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MISSION STATEMENT

We will promote a positive and innovative educational environment that cultivates learning for all. By joining forces with stakeholders, w a !

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Revised/Approved: April 18, 2023

Demographics Summary

Student Learning Summary

% Meeting Projected MAP Growth - Reading	47%	422
% of Opportunity Group Meeting Projected MAP Growth - Reading	47%	137
% Meeting Projected MAP Growth - Math	54%	423
% of Opportunity Group Meeting Projected MAP Growth - Math	51%	137
% Meeting K-3 Reading Fluency Goals on MAP	42%	290
% of English Learners Progressing One Level on TELPAS	38%	198
% Pre-K On Track - Phonological Awareness	92%	51

Student Learning Strengths

Kindergarten is meeting their projected growth expectations in MAP Reading and Mathematics.

3rd and 5th grade are expected to meet growth expectations in MAP Mathematics.

5th grade is currently meeting their projected growth in Reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on MAP Growth Middle of the Year Data, less than 36% of 3rd - 5th grade students will score at meets or above on STAAR Reading and or Math. **Root Cause:** The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to teacher vacancies , leading to inconsistent instructional practices.

Problem Statement 2: Based on EOY MAP Growth, 45% for students in K-5 met their projected growth. **Root Cause:** Student interventions were inconsistent.

School Processes & Programs Summary

School Processes & Programs Summary

Weekly PLC's are held to provide new learning opportunities where teachers can analyze data and implement strategies through collaboration.

Wyatt Nation PLC are held to provide new learning opportunities where teachers can analyze data and implement strategies through collaboration.

Implementation of the House System

Saturday Learning Quest

Daily Scheduled interventions

FWISD Afterschool program is held Monday - Thursday for students in 3rd-5th with enrichment activities.

School Processes & Programs Strengths

School Processes & Programs Strengths

W.M. Green Elementary focuses on student engagement activities, utilizing the FWISD Curriculum.

We also focus on posting the ELPS objective we utilize during the week.

Numerous activities were provided on campus and in the pyramid.

Community Partners supported students with various incentives and gifts.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The Branching Minds Intervention Usage report shows 35% of Tier 3 interventions support is being delivered with fidelity. **Root Cause:** Although there is an Intervention process in place on our campus the process has not been implemented with fidelity throughout our campus.

Root Cause:

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Problem Statement 1: Attendance rate dropped for all students by 5% in cycle 3 (87.9%) but has shown an upward trend of 1 - 5 percentage points in cycle 4 (92.3%) and cycle 5 (93.3%).

Root Cause 1

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

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Revised/Approved: June 26, 2023

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 77% to 80% by May 2024

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 90% to 92% by May 2024.

*Increase the percentage of AA students from 79% to 81% by May 2024.

Evaluation Data Sources: CLI Progress Monitoring Reports.

Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Teachers will utilize researched based instructional practices.

Staff Responsible for Monitoring: Principal, Assistant principal , Instructional coach and teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements:

Problem Statement 1: Based on MAP Growth Middle of the Year Data, less than 36% of 3rd - 5th grade students will score at meets or above on STAAR Reading and or Math.
Root Cause: The overall student body is not fluent in foundational concepts and skills in reading and mathematics due to teacher vacancies , leading to inconsistent instructional practices.

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

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 64% to 66% by May 2024

Increase the percentage of Economically Disadvantaged from 62% to 65% by May 2024.

Evaluation Data Sources: KEA Data

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 Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 44% to 46% by May 2023.

Increase the percentage of SPED students from 20% to 22% by May 2024.

Evaluation Data Sources: MAP Growth Data

Maximize 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.

Strategy's Expected Result/Impact: Teachers will continuously utilize researched based practices to ensure quality Tier I instruction for all students.

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews
<p>Action Step 1: Incorporate a spiral review, using approved resources, during every math block.</p> <p>Intended Audience: Teachers and students</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, CIC, data analyst</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p>	

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 38% by May 2023.

Increase the percentage of Economically Disadvantaged students from 35% to 37% by May 2023.

Evaluation Data Sources: STAAR Data

Align and leverage programs, resources, and systems of support for existing academic advising.

Strategy's Expected Result/Impact: Systematic programming and resources will allow teachers to efficiently plan and implement quality instructional practices for all students.

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

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

Action Step 1 Details	Reviews			
Action Step 1: Ensure data driven instruction through progress monitoring beginning August 15, 2022 Intended Audience: Teachers, students, parents Provider / Presenter / Person Responsible: Data Analyst Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Data and Assessment Delivery Method: in person and virtually Funding Sources: Supplies and materials - BEA (199 PIC 25) - 199-11-6329-001-133-25-313-000000 - \$1,360	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Ensure student instructional growth through engaged and rigorous and engaged activities. Intended Audience: Teachers Students parents Provider / Presenter / Person Responsible:				

Date(s) / Timeframe: August 2023 - May 2024

Collaborating Departments:

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

Action Step 3 Details	Reviews	
<p>Action Step 3: Ensure student instructional growth through engaged and rigorous and engaged activities.</p> <p>Intended Audience: Teachers, students, parents</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: August 2023-May 2023</p> <p>Collaborating Departments: Teaching and Learning</p> <p>Delivery Method: in person</p> <p>Funding Sources: supplies - Gifted & Talented (199 PIC 21) - - \$108</p>	Formative	Summative

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) from 28% to 26% by May 2024.

Evaluation Data Sources: District Attendance Reports

Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement , decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Systematic programming and resources will result in increased student attendance.

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews
Action Step 1: Create a multi level system to track, monitor, recover and celebrate student attendance at least once per grading cycle.	

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

Decrease the overall number of discipline referrals by school personnel from 1.7 to 1.5 by May 2024.

Decrease the number of discipline referrals by school personnel for EB/EL students from 2.1 to 1.9 by May 2024.

Evaluation Data Sources: District Focus Data reports




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

Strategy's Expected Result/Impact: Students will be able to self regulate, spending more time on task in the classroom.

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

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Using funds for an additional counselor to track and monitor the utilization of SEL resources, programs and technology applications to support student social, emotional and physical well being in the classrooms.</p> <p>Intended Audience: Students, teachers, campus staff and parents</p> <p>Provider / Presenter / Person Responsible: Counselors</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: Student and School Support</p> <p>Funding Sources: Counselor - Title I (211) - 211-31-6119-04E-133-30-510-000000-24F10 - \$72,220, technology - SPED (199 PIC 23) - - \$211</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2:</p>				

Action Step 3 Details	Reviews			
<p>Action Step 3: Implement the RCA House System in 3rd-5th grade including house meetings, celebrations, representation on the campus including individual student lanyards, shirts, etc.. , banners, bulletin boards, House application to share house pride etc...</p> <p>Intended Audience: students, staff and parents</p> <p>Provider / Presenter / Person Responsible: Principal, counselor, house leaders (teachers)</p> <p>Date(s) / Timeframe: August 2023- May 2023</p> <p>Collaborating Departments: Community partnerships</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> </div>				

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

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Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2	Data Analyst	Data Analyst	211-13-6119-04E-133-30-510-000000-24F10	\$86,946.00
4	2	1	1	Counselor	Counselor	211-31-6119-04E-133-30-510-000000-24F10	\$72,220.00
Sub-Total							\$159,166.00
Budgeted Fund Source Amount							\$157,399.47
+/- Difference							-\$1,766.53
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$3,234.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplies and materials	Reading materials - instruction	199-11-6329-001-133-25-313-000000	\$1,360.00
Sub-Total							\$1,360.00
Budgeted Fund Source Amount							\$1,360.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	Supplies and material	GENERAL SUPPLIES		\$108.00
3	2	1	3	supplies	GENERAL SUPPLIES		\$108.00
Sub-Total							\$216.00
Budgeted Fund Source Amount							\$216.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2		GENERAL SUPPLIES		\$6,000.00
4	2	1	1	technology	TECHNOLOGY < \$5000		\$211.00
Sub-Total							\$6,211.00
Budgeted Fund Source Amount							\$6,211.00
+/- Difference							\$0.00
Grand Total Budgeted							\$176,699.47

SPED (199 PIC 23)

District Goal	School Performance Objective	
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