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

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Comprehensive Needs Assessment	4
Demographics	4
Student Learning	

Equity and Inclusion

Equity and Inclusion

Demographics

Equity and Inclusion

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

Rating of Uvcvg o gpv"5 < 23% of identified gifted and talented students are Hispanic. **Tqqv"Ecwug** < Systems are not in place that allow teachers to encourage student autonomy and creativity.

Student Learning

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

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

Rtqdnq o "Uvcvg o gpv"4 Teachers are uncomfortable and unfamiliar with the new math curriculum. **Tqqv"Ecwug** Systems have not been put in place that allows for teachers to plan vertically or horizontally with their peers on and off campus.

Rtqdnq o "Uvcvg o gpv"5*

School Processes & Programs

Perceptions

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

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

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

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

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

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

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

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

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

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instruction and activities on campus are student-centered

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Rtqdnq o "Uvcvg o gpv"3: 3% of identified gifted and talented students are African American.

Tqqv"Ecwug"3:

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

K o r t q x g o g p " R i c p p l p i " F c v c

- District goals
- Campus goals

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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

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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.

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

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

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

Uvtcygi {}u"Gzrgevfg" Tguwnvlk o rcev< Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English.

Uvchh" Tgurqpukdng" hqt" Oqplvqt kpi< Instructional Leadership Team

Vkvnq" K<

2.4, 2.5, 2.6

- VGC" Rtkqtkvkgu<

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

- GUH" Ngxgtu<

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

Rtqdnq o "Uvcvg o gpvu< Student Learning 3 - School Processes & Programs 2

Cevkqp"Uvgr"3" Fgvcknu

Tgxkg y u

Cevkqp"Uvgr"3 Develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading,

Cevqap"Uvgr"6" Fgycknu

Tgxky u

Cevqap"Uvgr"6<

Cevkqp"Uvgr"4"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"4 Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.</p> <p>Kpvpgfgf"Cwfkppeg Teachers, Instructional Coaches Rtqxifgt"Rtgupvgt"Rgtuqp"Turqpukdng Principal, AP, Instructional Coaches Fcvg*u+"Vko ghtc og August 2023-May 2024 Eqmcdqtcvki"Frctv ogpvu Literacy, Early Learning Fgnkxgt{"Ogvjqf face-to-face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"5"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"5 Ensure focus of at least 75% of reading PLCs focus on lesson internalization, planning, and practice centered around the district curriculum and frameworks.</p> <p>Kpvpgfgf"Cwfkppeg Teachers Rtqxifgt"Rtgupvgt"Rgtuqp"Turqpukdng Principal, AP, Instructional Coach Fcvg*u+"Vko ghtc og August 2023-May2024 Eqmcdqtcvki"Frctv ogpvu Literacy, Early Learning Fgnkxgt{"Ogvjqf face-to-face</p> <p>Hwpfkpi"Uqwtegu Supplemental reading materials for classroom use - SCE (199 PIC 24) - 199-11-6329-001-187-24-313-000000- - \$5,236</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"6"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"6 Ensure focus of at least 25% of reading PLCs focus on analyzing student work and alignment to stated daily objectives.</p> <p>Kpvpgfgf"Cwfkppeg Teachers, Instructional Coaches Rtqxifgt"Rtgupvgt"Rgtuqp"Turqpukdng</p>				
	<input type="text"/>			

Rating: 4: Collaboration opportunities beyond turn-and-talk/think-pair-share have not been consistently observed as evident in walkthrough data. **Notes:** Systems are not in place that allow teachers to prioritize collaboration outside of the script of the current curriculum.

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.

Cevkqp"Uvgr"4"Fgvcknu	Tgxkg y u			
<p>Cevkqp"Uvgr"4< Record and track coaching conversations documented in STRIVE to demonstrate 90% of coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson.</p> <p>kpygpfgf"Cwfkppeg< Teachers, Instructional Leadership Team</p> <p>Rtqxkfgt"l"Rtgugpygt"l"Rgtuqp"Tgurqpukdng< Instructional Leadership Team</p> <p>Fcvg*u+"l"Vko ghtc og< August 2023-May 2024</p> <p>Eqmcdqtcvkpi"Fgrctv o gpvu< Literacy</p> <p>Fgnkxgt{"Ogvjqf< face-to-face; electronic</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"5"Fgvcknu	Tgxkg y u			
Cevkqp"Uvgr"5<				

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- GUH"Ngxgtu<

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

Rtqdnq o "Uvcvg o gpvu< Student Learning 3 - School Processes & Programs 2

Cevkqp"Uvgr"3"Fgycknu	Tgxkgy u		
<p>Cevkqp"Uvgr"3< Develop and publicize PLC schedules for the year, including members of the instructional leadership team designated to attend.</p> <p>Kpvpgfgf"Cwfkppeg< Teachers, Instructional Coaches</p> <p>Rtqxifgt"l"Rtgugpygt"l"Rgtuqp"Turqpukdnq< Principal/AP</p> <p>Fcvq*u+l"Vko ghtc o g< August 2023</p> <p>Eqmcdqtcvki"Fgrctv o gpvu< N/A</p> <p>Fgnkxgt{"Ogvjqf< N/A</p>	Hqt o cvkxg		Uw o o cvkxg
	Pqx	Lcp	

Cevkqp"Uvgr"6"Fgycknu

Tgxky u

Cevkqp"Uvgr"6< Ensure focus of at least 25% of reading PLCs focus on analyzing student work and alignment to stated daily objectives.

Kpvpgfgf"Cwfkpeg< Teachers, Instructional Coaches

Rtqxkfgt"l"Rtgugpvg"l"Rgtuqp"Turqpukng<

Cevkqp"Uvgr"4" Fgvcknu	Tgxkg y u			
Cevkqp"Uvgr"4 Record and track coaching conversations documented in STRIVE to demonstrate 90% of coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson. Kpvpgpfgf"Cwfkppeg < Teachers, Instructional Leadership Team Rtqxkfgt"Rtgugpvg"Rgtuqp"Turqpukdng < Instructional Leadership Team Fcvg*u+"Vko ghtc og < August 2023-May 2024 Eqmcdqtcvki"Frctv ogpvu < Literacy Fgnkxgt{"Ogvjqf < face-to-face; electronic	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"5" Fgvcknu	Tgxkg y u			
Cevkqp"Uvgr"5 Track weekly walkthroughs and feedback in STRIVE with a goal of 100% of teachers achieving a Proficient rating in TESS Dimensions 2 and 3 by May 2024 Kpvpgpfgf"Cwfkppeg < Teachers, Instructional Leadership Team Rtqxkfgt"Rtgugpvg"Rgtuqp"Turqpukdng < Instructional Leadership Team Fcvg*u+"Vko ghtc og < August 2023-May 2024 Eqmcdqtcvki"Frctv ogpvu < Literacy Fgnkxgt{"Ogvjqf < N/A	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"6" Fgvcknu	Tgxkg y u			
Cevkqp"Uvgr"6 Hire teacher assistants to work with groups of K-5 students on specific literacy strategies that are in alignment with best practices. Kpvpgpfgf"Cwfkppeg < Students, Stakeholders Rtqxkfgt"Rtgugpvg"Rgtuqp"Turqpukdng < Principal, AP Fcvg*u+"Vko ghtc og < August 2023 Eqmcdqtcvki"Frctv ogpvu < Literacy, Early Learning Fgnkxgt{"Ogvjqf < N/A	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg

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- GUH"Ngxgtu<

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

Rtqdn g o "Uvcvg o gpvu< Student Learning 3 - School Processes & Programs 2

Cevkqp"Uvgr"3"Fgycknu	Tgxkgy u		
<p>Cevkqp"Uvgr"3< Develop and publicize PLC schedules for the year, including members of the instructional leadership team designated to attend.</p> <p>Kpvpgfgf"Cwfkppeg< Teachers, Instructional Coaches</p> <p>Rtqxifgt"l"Rtgugpygt"l"Rgtuqp"Turqpukdn< Principal/AP</p> <p>Fcvg*u+l"Vko ghtc o g< August 2023</p> <p>Eqmcdqtcvki"Fgrctv o gpvu< N/A</p> <p>Fgnkxgt{"Ogvjqf< N/A</p>	Hqt o cvkxg		Uw o o cvkxg
	Pqx	Lcp	

Cevkqp"Uvgr"6" Fgvcknu	Tgxkg y u			
<p>Cevkqp"Uvgr"6< Ensure focus of at least 25% of reading PLCs focus on analyzing student work and alignment to objectives.</p> <p>Kpvpgfgf" Cwfkppeg< Teachers, Instructional Coaches</p> <p>Rtqxkfgt"Rtgugpvgt"Rgtuqp" Tgurqpukdng< Principal, AP, Instructional Coach</p> <p>Fcvg*u+"Vko ghtc og< August 2023-May 2024</p> <p>Eqmcdqtcvki" Fgrctv ogpvu< Literacy, Early Learning</p> <p>Fgnkxgt{ "Ogvjqf< face-to-face</p>	ly	Hqt o cvkxg		
		Pqx	Lcp	Oct
		Tgxkg y u		
<p>Cevkqp"Uvgr"7< Teachers will analyze multiple data sources and determine accelerated instructional plans for students who need to attend after school enrichment and enhancement.</p> <p>Kpvpgfgf" Cwfkppeg< Teachers</p> <p>Rtqxkfgt"Rtgugpvgt"Rgtuqp" Tgurqpukdng< Instructional Leadership Team</p> <p>Fcvg*u+"Vko ghtc og< August 2023-May 2024</p> <p>Eqmcdqtcvki" Fgrctv ogpvu< Math</p> <p>Fgnkxgt{ "Ogvjqf< Varied</p> <p>Hwpfkpi"Uqwtegu< extra duty pay for teachers - Title I (211) - 211-11-6116-04E-187-30-510-000000-241</p>				

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.

Increase the percentage of PK students who score On Track on Circle Math from 79% to 85% by May 2022.

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

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

Uvtcvgi {}u"Gzrgevff" TguwnvK o rcev< Increase the percentage of PK students who score On Track on Circle in English.

Uvchh" Tgurqpukdng" hqt" Oqplvqt kpi< Instructional Leadership Team

Vkvnq" K<

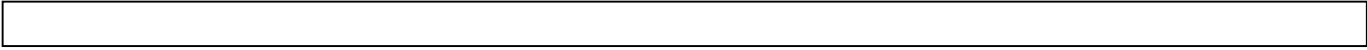
2.4, 2.5, 2.6

- VGC" Rtkqtkvlgv<

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- GUH" Ngxgtu<

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- GUH"Ngxgtu<



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.

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

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

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

Uvtcvgi {}u"Gzrgevfgf"Tguwnvfk o rcev< Increase the percentage of K students who score On Track on TX-KEA.

Uvchh"Tgurqpukdng"hqT"Oqpkvqtkpi< Instructional Leadership Team

Vkvnq"K<

2.4, 2.5, 2.6

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<p>Cevkqp"Uvgr"4< Record and track coaching conversations documented in STRIVE to demonstrate 90% of coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson.</p> <p>kpygpfgf"Cwfkppeg< Teachers, Instructional Leadership Team</p> <p>Rtqxifgt"l"Rtgugpygt"l"Rgtuqp"l"Rgurqpukdng< Instructional Leadership Team</p> <p>Fcvg*u+l"Vko ghtc og< August 2023-May 2024</p> <p>Eqmedqtcvkpi"l"Frctv o gpvu< Math</p> <p>Fgnkxgt{"Ogvjqf< face-to-face; electronic</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"5"Fgvcknu	Tgxkg y u			
<p>Cevkqp"Uvgr"5< Track weekly walkthroughs and feedback in STRIVE with a goal of 100% of teachers achieving a Proficient</p>				

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

Rtqdnq o "Uvcvg o gpvu< Student Learning 3 - School Processes & Programs 2

Cevkqp"Uvgr"3"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"3< Develop and publicize PLC schedules for the year, including members of the instructional leadership team designated to attend.</p> <p>Kpvpgfgf"Cwfkppeg< Teachers, Instructional Coaches</p> <p>Rtqxifgt"Rtgugpvgt"Rgtuqp"Turqpukdnq< Principal/AP</p> <p>Fcvg*u"Vko ghtc o g< August 2023</p> <p>Eqmedqtcvki"Frctv o gpvu< N/A</p> <p>Fgnkxgt{"Ogvjqf< N/A</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"4"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"4< Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.</p> <p>Kpvpgfgf"Cwfkppeg< Teachers, Instructional Coaches</p> <p>Rtqxifgt"Rtgugpvgt"Rgtuqp"Turqpukdnq< Principal, AP, Instructional Coaches</p> <p>Fcvg*u"Vko ghtc o g< August 2023-May 2024</p> <p>Eqmedqtcvki"Frctv o gpvu< Math, Early Learning</p> <p>Fgnkxgt{"Ogvjqf< face-to-face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"5"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"5< Ensure focus of at least 75% of math PLCs focus on lesson internalization, planning, and practice centered around the district curriculum and frameworks.</p> <p>Kpvpgfgf"Cwfkppeg< Teachers</p> <p>Rtqxifgt"Rtgugpvgt"Rgtuqp"Turqpukdnq< Principal, AP, Instructional Coach</p> <p>Fcvg*u"Vko ghtc o g< August 2023-May 2024</p> <p>Eqmedqtcvki"Frctv o gpvu< Math, Early Learning</p> <p>Fgnkxgt{"Ogvjqf< face-to-face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg

Cevkqp"Uvgr"4" Fgycknu

Tgxky u

Cevkqp"Uvgr"4 Record and track coaching conversations documented in STRIVE to demonstrate 90% of coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson.

kyvqpf" Cwfkpeg Teachers, Instructional Leadership Team

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

Rtqdnq o "Uvcvg o gpvu< Student Learning 3 - School Processes & Programs 2

Cevkqp"Uvgr"3"Fgvcknu	Tgxkgyu			
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	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"4"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"4< Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.</p> <p>Kpvpgfgf"Cwfkppeg< Teachers, Instructional Coaches</p> <p>Rtqxifgt"Rtgugpvgt"Rgtuqp"Turqpukdnq< Principal, AP, Instructional Coaches</p> <p>Fcvg*u"Vko ghtc o g< August 2023-May 2024</p> <p>Eqmedqtcvkpi"Frctv o gpvu< Math, Early Learning</p> <p>Fgnkxgt{"Ogvjqf< face-to-face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"5"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"5< Ensure focus of at least 75% of math PLCs focus on lesson internalization, planning, and practice centered around the district curriculum and frameworks.</p> <p>Kpvpgfgf"Cwfkppeg< Teachers</p> <p>Rtqxifgt"Rtgugpvgt"Rgtuqp"Turqpukdnq< Principal, AP, Instructional Coach</p> <p>Fcvg*u"Vko ghtc o g< August 2023-May 2024</p> <p>Eqmedqtcvkpi"Frctv o gpvu< Math, Early Learning</p> <p>Fgnkxgt{"Ogvjqf< face-to-face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg

Cevkqp"Uvgr"6"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"6< Ensure focus of at least 25% of math PLCs focus on analyzing student work and alignment to stated daily objectives.</p> <p>Kpvpgfgf"Cwfkppeg< Teachers, Instructional Coaches</p> <p>Rtqxkfgt"l"Rtgugpygt"l"Rgtuqp"Turqpukdng< Principal, AP, Instructional Coach</p> <p>Fcvg*u+"l"Vko ghtc og< August 2023-May 2024</p> <p>Eqmcdqtcvkpi"Frctv ogpvu< Math, Early Learning</p> <p>Fgnkxgt{"Ogvjqf< face-to-face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"7"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"7< Teachers will analyze multiple data sources and determine accelerated instructional plans for students that need to attend after school enrichment and enhancement.</p> <p>Kpvpgfgf"Cwfkppeg< Teachers</p>				

CCMR

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

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

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

U

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

Uvtcvgi {}u"Gzrgevff" TguwnvK o rcev< Increase the percentage of 3-5 grade students scoring at meets or above on STAAR reading.

Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Instructional Leadership Team

Vkvng"K<

2.4, 2.5, 2.6

- VGC"Rtkqtkvkgu<


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



- GUH"Ngxgtu<

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

Rtqdnng o "Uvcvg o gpvu< Student Learning 3 - School Processes & Programs 2

Cevkqp"Uvgr"3" Fgycknu	Tgxkgyu
<p>Cevkqp"Uvgr"3< Develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, district literacy curriculum, and other district literacy priorities and share observation cycle and specific TTESS domain targets with staff.</p> <p>kpvgpfgf" Cwfkppeg< Tea- ersh ` e</p>	<p>Inten g.</p>

Cevkqp"Uvgr"7" Fgvcknu	Tgxkg y u			
<p>Cevkqp"Uvgr"7< Provide teachers with supplemental reading material that allows students at all levels to participate in reading circles.</p> <p>Kpvpg fgf" Cwfk gpeg< Students, stakeholders</p> <p>Rtqxk fgt"l" Rtgu gpygt"l" Rgtuqp" Tgurqpuk dng< Literacy teachers</p> <p>Fcv g* u+ "l" Vk o ghtc o g< August 2023-May 2024</p> <p>Eqmcdqtcvkpi" Fgrctv o gpvu< Literacy, Early Learning</p> <p>Fgnkxgt{ "Ogvjqf< In Person</p> <p>Hwp flkpi" Uqwtegu< differentiated reading material - Gifted & Talented (199 PIC 21) - - \$446, differentiated reading material - SPED (199 PIC 23) - - \$4,587</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
 No Progress				

Cevkqp"Uvgr"4"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"4 Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.</p> <p>Kpygpf" Cwfkppeg Teachers, Instructional Coaches Rtqxifgt"Rtgugpygt"Rgtuqp" Tgurqpukdng Principal, AP, Instructional Coaches Fcvg*u+"Vko ghtc og August 2023-May 2024 Eqmcdqtcvki" Fgrctv ogpvu Literacy, Early Learning Fgnkxgt{"Ogvjqf face-to-face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"5"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"5 Ensure focus of at least 75% of reading PLCs focus on lesson internalization, planning, and practice centered around the district curriculum and frameworks.</p> <p>Kpygpf" Cwfkppeg Teachers Rtqxifgt"Rtgugpygt"Rgtuqp" Tgurqpukdng Principal, AP, Instructional Coach Fcvg*u+"Vko ghtc og August 2023-May 2024 Eqmcdqtcvki" Fgrctv ogpvu Literacy, Early Learning Fgnkxgt{"Ogvjqf face-to-face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"6"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"6 Ensure focus of at least 25% of reading PLCs focus on analyzing student work and alignment to stated daily objectives.</p> <p>Kpygpf" Cwfkppeg Teachers, Instructional Coaches Rtqxifgt"Rtgugpygt"Rgtuqp" Tgurqpukdng Principal, AP, Instructional Coach Fcvg*u+"Vko ghtc og August 2023-May 2024 Eqmcdqtcvki" Fgrctv ogpvu Literacy, Early Learning Fgnkxgt{"Ogvjqf face-to-face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
<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>				



Rating 4: Collaboration opportunities beyond turn-and-talk/think-pair-share have not been consistently observed as evident in walkthrough data. **E ? O c**

Cevqap"Uvgr"4" Fgycknu

Tgxkg y u

Cevkqp"Uvgr"4<

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

- GUH"Ngxgtu<

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

Rtqdnq o "Uvcvg o gpvu< Student Learning 3 - School Processes & Programs 2

Cevkqp"Uvgr"3"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"3< Develop and publicize PLC schedules for the year, including members of the instructional leadership team designated to attend.</p> <p>Kpvpgfgf"Cwfkppeg< Teachers, Instructional Coaches</p> <p>Rtqxifgt"Rtgugpvgt"Rgtuqp"Turqpukdnq< Principal/AP</p> <p>Fcvg*u"Vko ghtc o g< August 2023</p> <p>Eqmedqtcvkpi"Frctv o gpvu< N/A</p> <p>Fgnkxgt{"Ogvjqf< N/A</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"4"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"4< Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.</p> <p>Kpvpgfgf"Cwfkppeg< Teachers, Instructional Coaches</p> <p>Rtqxifgt"Rtgugpvgt"Rgtuqp"Turqpukdnq< Principal, AP, Instructional Coaches</p> <p>Fcvg*u"Vko ghtc o g< August 2023-May 2024</p> <p>Eqmedqtcvkpi"Frctv o gpvu< Math, Early Learning</p> <p>Fgnkxgt{"Ogvjqf< face-to-face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"5"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"5< Ensure focus of at least 75% of math PLCs focus on lesson internalization, planning, and practice centered around the district curriculum and frameworks.</p> <p>Kpvpgfgf"Cwfkppeg< Teachers</p> <p>Rtqxifgt"Rtgugpvgt"Rgtuqp"Turqpukdnq< Principal, AP, Instructional Coach</p> <p>Fcvg*u"Vko ghtc o g< August 2023-May 2024</p> <p>Eqmedqtcvkpi"Frctv o gpvu< Math, Early Learning</p> <p>Fgnkxgt{"Ogvjqf< face-to-face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg

Learning Environment (based on the BOE constraints)

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

Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance)

Rtqdn g o "Uvcv g o gpv"3: 3% of identified gifted and talented students are African American. **Tqqv"Ecwug:** Systems are not in place that allow teachers to encourage student autonomy and creativity.

Rtqdn g o "Uvcv g o gpv"3: Students are not able to regulate their emotions in high stress situation based on discipline and counseling data. **Tqqv"Ecwug:** Not all members of the campus staff have been trained in restorative practices or PBIS to adequately address the social and emotional needs of students.

Learning Environment (based on the BOE constraints)

Cevkqp"Uvgr"4"Fgycknu	Tgxky u	
Cevkqp"Uvgr"4 < Create and implement a campus wide standardized behavior system. Kpygpfgf"Cwfkpeg < Teachers, Instructional Leadership Team, Students, Families Rtqxkfgt"l"Rtgugpygt"l"Rgtuqp"Turqpukng < Instructional Leadership Team Fvgt*u+"l"Vko ghtc o g < August 2023-May 2024 Eqmcdqtcvki"Fgrctv o gpvu < Student Support Services Fgnkxgt{"Ogvjqf < face-to-face	Hqt o cvkxg	
	Pqx	Uwo o cvkxg

Rating 3: 3% of identified gifted and talented students are African American. **Weak**

Learning Environment (based on the BOE constraints)

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

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

Gxcnwvkkpp"Fcvc"Uqwtegu< FOCUS Data; District CIP Companion Guide

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

Uvtcygi {}u"Gzrgevfgf" TguwnvK o rcev< decrease out of school suspensions

Uvchh" Tgurqpukdng" hqt" Oqplvqtkpi<

Faculty: August 2023-May 2024
Student Support Services
face-to-face



No Progress



Accomplished



Continue/Modify



Discontinue

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

Rtqdn g o "Uvcvg o gpn"3: 3% of identified gifted and talented students are African American. **Tqqv"Ecwug:** Systems are not in place that allow teachers to encourage student autonomy and creativity.

Rtqdn g o "Uvcvg o gpn"3: Students are not able to regulate their emotions in high stress situation based on discipline and counseling data. **Tqqv"Ecwug:** Not all members of the campus staff have been trained in restorative practices or PBIS to adequately address the social and emotional needs of students.

Learning Environment (based on the BOE constraints)

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

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

Gxcnwckqp"Fcvc"Uqwtegu< Calendar; FOCUS Data

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

Uvtcygi {}u"Gzrgevfgf" Tguwnvlk o rcev< increase student and parent engagement activities outside of regular school hours

Uvchh" Tgurqpukdng" hqt" Oqplvqt kpi< Student Support Team, Attendance Committee

Vkvnq"K<

4.1, 4.2

- VGC"Rtkqtkvkgu<

Recruit, support, retain teachers and principals





- GUH"Ngxgtu<

Lever 3: Positive School Culture

Rtqdnq o "Uvcvg o gpvu< Demographic

Cevkqp"Uvgr"4"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"4< Develop a communication and promotion plan for targeted activities and events for the school year. Kpygpfgf"Cwfkppeg< Instructional Leadership Team, Family Engagement Specialist, Families, Students Rtqxkfgt"l"Rtgugpvg"l"Rgtuqp"Turqpukdng< Principal and Campus Staff Fcvg*u+"l"Vko ghtc o g< August 2023-May 2024 Eqmcdqtcvki"Frctv o gpvu< Family Engagement Fgnkxgt{"Ogvjqf< face-to-face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"5"Fgvcknu	Hqt o Tgxkgyu			
<p>Cevkqp"Uvgr"5< Monitor event attendance data. Kpygpfgf"Cwfkppeg< Instructional Leadership Team, Family Engagement Specialist, Families, Students Rtqxkfgt"l"Rtgugpvg"l"Rgtuqp"Turqpukdng< Principal and Campus Staff Fcvg*u+"l"Vko ghtc o g< August 2023-May 2024 Eqmcdqtcvki"Frctv o gpvu< Family Engagement Fgnkxgt{"Ogvjqf< face-to-face</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"6"Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"6< Gather stakeholder and family fej</p>				

Rtqdnq o "Uvcvg o gpvu" Demographics 1 - Perceptions 1

Cevkqp"Uvgr"3"Fgycknu	Tgxkgyu			
<p>Cevkqp"Uvgr"3< Create a systems on campus with the intent of blending students and other stakeholders into cohesive units (ie. a House System).</p> <p>Kpvpgfgf"Cwfkppeg< Teachers, Instructional Leadership Team, Students, Families</p> <p>Rtqxkfgt"l"Rtgugpvt"l"Rgtuqp"Turqpukdnq< Instructional Leadership Team</p> <p>Fcvg*u+l"Vko ghtc o g< August 2023-May 2024</p> <p>Eqmcdqtcvki"Fgretv o gpvu< Student Support Services</p> <p>Fgnkxgt{"Ogvjqf< face-to-face</p>	Hqt o cvkxg			Uwo o cvkxg
	Pqx	Lcp	Oct	Lwpg
<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>				

Rtqdnq o "Uvcvg o gpv"3:

Rctgpv"Gpicigopv							
Fkvtkev I qcn	Uejqqn Rgthqt o cpeg Qdlgevxxg	Uvtcvgi {	Cevkqp Uvgr	Tguqwtegu"Pggfgf	Fguetkrvkqp	Ceeqwpv"Eqfg	C o qwpv
4	4	1	1	Supplies and materials for Literacy, Math, and Science Nights	Supplies and materials for parental involvement	211-61-6399-04L-187-30-510-000000-24F10	\$1,776.00
Uwd/Vqvcn							\$1,776.00
Dwfigvgf"Hwpf"Uqwteg"C o qwpv							\$1,776.00
-1/"Fkhhtgpeg							\$0.00
Ikhvgf" ("Vcngpvgf"*3;;"RKE"43+							
Fkvtkev I qcn	Uejqqn Rgthqt o cpeg Qdlgevxxg	Uvtcvgi {	Cevkqp Uvgr	Tguqwtegu"Pggfgf	Fguetkrvkqp	Ceeqwpv Eqfg	C o qwpv
3	1	1	5	differentiated reading material	OTHER READING MATERIALS		\$446.00
Uwd/Vqvcn							\$446.00
Dwfigvgf"Hwpf"Uqwteg"C o qwpv							\$446.00
-1/"Fkhhtgpeg							\$0.00
URGF"*3;;"RKE"45+							
Fkvtkev I qcn	Uejqqn Rgthqt o cpeg Qdlgevxxg	Uvtcvgi {	Cevkqp Uvgr	Tguqwtegu"Pggfgf	Fguetkrvkqp	Ceeqwpv Eqfg	C o qwpv
3	1	1	5	differentiated reading material	OTHER READING MATERIALS		\$4,587.00
Uwd/Vqvcn							\$4,587.00
Dwfigvgf"Hwpf"Uqwteg"C o qwpv							\$4,587.00
-1/"Fkhhtgpeg							\$0.00
I tcpf"Vqvcn"Dwfigvgf							\$82,920.00
I tcpf"Vqvcn"Urgpv							\$82,920.00
-1/"Fkhhtgpeg							