training prior to implementation has produced some learning gaps.

District Goal 1: Early Literacy

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

School Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 37% to 42% 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 __% to __% by May 2024. (Not Applicable)

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 25% to 35% by May 2024.

Evaluation Data Sources: MAP Fluency

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Literacy Framework and Creative Curriculum.

Strategy's Expected Result/Impact: Increase in AA percentage on MAP Fluency by 5%

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details		Reviews			
Action Step 1: Implement School to Home communication weekly, and then as needed. Intended Audience: School staff and families Provider / Presenter / Person Responsible: Principal, teachers, FES Date(s) / Timeframe: Year-long Collaborating Departments: CLT, ILT, teachers Delivery Method: Class DOJO, Blackboard, Newsletters		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: 100% completion rate of teacher walk throughs per proration guide by end of year 2024. Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Data Analyst

Title I:

2.4, 2.5

- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the Proration Walkthrough Guide, creation of teacher-led campus culture team. Intended Audience: Staff Provider / Presenter / Person Responsible: Principal, Assistant Principal Date(s) / Timeframe: Year-long Collaborating Departments: CLT Delivery Method: None	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Analyze student data as it pertains to Core5 in weekly PLCs. Intended Audience: Staff Provider / Presenter / Person Responsible: Data Analyst, IC, teachers Date(s) / Timeframe: Year-long Collaborating Departments: CLT Delivery Method: None	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: While the attendance rate has increased from 88% to 92%, the chronic/nearly chronic absenteeism is 40%. Root Cause: Lack of timely, consistent, and upfront communication with parents about attendance requirements and systems procedures.

Student Learning

Problem Statement 1: According to 4th Grade STAAR data, the percent of African American students Approaching grade level was half of the tested population (56%) 1 student Met Grade Level, and no one Mastered the 4th grade standards in math. **Root Cause:** The lack of Racial awareness and tailoring instruction to meet the needs of AA students.

School Processes & Programs

Problem Statement 1: According to MAP Growth Math Scores, 15% of 1st graders met their MAP Growth Projections. **Root Cause:** While the new teachers at this grade level have displayed fidelity to the new curriculum in the classroom, the lack of training prior to implementation has produced some learning gaps.

Problem Statement 2: According to MAP Growth Reading Scores, 28% of 1st graders met their MAP Growth Projections. **Root Cause:** While the new teachers at this grade level have displayed fidelity to the new curriculum in the classroom, the lack of training prior to implementation has produced some learning gaps.

District Goal 1: Early Literacy

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

School Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 34% to 43% by May 2024.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 33% to 43% by May 2024.

Evaluation Data Sources: MAP Growth Reading

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Literacy Framework and Creative Curriculum.

Strategy's Expected Result/Impact: MAP Growth Reading scores will increase by 5% overall and 10% for AA students.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details		Reviews			
Action Step 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Curriculum to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day. Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-163-24-313-000000- - \$4,600, - SCE (199 PIC 24) - 199-11-6399-001-163-24-313-000000- - \$500		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: 100% completion rate of teacher walk throughs per proration guide by end of year 2024. Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, and Data Analyst

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the Proration schedule for walkthroughs and feedback. Intentional data meetings led by the DA. Intended Audience: Staff Provider / Presenter / Person Responsible: Principal, Assistant Principal, DA Date(s) / Timeframe: Year-long Collaborating Departments: CLT	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: While the attendance rate has increased from 88% to 92%, the chronic/nearly chronic absenteeism is 40%. Root Cause: Lack of timely, consistent, and upfront communication with parents about attendance requirements and systems procedures.
Student Learning
Problem Statement 1: According to 4th Grade STAAR data, the percent of African American students Approaching grade level was half of the tested population (56%) 1 student Met Grade Level, and no one Mastered the 4th grade standards in math. Root Cause: The lack of Racial awareness and tailoring instruction to meet the needs of AA students.

District Goal 2: Early Math

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

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 62% 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 56% to 70% by May 2024.

Evaluation Data Sources: CLI

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of Creative Curriculum.

Strategy's Expected Result/Impact: Increase in AA percentage on CLI by 10%.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I:

2.4, 4.1, 4.2





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1

Action Step 1 Details		Reviews			
Action Step 1: Fidelity to the Creative Curriculum, Participate in PLCs. Intended Audience: Pre-K Teachers Provider / Presenter / Person Responsible: Principal and Assistant Principal Date(s) / Timeframe: Year-long Collaborating Departments: Pre-K team, Early Learning		Formative			Summative
		Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: Instructional planning meetings will be prescheduled for the year to provide a day of pull out planning for teachers with the DA. 100% completion rate of teacher walk throughs per proration guide by the EOY 2024.

Staff Responsible for Monitoring: Principal, AP, Data Analyst

Title I:

2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Perceptions 2

Action Step 1 Details		Reviews			
Action Step 1: Weekly PLCs by grade level Intended Audience: Staff Provider / Presenter / Person Responsible: Principal, Assistant Principal, IC Date(s) / Timeframe: Year-long (Fridays) Collaborating Departments: Teachers		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: While the attendance rate has increased from 88% to 92%, the chronic/nearly chronic absenteeism is 40%. Root Cause: Lack of timely, consistent, and upfront communication with parents about attendance requirements and systems procedures.
Perceptions
Problem Statement 2: Teacher-submitted referrals are on-track to exceed the number of referrals written last school year (2022-23). Root Cause: Lack of relationship-building and/or classroom management teacher professional development offered throughout the school year to support the teacher-student relationship(s).

District Goal 2: Early Math

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

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 22% to 27% 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) by 10% May 2024.

Evaluation Data Sources: TX-KEA

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students through standards aligned planning and lesson delivery during the Math Block.

Strategy's Expected Result/Impact: Increase AA percentage on TX-KEA for students on track, in Math by 10%.

Staff Responsible for Monitoring: Principal, Assistant Principal, and teachers

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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

Action Step 1 Details		Reviews			
Action Step 1: School will focus on MAP Growth for subsequent data points. (No longer using TX-KEA after Wave 1.) Intended Audience: Kinder Teachers Provider / Presenter / Person Responsible: Principal and Assistant Principal Date(s) / Timeframe: Year-long Collaborating Departments: Kinder team and DA		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: 100% completion rate of teacher walk throughs per proration guide by end of year 2023.

Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Data Analyst

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details		Reviews			
Action Step 1: Create a concentrated ILT for distributive leadership. One teacher per grade level, SpEd, and Specials represented. Intended Audience: Staff Provider / Presenter / Person Responsible: Principal and Assistant Principal Date(s) / Timeframe: Year-long Collaborating Departments: CLT		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 2 Problem Statements:

Student Learning	
Problem Statement 1: According to 4th Grade STAAR data, the percent of African American students Approaching grade level was half of the tested population (56%) 1 student Met Grade Level, and no one Mastered the 4th grade standards in math. Root Cause: The lack of Racial awareness and tailoring instruction to meet the needs of AA students.	
School Processes & Programs	
Problem Statement 1: According to MAP Growth Math Scores, 15% of 1st graders met their MAP Growth Projections. Root Cause: While the new teachers at this grade level have displayed fidelity to the new curriculum in the classroom, the lack of training prior to implementation has produced some learning gaps.	

District Goal 2: Early Math

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

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 43% to 50% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 36% to 43% by May 2024.

Evaluation Data Sources: MAP Growth Math

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students through standards aligned planning and lesson delivery during the Math Block.

Strategy's Expected Result/Impact: Increase in MAP Growth Math by 5% for all students. AA will increase from 19% to 29%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst, and Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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

Action Step 1 Details		Reviews			
Action Step 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process. Funding Sources: - Title I (211) - 211-13-6399-04E-163-30-510-000000-24F10 - \$3,000		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: 100% completion rate of teacher walk throughs per proration guide by end of year 2023.

Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Data Analyst

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Continuation of a teacher-created culture team to implement school-wide protocols. Intended Audience: Staff Provider / Presenter / Person Responsible: Mustang Corral Staff Date(s) / Timeframe: Year-long Collaborating Departments: CLT		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: According to 4th Grade STAAR data, the percent of African American students Approaching grade level was half of the tested population (56%) 1 student Met Grade Level, and no one Mastered the 4th grade standards in math. Root Cause: The lack of Racial awareness and tailoring instruction to meet the needs of AA students.
School Processes & Programs
Problem Statement 1: According to MAP Growth Math Scores, 15% of 1st graders met their MAP Growth Projections. Root Cause: While the new teachers at this grade level have displayed fidelity to the new curriculum in the classroom, the lack of training prior to implementation has produced some learning gaps.

District Goal 3: CCMR

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

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 39% to 50% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 24% to 34% by May 2024.

Evaluation Data Sources: 2022 STAAR results

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Literacy Framework and Creative Curriculum.

Strategy's Expected Result/Impact: STAAR reading scores will increase 5% and AA increase 10%.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers

Title I:

2.4, 2.5, 2.6, 4.2





- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2 - Perceptions 2

Action Step 1 Details		Reviews			
Action Step 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework. Funding Sources: - Title I (211) - 211-11-6399-04E-163-30-510-000000-24F10 - \$3,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: 100% completion rate of teacher walk throughs per proration guide by end of year 2023. Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Data Analyst

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the Proration schedule for walkthroughs and feedback. Intentional data meetings led by the DA. Intended Audience: Staff Provider / Presenter / Person Responsible: Principal, Assistant Principal, DA Date(s) / Timeframe: Year-long Collaborating Departments: CLT	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:

School Processes & Programs
Problem Statement 1: According to MAP Growth Math Scores, 15% of 1st graders met their MAP Growth Projections. Root Cause: While the new teachers at this grade level have displayed fidelity to the new curriculum in the classroom, the lack of training prior to implementation has produced some learning gaps.
Problem Statement 2: According to MAP Growth Reading Scores, 28% of 1st graders met their MAP Growth Projections. Root Cause: While the new teachers at this grade level have displayed fidelity to the new curriculum in the classroom, the lack of training prior to implementation has produced some learning gaps.
Perceptions
Problem Statement 2: Teacher-submitted referrals are on-track to exceed the number of referrals written last school year (2022-23). Root Cause: Lack of relationship-building and/or classroom management teacher professional development offered throughout the school year to support the teacher-student relationship(s).

District Goal 3: CCMR

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

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 17% to 35% 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 7% to 20% by May 2024.

Evaluation Data Sources: 2022 STAAR Results

Strategy 1: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: 100% completion rate of teacher walk throughs per proration guide by end of year 2023. Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Data Analyst

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Fidelity to the Proration Walkthrough Guide, teacher fidelity to the teacher-created/led campus culture team. Intended Audience: Staff Provider / Presenter / Person Responsible: Mustang Corral Staff, Principal, Assistant Principal Date(s) / Timeframe: Year-long Collaborating Departments: Staff		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

Strategy 2: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students through standards aligned planning and lesson delivery during the Math Block.

Strategy's Expected Result/Impact: STAAR Math results will increase by 15% overall and 10% for AA students.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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

Action Step 1 Details		Reviews			
Action Step 1: Fidelity to the Proration Walkthrough Guide, fidelity to the teacher-created/led campus culture team. Intended Audience: Staff Provider / Presenter / Person Responsible: Mustang Corral, Principal, Assistant Principal Date(s) / Timeframe: Year-long		Formative			Summative
		Nov	Jan	Mar	June
		<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>			

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: According to 4th Grade STAAR data, the percent of African American students Approaching grade level was half of the tested population (56%) 1 student Met Grade Level, and no one Mastered the 4th grade standards in math. Root Cause: The lack of Racial awareness and tailoring instruction to meet the needs of AA students.
School Processes & Programs
Problem Statement 1: According to MAP Growth Math Scores, 15% of 1st graders met their MAP Growth Projections. Root Cause: While the new teachers at this grade level have displayed fidelity to the new curriculum in the classroom, the lack of training prior to implementation has produced some learning gaps.

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

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

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 53% to 30% by May 2024.

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Literacy Framework and Creative Curriculum.

Strategy's Expected Result/Impact: STAAR Reading will increase overall performance by 5% and AA by 10%

Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers

Title I:

2.4, 4.1

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Funding Sources: - Title I (211) - 211-61-6129-04L-163-30-510-000000-24F10 - \$1,960				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 2: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: Increase in attendance by 2%.

Staff Responsible for Monitoring: FES, attendance clerk, counselor, teachers

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:





Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2 - Perceptions 2

Action Step 1 Details		Reviews			
Action Step 1: Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes. Intended Audience: Staff Provider / Presenter / Person Responsible: Principal and Assistant Principal Date(s) / Timeframe: Year-long Funding Sources: - Title I (211) - 211-11-6116-04E-163-30-510-000000-24F10 - \$1,890		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: While the attendance rate has increased from 88% to 92%, the chronic/nearly chronic absenteeism is 40%. Root Cause: Lack of timely, consistent, and upfront communication with parents about attendance requirements and systems procedures. Problem Statement 2: Disproportionate number of African American males receiving referrals for discipline. Root Cause: Lack of schoolwide fidelity to teacher-created PBIS.
Student Learning
Problem Statement 2: Campus-wide, students are under-identified for Dyslexia services. Root Cause: Lack of additional classroom-documented data to present at MTSS meetings.
School Processes & Programs
Problem Statement 2: According to MAP Growth Reading Scores, 28% of 1st graders met their MAP Growth Projections. Root Cause: While the new teachers at this grade level have displayed fidelity to the new curriculum in the classroom, the lack of training prior to implementation has produced some learning gaps.
Perceptions
Problem Statement 2: Teacher-submitted referrals are on-track to exceed the number of referrals written last school year (2022-23). Root Cause: Lack of relationship-building and/or classroom management teacher professional development offered throughout the school year to support the teacher-student relationship(s).

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

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

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 156 to 75 by May 2024.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 77 to 35 by May 2024.

Evaluation Data Sources: FWISD Data Dashboard and Focus

Strategy 1: Develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: 100% completion rate of teacher walk throughs per proration guide by end of year 2024.

Data meetings will identify TEKS to target for instructional planning that will positively impact student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Data Analyst

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Shared Proration Guide to calendar and drive the walkthrough process. Seek Professional Development opportunities for leadership team to attend to promote leadership. Intended Audience: CLT/ED Provider / Presenter / Person Responsible: Principal and Assistant Principal Date(s) / Timeframe: Year-long Delivery Method: Shared Documents Funding Sources: - Title I (211) - 211-23-6411-04E-163-30-510-000000-24F10		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Strategy 2: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Instructional Framework, Literacy Framework, Creative Curriculum, and during the

math block.

Strategy's Expected Result/Impact: STAAR Reading and Math, and MAP Growth will increase overall by 5% and 10% for AA students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst, and Teachers

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the curriculum, additional math minutes built into the master schedule, intervention time built into the master schedule. Intended Audience: Staff Provider / Presenter / Person Responsible: Teachers, IC, DA, Principal Date(s) / Timeframe: Year-long	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Analyze Student Progress in Core5 and Dreambox in weekly PLC meetings. Intended Audience: Teachers Provider / Presenter / Person Responsible: IC, DA, Principal, Assistant Principal Date(s) / Timeframe: Year-long	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 3: Use effective classroom management and teaching methods to foster a positive learning environment

Strategy's Expected Result/Impact: Increase students' school Connectedness

Staff Responsible for Monitoring: Admin, Teachers, TAs, CIC, Counselor, FES

Title I:

2.4, 2.6





- **TEA Priorities:**

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

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Weekly grade-level PLCs to internalize, plan, and practice implementing the curriculum. Intended Audience: Staff Provider / Presenter / Person Responsible: Principal, Assistant Principal, IC Date(s) / Timeframe: Year-long Collaborating Departments: CLT	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Disproportionate number of African American males receiving referrals for discipline. Root Cause: Lack of schoolwide fidelity to teacher-created PBIS.
Student Learning
Problem Statement 1: According to 4th Grade STAAR data, the percent of African American students Approaching grade level was half of the tested population (56%) 1 student Met Grade Level, and no one Mastered the 4th grade standards in math. Root Cause: The lack of Racial awareness and tailoring instruction to meet the needs of AA students.
School Processes & Programs
Problem Statement 1: According to MAP Growth Math Scores, 15% of 1st graders met their MAP Growth Projections. Root Cause: While the new teachers at this grade level have displayed fidelity to the new curriculum in the classroom, the lack of training prior to implementation has produced some learning gaps.
Problem Statement 2: According to MAP Growth Reading Scores, 28% of 1st graders met their MAP Growth Projections. Root Cause: While the new teachers at this grade level have displayed fidelity to the new curriculum in the classroom, the lack of training prior to implementation has produced some learning gaps.
Perceptions
Problem Statement 2: Teacher-submitted referrals are on-track to exceed the number of referrals written last school year (2022-23). Root Cause: Lack of relationship-building and/or classroom management teacher professional development offered throughout the school year to support the teacher-student relationship(s).

District Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 18 to 5 by May 2024.

Evaluation Data Sources: ADQ Cycle Reports

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Instructional Framework, Literacy Framework, Creative Curriculum, and during the math block.

Strategy's Expected Result/Impact: STAAR Reading and Math, and MAP Growth will increase overall by 5% and 10% for AA students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst, and Teachers

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Fidelity to the Proration Walkthrough Guide, fidelity to the teacher-created/led campus culture team. Intended Audience: Staff Provider / Presenter / Person Responsible: Mustang Corral, Principal, Assistant Principal Date(s) / Timeframe: Year-long Collaborating Departments: CLT, ILT	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: According to 4th Grade STAAR data, the percent of African American students Approaching grade level was half of the tested population (56%) 1 student Met Grade Level, and no one Mastered the 4th grade standards in math. Root Cause: The lack of Racial awareness and tailoring instruction to meet the needs of AA students.

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

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

School Performance Objective 4: STAAR Reading and Math, and MAP Growth will increase overall by 5% and 10% for AA students.

Strategy 1: Develop teacher capacity and home-school communication to improve culturally responsive teaching to ensure high academic standards and expectations are held for all students during the implementation of the Instructional Framework, Literacy Framework, Creative Curriculum, and during the math block.

Strategy's Expected Result/Impact: Overall student referrals will decrease from the previous year. Interventions will be further documented in Branching Minds.

Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst, Counselor, and Teachers

Title I:

4.1





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework. Intended Audience: Staff Date(s) / Timeframe: Year-long	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Disproportionate number of African American males receiving referrals for discipline. Root Cause: Lack of schoolwide fidelity to teacher-created PBIS.
Perceptions
Problem Statement 2: Teacher-submitted referrals are on-track to exceed the number of referrals written last school year (2022-23). Root Cause: Lack of relationship-building and/or classroom management teacher professional development offered throughout the school year to support the teacher-student relationship(s).

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jessica Langston	Data Analyst		

Site-Based Decision Making Committee

Committee Role	Name	Position
Professional Non-Teaching Staff	Priscilla Shackelford	Assistant Principal
Community Representative 1	Patricia Klint	Community Member
Business Representative 1	Brett Wiesner	Business Member
Business Representative 2	Casey Williams	Business Member
DERC Representative 1	Jessica Langston	DERC Member
DERC Representative 2	Chrystal Gill	DERC Member
Professional District-Level Staff	Carol Delaughter	District-level Staff
Parent 2	Maribel Luna	Parent
Community Representative 2	Kathy Metroka	Community Member
Classroom Teacher 2	Amy Hyde	PE Teacher
Classroom Teacher 3	Layton Hefner	2nd grade Teacher
Classroom Teacher 4	Octavia Williams	Pre-K Teacher
Classroom Teacher 1	Tracey Williams	1st grade Teacher
Parent 1	Bryan Upchurch	Parent
Parent 3	Morgan Pike	Parent

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1		Data Analyst	211-13-6119-04E-163-30-510-000000-24F10	\$79,550.00
1	1	2	2		Subs for professional development	211-11-6112-0PD-163-30-510-000000-24F10	\$3,000.00
2	3	1	1		Supplies and materials for professional development	211-13-6399-04E-163-30-510-000000-24F10	\$3,000.00
3	1	1	1		Supplies and materials for instructional use	211-11-6399-04E-163-30-510-000000-24F10	\$3,000.00
4	1	1	1		Family Engagement Specialist	211-61-6129-04L-163-30-510-000000-24F10	\$1,960.00
4	1	2	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-163-30-510-000000-24F10	\$1,890.00
4	2	1	1		Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-163-30-510-000000-24F10	\$0.00
Sub-Total							\$92,400.00
Budgeted Fund Source Amount							\$92,400.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-163-24-313-000000-	\$4,600.00
1	3	1	1		Supplies and materials for instructional use	199-11-6399-001-163-24-313-000000-	\$500.00
Sub-Total							\$5,100.00
Budgeted Fund Source Amount							\$5,100.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$0.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$245.00
+/- Difference							\$245.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$5,758.00
+/- Difference							\$5,758.00
Grand Total Budgeted							\$103,503.00
Grand Total Spent							\$97,500.00
+/- Difference							\$6,003.00

Addendums

How are Title I Funds used at Bruce Shulkey

- ✓ Improve education for schoolwide programs in all core subjects.
- ✓ Provide students a well rounded education as defined by the school's plan.
- ✓ Support advanced learning opportunities for struggling students.

Goals for Title I

- ✓ Increase academic achievement
- ✓ Provide direct instructional support to students
- ✓ Provide professional development for teachers
- ✓ Promote parent education and involvement

What is Title I Funding

- ✓ Federal assistance program for the nation's schools.
- ✓ Funding is based on Census and poverty data.

Bruce Shulkey Title I Parent Meeting September 14th

Programs & School Community

Bruce Shulkey will build the parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following activities:

- ✓ Parent Training
- ✓ Family Events
- ✓ Parent Teacher Conferences
- ✓ Parent Access to the school library and other resources such as web sites, parent organizations, social media, etc.

Staff-Parent Communication

Positive, two-way, meaningful communication is the cornerstone of academic success for the student. This communication between the parents and school starts with the enrollment process. It is an ongoing process, involving administration, teacher, parents and student. School staff members will receive ongoing training in effective ways to work with parents. Staff members, to the extent practical, will take advantage of the support offered by the district's professional development opportunities. The school will, to the extent feasible and appropriate, ensure that information is sent to the parents in an understandable and uniform format, including languages the parents can understand.

How is Title I funding being used at Bruce Shulkey

- ✓ Staff Positions: Data Analyst
- ✓ Instructional Supplies/Technology
- ✓ Professional Development
- ✓ Team Planning