Worth Heights has many strengths some of the many notable strengths in the area of demographics include:

- High quality and talented staff with minimal turnover year to year
- Low student discipline rate

School Processes & Programs

School Processes & Programs Summary

Cause: Gaps in foundational math skills

Problem Statement 2: In the 22-23 school year, only 48% of 3rd graders met the standard on STAAR math. **Root Cause:** Limited technology knowledge in the area of math and transferring problems from screen to paper

Perceptions

Perceptions Summary

Worth Heights is a tight knit, established community. Worth Heights is a multigenerational campus where families have attended for over the years, with strong family and community ties. Parent commitment to the school and support of teachers and staff is very high, however due to

Problem Statement 2:

Priority Problem Statements

Problem Statement 1:

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
  Observation Survey results

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

District Goals

Revised/Approved: June 28, 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 68% to 75% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 57% to 65% by May 2024.

*Increase the percentage of economically disadvantaged Spanish students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 55% to 65% by May 2024.

Evaluation Data Sources: BOY-MOY-EOY CIRCLE data

1. Ensure Strategic and explicit daily instruction through the implementa ‘ l θ Strategy 1 :

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: PK teachers continue to progress through the required professional learning for Creative Curriculum. **Intended Audience:** PK Team, Leadership Team **Provider / Presenter / Person Responsible:** Leadership Team and Early Learning Department **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Early Learning Department **Delivery Method:** face to face				

No Progress Accomplished Continue/Modify Discontinue

Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

Strategy's Expected Result/Impact: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 68% to 75% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 57% to 65% by May 2024.

*Increase the percentage of economically disadvantaged Spanish students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 55% to 65% by May 2024.

Staff Responsible for Monitoring: Leadership Team and Early Learning Coordinators

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of PK teachers to implement new curriculum by engaging in collaborative PLCs. **Intended Audience:** PK Team and Leadership Team				

Provider / Presenter / Person Responsible: PK and Leadership Team **Date(s) / Timeframe:** Weekly PLCs **Collaborating Departments:** Early Learning Department **Delivery Method:** face to face				

 No Progress Accomplished Continue/Modify Discontinue

Problem Statement 1: Of our current 22-23 2nd grade students, only 34% met or exceeded their projected growth measure on the MOY Reading MAP data. **Root Cause**:

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.

Action Step 1 Details	Reviews
Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of K-5 reading teachers to implement and customize new curriculum by engaging in collaborative PLCs. **Provider / Presenter / Person Responsible:** Leadership Team and Literacy department **Date(s) / Timeframe:**	

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps. **Intended Audience:** K-5 Reading Teachers and Leadership Team **Provider / Presenter / Person Responsible:** Leadership Team and Literacy department **Date(s) / Timeframe:** Instructional Planning Days, PLCs **Collaborating Departments:** Literacy department **Delivery Method:** face to face **Funding Sources:** Data Analyst position - Title I (211) - 211-13-6119-04E-184-30-510-000000-24F10 - $85,000, Technology for PLCs - Title I (211) - 211-13-6396-04E-184-30-510-000000-24F10 - $3,000				

No Progress Accomplished Continue/Modify Discontinue

Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

Strategy's Expected Result/Impact: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 61% to 70% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 61% to 70% by May 2024.

*Increase the percentage of English special education students from 46% to 60% by May 2024.

Staff Responsible for Monitoring: Leadership Team and K-5th Teachers

Title I:
2.4, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of K-5 reading teachers to implement and customize new curriculum by engaging in collaborative PLCs which is focused on TEKs based instruction. **Intended Audience:** K-5 teachers and Leadership Team **Provider / Presenter / Person Responsible:** K-5 teachers and Leadership Team **Date(s) / Timeframe:** PLCs **Collaborating Departments:** Literacy department **Delivery Method:** face to face **Funding Sources:** General supplies - Title I (211) - 211-11-6399-04E-184-30-510-000000-24F10 - $6,281.83				

No Progress Accomplished Continue/Modify Discontinue

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 68% to 75% by May 2024.

Increase the percentage of English ED students from 65% to 75% by May 2024.

Evaluation Data Sources: BOY-MOY-EOY CIRCLE data

Increase the percentage of English ED students from 65% to 75% by May 2024.

Staff Responsible for Monitoring:

Problem Statement 1: Of our current 22-23 2nd grade students, only 31% met or exceeded their projected growth measure on the MOY Math MAP data. **Root Cause**: Gaps in foundational math skills

Provider / Presenter / Person Responsible: Leadership Team
Date(s) / Timeframe: PLCs, Instructional Planning days, professional development days
Collaborating Departments: Math department
Delivery Method: face to face

Funding Sources: substitutes for professional development - Title I (211) - 211-11-6112-0PD-184-30-510-000000-24F10 - $10,000

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No Progress Accomplished Continue/Modify Discontinue

Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 71% to 80% by Max Й ן p. Mכ. p ן ן ט rשׂ M

Date(s) / Timeframe: PLCs, professional development
Collaborating Departments: Math department
Delivery Method: face to face

 No Progress Accomplished Continue/Modify Discontinue

Assess training needs for the use of electronic resources and processes for campuses on procedures for MTSS, dyslexia, 504 referrals, referral for FIEs in order to expand professional learning offerings.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 71% to 80% by May 2024.

Increase the percentage of special education students from 65% to 75% by May 2024.

Staff Responsible for Monitoring: Leadership team and math teachers

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction
- **Results Driven Accountability**

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Provide professional development to teachers on Don Johnston Accessibility Tools and Goalbook on strategies to utilize and support students of diverse learning needs. **Intended Audience:** Special education teachers, diagnostician, leadership team				

Provider / Presenter / Person Responsible: Special education teachers, diagnostician, leadership team
Date(s) / Timeframe: PLCs, professional development days
Collaborating Departments: Special education department
Delivery Method: face to face

Funding Sources: Supplies and materials for special education students - SPED (199 PIC 23) - - $3,969

No Progress Accomplished Continue/Modify Discontinue

Problem Statement 1: Of our current 22-23 2nd grade students, only 31% met or exceeded their projected growth measure on the MOY Math MAP data. **Root Cause**: Gaps in foundational math skills

Strategy's Expected Result/Impact: Raise MEETS percentages 8% from 2023 STAAR to 2024 STAAR Reading

Staff Responsible for Monitoring: Leadership team and reading teachers

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of K-5 reading teachers to implement and customize new curriculum by engaging in collaborative PLCs. **Intended Audience:** Leadership team and Reading teachers **Provider / Presenter / Person Responsible:** Reading teachers and leadership team **Date(s) / Timeframe:** PLCS, IPDs, FLEX, professional development days **Collaborating Departments:** Literacy department **Delivery Method:** face to face				

No Progress Accomplished Continue/Modify Discontinue

Problem Statement 1: Of our current 22-23 2nd grade students, only 34% met or exceeded their projected growth measure on the MOY Reading MAP data. **Root Cause**: Gaps in

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 Math from 54% to 75% by May 2024.

Increase the percentage of special education students from 30 % to 50% by May 2043.

Evaluation Data Sources: 3rd-5th STAAR math reports and FWISD benchmark data

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

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 54% to 75% by May 2024.

Increase the percentage of special education students from 30 % to 50% by May 2043.

Staff Responsible for Monitoring: Leadership teachers and math teachers

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps. **Intended Audience:** Math teachers and leadership team **Provider / Presenter / Person Responsible:** Leadership team and math teachers **Date(s) / Timeframe:** PLCs, Instructional planning days **Collaborating Departments:** Math department **Delivery Method:** face to face				
0% No Progress				

Increase the percentage of special education students from 30 % to 50% by May 2043.

Staff Responsible for Monitoring: Leadership team and math teachers

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

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 15% to 10% by May 2024.

Evaluation Data Sources: ADQ attendance reports, FWISD FOCUS attendance reports, reports and documentation from counselor, clerk and FES

Problem Statement 1: In the 22-23 school year attendance has dropped for our Hispanic population to 92.7% as of April 2023 per ADQ reports. **Root Cause**: Inconsistent monitoring and incentive programs

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 8 to 4 by May 2024.

Evaluation Data Sources: FOCUS Discipline reports, ADQ Cycle 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: Decrease the overall number of discipline referrals by school personnel from 8 to 4 by May 2024.

Staff Responsible for Monitoring: Leadership team and teachers

Title I:
2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Celebrate and acknowledge students' academic gains (treasure box, reading reward cart, star student) **Intended Audience:** Students and staff **Provider / Presenter / Person Responsible:** Leadership team **Date(s) / Timeframe:** ongoing				

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

Decrease the number of out-of-school suspensions for ELL students from 4 to 0 by May 2023.

Evaluation Data Sources:

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 7 to 10 by May 2024.

Evaluation Data Sources: Communication artifacts, Event attendance sheets, Parent feedback, SBDM agendas, Student input

Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

Strategy's Expected Result/Impact: 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 7 to 10 by May 2024.

Staff Responsible for Monitoring: Leadership team and teachers

Title I:
4.2
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: FES will host monthly family classes/events to provide educational information to strengthen the home/ school partnership. **Intended Audience:** Parents, Community, **Provider / Presenter / Person Responsible:** FES and leadership team **Date(s) / Timeframe:** Monthly **Collaborating Departments:** Parent partnerships **Delivery Method:** face to face **Funding Sources:** Snacks for parent events - Parent Engagement - 211-61-6499-04L-184-30-510-000000-24F10 - $1,400, General supplies for family events - Parent Engagement - 211-61-6399-04L-184-30-510-000000-24F10 - $1,384				

No Progress Accomplished Continue/Modify Discontinue

Family Engagement Specialist and staff will collaborate to provide targeted parent engagement strategies to all families that create a greater sense of belonging and increase awareness on the importance of daily attendance and parent partnerships.

Strategy's Expected Result/Impact: 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 7 to 10 by May 2024.

Staff Responsible for Monitoring: FES , leadership team and teachers

Title I:
4.2
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews		
	Formative		Summative
	Nov	Jan	
Action Step 1: School staff will collaborate to design and implement family activities that strengthen the home/school partnership. **Intended Audience:** Families, community **Provider / Presenter / Person Responsible:** FES, leadership team, teachers **Date(s) / Timeframe:** Fall and Spring semester **Collaborating Departments:** Parent Partnerships **Delivery Method:** face to face			

Campus Funding Summary

Parent Engagement							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	4	1	1				

SPED (199 PIC 23)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						+/- Difference	$0.00
						Grand Total Budgeted	$150,964.83
						Grand Total Spent	$150,964.83
						+/- Difference	$0.00