

Fort Worth Independent School District

Mission Statement

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

Vision

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Comprehensive Needs Assessment

Demographics Summary

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Problem Statements Identifying Demographics Needs

Problem Statement 1: 83% of students with ten or more absences are students in the campus regular program. **Root Cause:** Campus procedures have not been put in place to consistently track, prevent, and monitor student absences.

Problem Statement 2 (Prioritized): 84% of students with ten or more absences are students that are attending school in person. **Root Cause:** Campus procedures have not been put in place to consistently track, prevent, and monitor student absences.

Problem Statement 3: 63% of students with ten or more absences are students in PK-2nd grade. **Root Cause:** Campus procedures have not been put in place to consistently track, prevent, and monitor student absences.

Problem Statement 3 (Prioritized): 29% of K-2 students met their projected math growth goal on the middle of the year MAP test. **Root Cause:**

School Processes & Programs Summary

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 37% of instructional staff are new to the campus for the 20/21 school year due to staff resignations over campus culture. **Root Cause:** Collaboration between colleagues has not been valued on the campus between all stakeholders.

Problem Statement 2: 18% of students enrolled in the campus program of choice are African American. **Root Cause:** Procedures and access to application materials have not been put in place to actively reach out to and recruit all families to encourage enrollment in the campus program of choice.

Perceptions Summary

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Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 77% of staff said that their teaching style cannot change to meet the needs of learners based on middle of the year Panorama survey data.

Root Cause: Campus priorities have not allowed systems to be put in place to facilitate a growth mindset among the teachers.

Problem Statement 2: 61% of students reported that they are unable to relax once they became upset based on middle of the year Panorama survey data. **Root Cause:** Campus expectations have not allowed all stakeholders to receive instruction or model self-regulation and recognition of extreme emotional distress.

Problem Statement 3: 61% of teachers reported that they are unable to change their ability to work with dissatisfied parents based on middle of the year Panorama survey data.

Root Cause: Campus expectations for building relationships with stakeholders has not been clearly defined or established.

Priority Problem Statements

Problem Statement 1: 29% of K-2 students met their projected math growth goal on the middle of the year MAP test.

Root Cause 1: Campus systems to build capacity towards alignment of instruction to the level of rigor required by student expectations were not put in place by the ILT.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 84% of students with ten or more absences are students that are attending school in person.

Root Cause 2: Campus procedures have not been put in place to consistently track, prevent, and monitor student absences.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 77% of staff said that their teaching style cannot change to meet the needs of learners based on middle of the year Panorama survey data.

Root Cause 3: Campus priorities have not allowed systems to be put in place to facilitate a growth mindset among the teachers.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Special education/non-special education population including discipline, progress and participation data

- Study of best practices
- Action research results

Goals

Goal 1: Early Literacy

Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs will be utilized to support the development of teacher/student growth mindset and build the capacity to plan for the delivery of scaffolds during Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: 100% of lesson plans will show alignment to the curriculum framework and within the grade level in order for all students of historically marginalized groups to receive the same level of instruction as their peers at a minimum to show growth.</p> <p>Scaffolded instruction will be evident in classroom walkthroughs 85% of the time as evident through student and teacher interactions with the stated objective to show growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor, Case Manager</p> <p>Funding Sources: Substitutes for PD - Title I (211) - 211-11-6112-0PD-187-30-510-000000-22F10 - \$424, Substitutes for PD - SCE (199 PIC 24) - 199-11-6112-001-187-24-313-000000- - \$350</p>	Formative			Summative
	Nov	Jan	Mar	June

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.

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 37% to 50% by May 2022.

Increase the percentage of English Language Learners students or group that is most marginalized by instruction on our campus from 32% to 50% by May 2022.


Strategy 1 Details	Reviews
<p>Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.</p> <p>Strategy's Expected Result/Impact:</p>	

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.

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.</p> <p>Strategy's Expected Result/Impact: 90% of coaching conversations documented in STRIVE will demonstrate coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson.</p> <p>Selection and use of resources that are aligned to the appropriate level of rigor of the standards will be present in 90% of walkthroughs and learning walks.</p> <p>100% of resources will align with the instructional framework that has been laid out by the district and meet the appropriate level as established by the Science of Teaching Reading.</p> <p>Funding Sources: Teacher Assistant (x3) - Title I (211) - 211-11-6129-04E-187-30-510-000000-22F10 - \$7,979, Accelerated Reader - Title I (211) - 211-11-6329-04E-187-30-510-000000-22F10 - \$693</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs will be utilized to support the development of teacher/student growth mindset and build the capacity to plan for the delivery of scaffolds during Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: 100% of lesson plans will show alignment to the curriculum framework and within the grade level in order for all students of historically marginalized groups to receive the same level of instruction as their peers at a minimum to show growth.</p> <p>Scaffolded instruction will be evident in classroom walkthroughs 85% of the time as evident through student and teacher interactions with the stated objective to show growth.</p> <p>Funding Sources: Substitutes for PD - Title I (211) - 211-11-6112-0PD-187-30-510-000000-22F10 - \$424, Substitutes for PD - SCE (199 PIC 24) - 199-11-6112-001-187-24-313-000000- - \$350</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Goal 2: Early Math

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.

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.</p> <p>Strategy's Expected Result/Impact: 90% of coaching conversations documented in STRIVE will demonstrate coaching focused on Tier 1 instruction centered on monitoring, adjusting, or checking for understanding during the implementation of the lesson.</p> <p>Selection and use of resources that are aligned to the appropriate level of rigor of the standards will be present in 90% of walkthroughs and learning walks.</p> <p>100% of resources will align with the instructional framework that has been laid out by the district and meet the appropriate level as established by the Science of Teaching Reading.</p> <p>Funding Sources: Teacher Assistant (x3) - Title I (211) - 211-11-6129-04E-187-30-510-000000-22F10 - \$7,979, Accelerated Reader - Title I (211) - 211-11-6329-04E-187-30-510-000000-22F10 - \$693</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs will be utilized to support the development of teacher/student growth mindset and build the capacity to plan for the delivery of scaffolds during Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: 100% of lesson plans will show alignment to the curriculum framework and within the grade level in order for all students of historically marginalized groups to receive the same level of instruction as their peers at a minimum to show growth.</p> <p>ó ÷0 @ 0ó ð À ð ð 0 P € 0 € • À € p ` 0 p ° P 0 @ ð ð 0 ` 0 Oîèà p À Þ V Êî...® ¼ Mà P @ î...® ¼ Mà P @ î...® ¼ P @ € İZIUDPHZRUN</p>				

Goal 3: CCMR

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

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 36% to 50% by May 2022.

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 2022.

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Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 28% to 50% by May 2022.

Increase the percentage of Special Education students or the student group that is most marginalized by instruction on our campus from 0% to 50% by May 2022.

Strategy 1 Details	Reviews
<p>Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.</p> <p>Strategy's Expected Result/Impact: 90% of coaching conversations documented in STRIVE will</p>	

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

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

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 25% to 10% by May 2022.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 39% to 10% by May 2022.

Strategy 1 Details	Reviews
<p>Strategy 1: Develop systems that create an inclusive school community with a culture centered on building a growth mindset through: teachers and staff encouraging and developing leadership and self-regulatory skills; building strong interpersonal relationships; collaborating outside of normally established boundaries and programs; and providing an</p>	

Goal 4:

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

Ensure all students have accb M M

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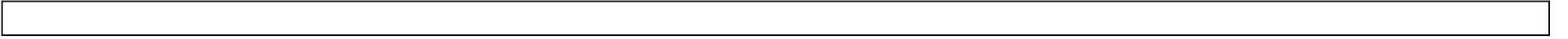
Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 70% to 75% by May 2022.

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Teacher Assistant (x3)	Teacher Assistant	211-11-6129-04E-187-30-510-000000-22F10	\$7,979.00
1	1	1	Accelerated Reader	Reading materials for classroom use	211-11-6329-04E-187-30-510-000000-22F10	\$693.00
1	1	2	Substitutes for PD	Subs for professional development	211-11-6112-0PD-187-30-510-000000-22F10	\$424.00
1	2	1	Teacher Assistant (x3)	Teacher Assistant	211-11-6129-04E-187-30-510-000000-22F10	\$7,984.00
1	2	1	Accelerated Reader	Reading materials for classroom use	211-11-6329-04E-187-30-510-000000-22F10	\$693.00
1	2	2	Substitutes for PD	Subs for professional development	211-11-6112-0PD-187-30-510-000000-22F10	\$424.00
1	3	1	Teacher Assistant (x3)	Teacher Assistant	211-11-6129-04E-187-30-510-000000-22F10	\$7,979.00
1	3	1	Accelerated Reader	Reading materials for classroom use	211-11-6329-04E-187-30-510-000000-22F10	\$693.00
1	3	2	Substitutes for PD	Subs for professional development	211-11-6112-0PD-187-30-510-000000-22F10	\$424.00
2	1	1	Teacher Assistant (x3)	Teacher Assistant	211-11-6129-04E-187-30-510-000000-22F10	\$7,979.00
2	1	1	Accelerated Reader	Reading materials for classroom use	211-11-6329-04E-187-30-510-000000-22F10	\$693.00
2	1	2	Substitutes for PD	Subs for professional development	211-11-6112-0PD-187-30-510-000000-22F10	\$424.00
2	2	1	Teacher Assistant (x3)	Teacher Assistant	211-11-6129-04E-187-30-510-000000-22F10	\$7,979.00
2	2	1	Accelerated Reader	Reading materials for classroom use	211-11-6329-04E-187-30-510-000000-22F10	\$693.00
2	2	2	Substitutes for PD	Subs for professional development	211-11-6112-0PD-187-30-510-000000-22F10	\$424.00
2	3	1	Teacher Assistant (x3)			



SCE (199 PIC 24)

Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	2	Substitutes for PD	Subs for supplemental instruction	199-11-6112-001-187-24-313-000000-	\$350.00
1	3	2	Substitutes for PD	Subs for supplemental instruction	199-11-6112-001-187-24-313-000000-	\$350.00
2	1	2	Substitutes for PD	Subs for supplemental instruction	199-11-6112-001-187-24-313-000000-	\$350.00

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Subs for supplemental instruction