Mission Statement

Mission Statement-

At Tanglewood, we strive to prepare ALL students for success in college, career, and community leadership. All Tanglewood students will gain the ability to problem solve, communicate clearly and

School Motto/Pledge-

We are the Tanglewood Tigers. We are here to learn; therefore, I am respectful, responsible, safe, and prepared.

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Comprehensive Needs Assessment

Revised/Approved: June 5, 2023

Demographics

Demographics Summary

Tanglewood is an exemplary neighborhood school serving a diverse group of students in Pre-K through 5th grade. Tanglewood is an A-rated campus under the Texas Education Agency's accountability system for student achievement, student progress, and closing student learning gaps. In addition, Tanglewood earned all six possible distinctions in 2022: reading, math, science, closing the gaps, comparative growth, and post-secondary readiness. Our school community is highly involved- teachers, staff, and parents work together to create a safe and supportive environment for all students. We have 509 students currently enrolled at Tanglewood.

Student Demographics

Economically Disadvantaged 17%

Special Education 13%

Emergent Bilingual 8%

504 Eligible 6%

Gifted and Talented 28%

Mobility Rate 14%

Asian 6%

Black 10%

Hispanic 12%

White 69%

Two or More Races 3%

Staff

We have 31 highly-qualified teachers serving students in PK-5th grade general education, art, music, physical education, dyslexia, and special education. Four of our teachers hold advanced degrees. All of our teachers are certified in gifted and talented instruction. Seventy-four percent of our teachers have more than ten years of teaching experience. Twelve of our teachers are TIA Certified Master Teachers and five of our teachers are TIA Certified Exemplary Teachers.

Parents

Problem Statement 1 (Prioritized): Student attendance is below our campus expectation of 97%. Our current average daily attendance for 2022-2023 is 96.09%. **Root Cause:** We have attendance incentives in place and have seen an increase in average daily attendance as compared to last school year, but we are inconsistent on attendance warning letters and parent communication regarding excessive absences and tardies.

Problem Statement 2 (Prioritized): Some of our students may not be able to purchase new Tanglewood spirit items from our online store before school starts. While we have plenty of gently used spirit clothes from previous years to give to students- this can create a division on Fridays when some kids have new shirts and others have older ones. **Root Cause:** New families may not have access to the website before school starts and new/returning families may not be able to spend money on the optional school spirit clothes.

Student Learning

Student Learning Summary

Tanglewood earned an A-rating from TEA for the 2021-2022 school year for student achievement, student progress, and closing student learning gaps. Tanglewood also earned all six possible distinctions under the elementary TEA accountability system.

January 2023- Approaches 86%, Meets 67%, Masters 40%

STAAR Raw Score Data

3rd Grade Math- 0% Likely Did Not Pass, 16% Zone of Uncertainty, 84% Likely Passed

4th Grade Math- 2% Likely Did Not Pass, 15% Zone of Uncertainty, 83% Likely Passed

5th Grade Math- 0% Likely Did Not Pass, 18% Zone of Uncertainty, 82% Likely Passed

3rd Grade Reading- 1% Likely Did Not to Pass, 8% Zone of Uncertainty, 91% Likely Passed

4th Grade Reading- 0% Likely Did Not Pass, 13% Zone of Uncertainty, 87% Likely Passed

5th Grade Reading- 2% Likely Did Not Pass, 4% Zone of Uncertainty, 94% Likely Passed

5th Grade Science- 4% Likely Did Not Pass, 20% Zone of Uncertainty, 76% Likely Passed

For the 2022-2023 school year, our students performed on the MAP Growth assessments as follows:

May 2023- Average Achievement Percentiles Math

KG- 99th

1st- 92nd

2nd- 99th

3rd- 97th

4th- 96th

5th- 90th

May 2023- Average Achievement Percentiles Reading

KG- 98th

1st- 94th

2nd- 98th

3rd- 99th

Student Learning Strengths

Our students achieve at high levels as measured by state and local assessments. Tanglewood earned a total score of 97 points out of 100 on our 2021-2022 TEA school report card. Tanglewood also earned the number one spot overall in our campus comparison group.

Our students exceeded the national norm in math progress by 20 points as measured by the EOY MAP Math Growth.

Our students exceeded the national norm in reading progress by 18 points as measured by the EOY MAP Reading Growth.

Our average student achievement percentile for MAP Growth Math is 96.

Our average student achievement percentile for MAP Growth Reading is 97.

100% of PK students met or exceeded grade level expectations for math as measured by the Circle Assessment.

98% of PK students met or exceeded grade level expectations for phonemic awareness as measured by the Circle Assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our 3rd-5th grade students are performing lower on district interim assessments (benchmarks) than the previous school year. **Root Cause:** The state has redesigned the STAAR test and the format of the interim assessments has changed. Students and teachers have had a steep learning curve with the new format. We did not effectively prepare teachers for the changes in the assessments prior to the beginning of the school year.

Problem Statement 2: Seventeen percent of students did not meet the key indicators on EOY MAP Fluency. **Root Cause:** First and second grade students did not meet their

School Processes & Programs

School Processes & Programs Summary

Tanglewood teachers utilize district curricular resources and pacing guides to plan, prepare, and deliver lessons to students. Teachers collaborate weekly in grade level and/or content area professional learning communities (PLCs) to design instructional units. All lessons are aligned to state standards and student activities are an accurate measure of expected student outcomes. Teachers supplement the district curriculum with research-based advanced academic materials. Teachers maintain high expectations for student progress and student achievement. Students participate in the goal-setting process using their individual data.

Tanglewood teachers participate and engage in professional development activities through Fort Worth ISD, Region 11, local and national conferences, and campus-based learning. Several Tanglewood teachers are invited to present at educational conferences annually. Our campus instructional coach offers relevant and meaningful content sessions throughout the school year.

Tanglewood has several teams and committees in place to provide consistent feedback and input to the principal. The Site-Based Decision Making team meets six times per year to review data, procedures, and processes. The instructional leadership team meets monthly to review student data and instructional practices. The administrative leadership team meets weekly to review student data, plan and prepare schedules and ev stuj t تنR ˜ !

Perceptions

Perceptions Summary

Tanglewood has a reputation of being one of the best elementary schools in the state of Texas. There is much pride associated with being a Tanglewood Tiger.

Parents are highly involved and partner with us to provide the best education for their children. Parents participate in conferences, attend special events, and volunteer throughout the year in a variety of roles. While parents trust us and support us, they also feel comfortable challenging us in a respectful way. We may not always agree on the outcomes, but the staff at Tanglewood strives to ensure that all stakeholders feel heard and appreciated.

Problem Statement 1 (Prioritized):

Priority Problem Statements

Problem Statement 1: Our 3rd-5th grade students are performing lower on district interim assessments (benchmarks) than the previous school year.

Root Cause 1: The state has redesigned the STAAR test and the format of the interim assessments has changed. Students and teachers have had a steep learning curve with the new format. We did not effectively prepare teachers for the changes in the assessments prior to the beginning of the school year.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We provide multiple opportunities for students to engage in literacy incentive programs but we do not currently offer any programs for math.

Root Cause 2: The librarian runs the majority of our literacy incentives but we have not designated or empowered another campus professional to implement math incentive programs.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3:

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates

District Goals

Revised/Approved: June 28, 2023

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 98% to 100% by May 2024.

Evaluation Data Sources: PK Circle Assessment

Strategy 1: Continue to provide time for PK teachers and assistants to collaborate during weekly PLCs to plan and prepare for effective implementation of phonemic awareness instruction.

Strategy's Expected Result/Impact: Increase percentage of meets/masters on EOY PK Circle Assessment.

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

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews
Action Step 1: Create a master schedule with common planning time for PK teachers. Schedule weekly PLCs with PK team to develop lesson plans that include targeted phonemic awareness instruction embedded in the Creative Curriculum Cr	

Student Learning

Problem Statement 1: Our 3rd-5th grade students are performing lower on district interim assessments (benchmarks) than the previous school year. **Root Cause**: The state has redesigned the STAAR test and the format of the interim assessments has changed. Students and teachers have had a steep learning curve with the new format. We did not effectively prepare teachers for the changes in the assessments prior to the beginning of the school year.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 82% to 88% by May 2024.
Increase the percentage of Hispanic and African American students who Meet or Exceed grade level expectations on key MAP Fluency Indicators in English from 70% to 76%.

Evaluation Data Sources: NWEA MAP Fluency Assessment

Strategy 1: All students will meet or exceed their minimum usage goal each week on Lexia Core 5.

Strategy's Expected Result/Impact: Students will build phonemic awareness, phonics, fluency, vocabulary, and comprehension skills.

Staff Responsible for Monitoring: Bobby Taylor, Dana McKenzie, Doug Mocek

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews
Action Step 1: Teachers will collaborate with students to set weekly usage goals, provide time during the school day to meet/exceed these goals, and monitor progress/reteach difficult concepts.	

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Use beginning of the year reading data to identify tier 3 students. Create a Tier 3 MTSS reading pull-out schedule for KG and 1st grade. Ensure that the reading specialists have the required resources to meet this goal. Progress monitor and adjust reading groups as necessary. **Intended Audience:** KG and 1st Grade Literacy Teachers, Reading Pull-Out Specialists **Provider / Presenter / Person Responsible:** Dana McKenzie **Date(s) / Timeframe:** August 14, 2023-May 23, 2024 **Collaborating Departments:** Bobby Taylor, Reading Specialists, Literacy Teachers **Delivery Method:** In-Person **Funding Sources:** Take home readers for Tier 3 students - SCE (199 PIC 24) - 199-11-6329-001-171-24-313-000000- - $4,148				

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 70% to 76% by May 2024.
Increase the percentage of African American students who meet or exceed projected growth on MAP Growth Reading in English from 65% to 70% by May 2024.

Evaluation Data Sources: MAP Growth Reading Assessment

Strategy 1: Ensure that all students receive high-quality tier one reading instruction daily using district curricular resources and supplemental advanced academic materials.

Strategy's Expected Result/Impact: At least 76% of KG-5th grade students will meet or exceed their growth goal from fall to spring as measured by MAP Growth Reading in May of 2024. At least 70% of African American students will meet or exceed their growth goal from fall to spring as measured by MAP Growth Reading in May of 2024.

Staff Responsible for Monitoring: All literacy teachers, Bobby Taylor, Dana McKenzie, Doug Mocek

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Ensure that all literacy teachers in the primary grades have all Amplify materials and resources prior to the start of the school year. **Intended Audience:** KG and 1st Grade Teachers **Provider / Presenter / Person Responsible:** Doug Mocek and Bobby Taylor **Date(s) / Timeframe:** August 7, 2023-August 11, 2023 **Collaborating Departments:** Primary Literacy Teachers and FWISD Textbook Warehouse **Delivery Method:** In-Person				

Action Step 2 Details	Reviews
Action Step 2: Ensure that 2nd grade teachers have the ad ! ɾ ɣ ᵐ ʇ ʌ ɹ M ή ᵐ l ɔ M Ǝ Ô	

District Goal 2:

School Processes & Programs

Problem Statement 1: We provide multiple opportunities for students to engage in literacy incentive programs but we do not currently offer any programs for math. **Root Cause**: The librarian runs the majority of our literacy incentives but we have not designated or empowered another campus professional to implement math incentive programs.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of students who score at the 41st percentile or higher on MAP Growth Math from 90% to 95% by May 2024.
Increase the percentage of African American and Hispanic students who score at the 41st percentile or higher on MAP growth Math from 78% to 85% by May 2024.

Evaluation Data Sources: MAP Growth Math

Strategy 1: Plan for high-quality tier one math instruction using Eureka and supplemental advanced academic materials

Strategy's Expected Result/Impact: Increase the percentage of students who score at the 41st percentile or higher on MAP Growth Math from 90% to 95% by May 2024.
Increase the percentage of African American and Hispanic students who score at the 41st percentile or higher on MAP growth Math from 78% to 85% by May 2024.

Staff Responsible for Monitoring: Dana McKenzie, Kimm Payne, Doug Mocek, KG-5th Math Teachers

TEA Priorities:
Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Ensure all teachers have the required resources to effectively deliver tier one instruction. Provide common planning time and schedule weekly PLCs to ensure that teachers have time to collaborate, review student data, and plan for instruction. **Intended Audience:** KG-5th Grade Math Teachers **Provider / Presenter / Person Responsible:** Dana McKenzie, Doug Mocek **Date(s) / Timeframe:** August 7, 2023-May 23 2024 **Collaborating Departments:** FWISD Textbook Warehouse and Tanglewood PTA **Delivery Method:** In-Person				

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Ensure that each teacher has a system in place for students to meet or exceed the weekly usage requirements for DreamBox Math. Monitor student data weekly. **Intended Audience:** KG-5th Grade Math Teachers **Provider / Presenter / Person Responsible:** Dana McKenzie, Doug Mocek **Date(s) / Timeframe:** August 7, 2023-May 23, 2024 **Collaborating Departments:** Instructional Leadership Team **Delivery Method:** In-Person				

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Create an incentive program for math similar to the Millionaires Club we have for reading. Track student progress in DreamBox Math and provide enrichment opportunities for students who meet/exceed the goal.

Strategy's Expected Result/Impact: Increase the percentage of students who score at the 41st percentile or higher on MAP Growth Math from 90% to 95% by May 2024. Increase the percentage of African American and Hispanic students who score at the 41st percentile or higher on MAP growth Math from 78% to 85% by May 2024.

Staff Responsible for Monitoring: Dana McKenzie, Doug Mocek

TEA Priorities:
Build a foundation of reading and math

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Develop criteria and a title for the math incentive program. Identify the person responsible for disseminating and managing the data. Create a committee of math teachers to facilitate the enrichment opportunities. **Intended Audience:** KG-5th Grade Math Teachers **Provider / Presenter / Person Responsible:** Instructional Leadership Team **Date(s) / Timeframe:** August 1, 2023-August 31, 2023 **Collaborating Departments:** Tanglewood PTA **Delivery Method:** In-Person				

No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 2 Problem Statements:

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 68% to 70% by May 2024.

Evaluation Data Sources: MAP Growth Math Assessment

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 83% to 88% by May 2024.

Evaluation Data Sources: STAAR

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 82% to 88% by May 2024.
Increase the percentage of Hispanic and African American students who Meet or Exceed grade level expectations on key MAP Fluency Indicators in English from 70% to 76%.

Evaluation Data Sources: NWEA MAP Fluency Assessment

Strategy 1: All students will meet or exceed their minimum usage goal each week on Lexia Core 5.

Strategy's Expected Result/Impact: Students will build phonemic awareness, phonics, fluency, vocabulary, and comprehension skills.

Staff Responsible for Monitoring: Bobby Taylor, Dana McKenzie, Doug Mocek

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews
Action Step 1: Teachers will collaborate with students to set weekly usage goals, provide time during the school day to meet/exceed these goals, and monitor progress/reteach difficult concepts. **Intended Audience:** KG-3rd Grade Teachers **Provider / Presenter / Person Responsible:** Literacy teachers KG-3rd **Date(s) / Timeframe:** August 14, 2023-May 23, 2024 **Collaborating Departments:** Bobby Taylor, Dana McKenzie, Doug Mocek **Delivery Method:** Expectations will be set during in-service week. Teachers will create their own system and the leadership team will monitor student data and usage. Data will be discussed in weekly PLC meetings.	

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Use beginning of the year reading data to identify tier 3 students. Create a Tier 3 MTSS reading pull-out schedule for KG and 1st grade. Ensure that the reading specialists have the required resources to meet this goal. Progress monitor and adjust reading groups as necessary. **Intended Audience:** KG and 1st Grade Literacy Teachers, Reading Pull-Out Specialists **Provider / Presenter / Person Responsible:** Dana McKenzie **Date(s) / Timeframe:** August 14, 2023-May 23, 2024 **Collaborating Departments:** Bobby Taylor, Reading Specialists, Literacy Teachers **Delivery Method:** In-Person				

No Progress Accomplished Continue/Modify

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 4: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 70% to 76% by May 2024.
Increase the percentage of African American students who meet or exceed projected growth on MAP Growth Reading in English from 65% to 70% by May 2024.

Evaluation Data Sources: MAP Growth Reading Assessment

Strategy 1: Ensure that all students receive high-quality tier one reading instruction daily using district curricular resources and supplemental advanced academic materials.

Strategy's Expected Result/Impact: At least 76% of KG-5th grade students will meet or exceed their growth goal from fall to spring as measured by MAP Growth Reading in May of 2024. At least 70% of African American students will meet or exceed their growth goal from fall to spring as measured by MAP Growth Reading in May of 2024.

Staff Responsible for Monitoring: All literacy teachers, Bobby Taylor, Dana McKenzie, Doug Mocek

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	
Action Step 1: Ensure that all literacy teachers in the primary grades have all Amplify materials and resources prior to the start of the school year. **Intended Audience:** KG and 1st Grade Teachers **Provider / Presenter / Person Responsible:** Doug Mocek and Bobby Taylor **Date(s) / Timeframe:** August 7, 2023-August 11, 2023 **Collaborating Departments:** Primary Literacy Teachers and FWISD Textbook Warehouse **Delivery Method:** In-Person				

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 5: Maintain the percentage of PK students who score On Track on Circle Math at 100% by May 2024.
Maintain the percentage of economically disadvantaged students who score On Track on Circle Math at 100% by May 2024.

Evaluation Data Sources: PK Circle Assessment

Strategy 1: Continue to teach math concepts daily through the Creative Curriculum thematic units.

Strategy's Expected Result/Impact: Maintain the percentage of PK students who score On Track on Circle Math at 100% by May 2024.
Maintain the percentage of economically disadvantaged students who score On Track on Circle Math at 100% by May 2024.

Staff Responsible for Monitoring: PK Teachers and Assistants. Dana McKenzie, Doug Mocek

TEA Priorities:
Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Provide time during weekly PLCs to plan math instruction **Intended Audience:** PK Teachers and Assistants **Provider / Presenter / Person Responsible:** PK Teachers and Assistants **Date(s) / Timeframe:** August 7, 2023-May 23, 2023 **Collaborating Departments:** Leadership Team **Delivery Method:** In-Person				

 No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Our 3rd-5th grade students are performing lower on district interim assessments (benchmarks) than the previous school year. **Root Cause**: The state has redesigned the STAAR test and the format of the interim assessments has changed. Students and teachers have had a steep learning curve with the new format. We did not effectively prepare teachers for the changes in the assessments prior to the beginning of the school year.
School Processes & Programs
Problem Statement 1: We provide multiple opportunities for students to engage in literacy incentive programs but we do not currently offer any programs for math. **Root Cause**: The librarian runs the majority of our literacy incentives but we have not designated or empowered another campus professional to implement math incentive programs.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 6: Increase the percentage of students who score at the 41st percentile or higher on MAP Growth Math from 90% to 95% by

Provider / Presenter / Person Responsible: Dana McKenzie, Doug Mocek
Date(s) / Timeframe: August 7, 2023-May 23, 2024
Collaborating Departments: Instructional Leadership Team
Delivery Method: In-Person

 No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Create an incentive program for math similar to the Millionaires Club we have for reading. Track student progress in DreamBox Math and provide enrichment opportunities for students who meet/exceed the goal.

Strategy's Expected Result/Impact: Increase the percentage of students who score at the 41st percentile or higher on MAP Growth Math from 90% to 95% by May 2024. Increase the percentage of African American and Hispanic students who score at the 41st percentile or higher on MAP growth Math from 78% to 85% by May 2024.

Staff Responsible for Monitoring: Dana McKenzie, Doug Mocek

TEA Priorities:
Build a foundation of reading and math

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews
Action Step 1: Develop criteria and a title for the math incentive program. Identify the person responsible for disseminating and managing the data. Create a committee of math teachers to facilitate the enrichment opportunities. **Intended Audience:**	

Student Learning
Problem Statement 1:

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 7: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 68% to 70% by May 2024.

District Goal 4:

Action Step 1 Details	Reviews

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

School Performance Objective 3: Decrease the number of out-of-school suspensions for students from 1 to 0 by May 2024.

Evaluation Data Sources: FOCUS Referral Log

Strategy 1: Intervene quickly and consistently when students engage in aggressive behaviors (physical and verbal). Provide support for these students through MTSS tier 3 interventions.

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for students from 1 to 0 by May 2024.

Staff Responsible for Monitoring: Dana McKenzie and Doug Mocek

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Identify students in need of behavioral supports during weekly PLC meetings. Schedule MTSS meetings with students, parents, and staff. **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Doug Mocek and Lindsey Castro **Date(s) / Timeframe:** August 14, 2023-May 23, 2024 **Collaborating Departments:** Theresa Anderson, Susan Howard **Delivery Method:** In-Person				
No Progress Accomplished Continue/Modify Discontinue				

School Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Although disciplinary infractions and out-of-school suspensions have decreased com ʻ f ᵐ M Б ʻ H ثز

District Goal 4:

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Dana Mckenzie	Principal
Business Representative	Mark Nicol	Business Rep
DERC Representative 2	Christine Feldman	Teacher
Business Representative	Jarrett Jackson	Business Rep
Community Representative	Lindsay Torlincasi	PTA President
Community Representative	Graham McMillan	Pastor
Parent	Haley Bolton	Parent
Parent	Alison Sanburg	Parent
District-level Professional	Tyler Dean	GT Coordinator
Classroom Teacher	Molly Schaefer	Teacher
Professional Non-Teaching Staff	Lindsey Castro	Counselor
DERC Representative 1	Erin Elizabeth Doll	Teacher
Classroom Teacher	Michael Stephens	Teacher
Parent	Laura Mitchell	Parent
Parent	Kara Morey	Parent

Campus Funding Summary

SCE (199 PIC 24)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	2	2	1	Take home readers for Tier 3 students	Reading materials for classroom use	199-11-6329-001-171-24-313-000000-	$4,148.00
						Sub-Total	$4,148.00
						Budgeted Fund Source Amount	$4,148.00
						+/- Difference	$0.00

Gifted & Talented (199 PIC 21)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	3	1	3	Wordly Wise Advanced Vocabulary Books	OTHER READING MATERIALS		$1,354.00
						Sub-Total	$1,354.00
						Budgeted Fund Source Amount	$1,354.00
						+/- Difference	$0.00

SPED (199 PIC 23)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	3	1	3	Novel Units and Think Up Literacy Materials for SPED/Resource	INSTRUCTIONAL MATERIALS		$1,750.00
						Sub-Total	$1,750.00
						Budgeted Fund Source Amount	$1,750.00
						+/- Difference	$0.00
						Grand Total Budgeted	$7,252.00
						Grand Total Spent	$7,252.00
						+/- Difference	$0.00