Fort Bend Independent School District

Commonwealth Elementary

2024-2025 Campus Improvement Plan

Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

The mission of Commonwealth Elementary School is to provide a nurturing environment where all members are important and high levels of achievement are expected and ensured for all students.

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

The CWE Faculty Members aim to:

Inspire **c**haracter within each of our students by teaching, modeling, and reinforcing the fundamental components of the district's Character Education program, as well as the accepted ethics and morals that govern our society, each and every day.

Inspire **w**isdom within each of our students by providing high quality instruction that engages all learners, is differentiated to accommodate learning styles, is developed with a student-centered mindset, and is presented in a challenging/ rigorous manner that spans across each of the levels within Bloom's Taxonomy each and every day.

Inspire **e**xcellence within each of our students by encouraging the display of a strong work ethic, exemplary character, leadership qualities, personal responsibility, and overall accountability each and every day.

Value Statement

The CWE Faculty Members aim to:

Inspire character within each of our students by teaching, modeling, and reinforcing the fundamental components of the district's Character Education program, as well as the accepted ethics and morals that govern our society, each and every day.

Inspire wisdom within each of our students by providing high quality instruction that engages all learners, is differentiated to accommodate learning styles, is developed with a student-centered mindset, and is presented in a challenging/ rigorous manner that spans across each of the levels within Bloom's Taxonomy each and every day.

Inspire excellence within each of our students by encouraging the display of a strong work ethic, exemplary character, leadership qualities, personal responsibility, and overall accountability each and every day.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Established in 1998, Commonwealth Elementary School is located in Sugar Land, Texas and was ranked the #1 school in the state of Texas in January, 2024 based upon the Children's At Risk report.

With an enrollment of 675 students during the 2023-2024 SY, CWE is home to students in grades K-5 and is a host campus for three self-contained, Special Education Programs: Succeeding in Academic and Independent Living Skills (SAILS) Special Education Program, Early Childhood Special Education (ECSE) Program, and Functional Living and School Health (FLaSH) Special Education Program.

<u>Enrollment Trends</u>

Between 2010-2013, Commonwealth began to experience increased enrollment due to the expansion and development of new sub-divisions in the Riverstone Community. In response, in the spring of 2013, district leaders established the Cap and Overflow model to best manage enrollment at CWE while building a new school to alleviate overcrowding, Anne Sullivan Elementary School.

In 2013, a plan was put in place to alleviate the overcrowding at Commonwealth, the opening of Anne Sullivan Elementary School. For the next three years, Commonwealth was designated a closed campus to all families seeking enrollment in grades 1-5. Parents were directed to two different Overflow campuses, Austin Parkway and Colony Bend.

The only grade open for enrollment to families residing within CWE's boundaries during this time was Kindergarten. As a closed campus from 2013-2016, Commonwealth experienced a drop in enrollment (from 1,030 to 893 students).

With the opening of Anne Sullivan in the fall of 2016, CWE was projected to open with 667 students. Given the large number of student transfers received from other FBISD schools as well as the number of students that enrolled from out of the district, 794 students were enrolled during the 2016-2017 SY. One hundred twenty-seven students over projection.

Between 2016-2019, Commonwealth once again, experienced increased enrollment due to expansion in the Riverstone Community. During this time, the school's enrollment ranged from 1,010-1,030.

In response, during the fall semester of 2019, district leaders implemented the Cap and Overflow model to best manage enrollment at CWE <u>and</u> alleviate overcrowding at Anne Sullivan; the opening of Sonal Bhuchar Elementary School.

 This would be the second time in approximately six years, such a plan would be put in place.

For the next three years, Commonwealth remained a closed campus to all families, residing outside of the school's 2-mile radius, seeking enrollment in grades 1-5. Parents were directed to the designated Overflow campus, Settlers Way.

With the opening of Sonal Bhuchar Elementary School in the fall of 2023, Commonwealth was projected to once again, experienced a decrease in enrollment (of approximately 355 students) by opening with 677 students. Included in this count were the number of students zoned to the school, the number of 4th grade students granted special permission to complete their 5th grade year on campus, and all of the students scheduled for one of the three self-contained, special education programs:

Looking ahead to the 2024-2025 SY, CWE is projected to open with 677 students.

To meet the needs of the district and surrounding community, Commonwealth will expand its programming by adding two Pre-K classrooms. The school will continue to host three self-contained programs: the Succeeding in Academic and Independent Living Skills (SAILS) program and two Early Childhood Education Special Education Services (ECSE) programs. CWE will no longer service students in the Functional Living and School Health Services (FLaSH) program.

Student Demographics

Student Demographics (2023 - 2024 Summer PEIMS file loaded 06/18/2024)	Count	Percent
Gender		
Female	329	48.74%
Male	346	51.26%
Ethnicity		
Hispanic-Latino	56	8.30%
Race		
American Indian - Alaskan Native	2	0.30%
Asian	442	65.48%
Black - African American	35	5.19%
Native Hawaiian - Pacific Islander	0	0.00%
White	105	15.56%
Two-or-More	35	5.19%

Special Programs

Student Programs (2023 - 2024 Summer PEIMS file loaded 06/18/2024)	Count	Percent
CTE Attendance	0	0.00%
Gifted and Talented	179	26.52%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	19	2.81%
Special Education (SPED)	84	12.44%
Bilingual/ESL		
Emergent Bilingual (EB)	157	23.26%
Standard or Alternative Bilingual/ESL	154	22.81%
Dual Language Immersion/One-Way	0	0.00%
Dual Language Immersion/Two-Way	0	0.00%
Dyslexia		
Dyslexia Indicator Code	22	3.26%
Dyslexia Risk Code	164	24.30%
Dyslexia Services Code	22	3.26%
Title 1 Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	2	0.30%
Neglected	0	0.00%

Special Education Services (2023 - 2024 Summer PEIMS file loaded 06/18/2024)	Count	Percent
Instructional Settings		
Speech Therapy	51	7.51%
Homebound	1	0.15%
Hospital Class	0	0.00%
Resource Room	29	4.27%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	18	2.65%
Full-Time Early Childhood	6	0.88%
Mainstream	22	3.24%

Attendance Rates and PEIMS Discipline Counts

Total Days Membership = A+B (2023 - 2024 Preliminary Summer PEIMS file loaded 06/18/2024)	Sum	Percent
Ethnicity		
Hispanic-Latino	8,979	7.96%
Race		
American Native - Alaskan Native	341	0.30%
Asian	74,263	65.86%
Black - African American	5,770	5.12%
Native Hawaiian - Pacific Islander	N/D	0.00%
White	17,885	15.86%
Two or More	5,522	4.90%
Special Program		
Gifted & Talented	30,606	27.14%
English as a Second Language (ESL)	24,690	21.9%
Migrant	N/D	0%
Bilingual	N/D	0%
Sped	13,361	11.85%
Total Days Membership	112,760	100%

Staff Information

Staff Information	Count/Average	--------- Campus --------- Percent	District	State
Total Staff	74.2	100.0%	100.0%	100.0%
Professional Staff:	66.8	90.0%	64.1%	64.1%
Teachers	55.0	74.1%	46.9%	48.7%
Professional Support	7.8	10.5%	13.4%	10.9%
Campus Administration (School Leadership)	4.0	5.4%	3.3%	3.3%
Educational Aides:	7.4	10.0%	10.1%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	74.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	2.0	n/a	192.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	30.1	40.5%	68.1%	53.2%
Teachers by Ethnicity:				
African American	4.0	7.3%	33.3%	11.8%
Hispanic	6.5	11.8%	16.8%	29.6%
White	33.0	60.0%	39.0%	54.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	11.5	21.0%	8.1%	2.0%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	0.0	0.0%	2.3%	1.2%
Teachers by Sex:				
Males	2.0	3.6%	24.2%	24.4%
Females	53.0	96.4%	75.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	2.0%
Bachelors	45.0	81.8%	68.6%	72.2%
Masters	10.0	18.2%	29.3%	25.0%
Doctorate	0.0	0.0%	1.6%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.6%	6.5%	9.7%
1-5 Years Experience	14.5	26.3%	26.5%	26.3%
6-10 Years Experience	11.0	20.0%	22.2%	20.5%
11-20 Years Experience	14.0	25.4%	29.5%	27.2%
21-30 Years Experience	12.5	22.7%	12.9%	13.3%
Over 30 Years Experience	1.1	1.9%	2.4%	2.9%

Staff Information	Count/Average	--------- Campus --------- Percent	District	State
Number of Students per Teacher	17.3	n/a	16.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	16.0	6.7	6.1
Average Years Experience of Principals with District	16.0	6.3	5.3
Average Years Experience of Assistant Principals	5.5	6.6	5.2
Average Years Experience of Assistant Principals with District	5.5	5.7	4.4
Average Years Experience of Teachers:	12.9	11.2	11.0
Average Years Experience of Teachers with District:	9.3	7.3	6.9

Demographics Strengths

Commonwealth Elementary is home to a diverse population of families. This has given our school an opportunity to embrace inclusivity, enhance cultural awareness, and celebrate traditions of other cultural influences from around the world.

<u>Ethnicity</u>

While the percentage of students assigned to the various ethnicity groups has changed when compared to 2022-2023 SY, no change was noted in group ranking during the 2023-2024 SY.

Ethnicity	Student Membership (2022-2023)	Student Membership (2023-2024)
Asian	71.56%	65.48%
Caucasian	11.91%	15.56%
Hispanic	6.57%	8.30%
Black	5.13%	5.19%

Attendance Rates

When compared to the 2022-2023 SY, an increase in attendance rates, per PEIMS submission, has been observed during the 2023-2024 SY.

Attendance Rates	(2022-2023)	(2023-2024)
PEIMS Submissions		
Fall	95.5%	95.7%
Mid-Year	96.5%	96.7%
Summer	96.6%	96.8%
Extended Year	96.5%	96.5%

Additional strengths include:

1. Incorporating awareness of themed topics into lessons, incorporating multicultural customs and traditions into the Fine Arts, and sharing the aspects of one's country of origin by participating in various activities in advance of the school-wide, World Culture Day event.
2. There is a balanced representation of gender and ethnicities on the PTA Board and amongst the parent volunteer group.
3. An increase in the number of parents with disabled students joining the PTA and participating in volunteer-related events have been observed.
4. All GT teachers hold a GT endorsement and remain in district compliance by completing the annual, GT Update training.
5. All ELAR teachers hold an ESL Certification and 98% of the Math/Science teachers hold an ESL certification.
6. All instructional staff members have completed the yearly, campus-based Sheltered Instruction training requirements, and are equipped to meet the various instructional needs of the growing Emergent Bilingual (EB) student population.
7. All instructional staff members have completed the yearly, campus-based IEP, Accommodations/Modifications, and BIP training requirements, making them equipped to meet

the various instructional needs of the SPED student population.

Demographics Needs

Special Programs
While student enrollment counts have decreased by approximately 300 students, an increase in student membership has been observed in the 504, SPED, EB, ESL, and Dyslexia (served) population groups.

Special Programs	Student Membership (2022-2023)	Student Membership (2023-2024)
Student Enrollment	1,032	677
GT	28.13%	26.52%
504	2.26%	2.81%
SPED	9.03%	12.44%
EB	21.46%	23.26%
ESL	21.15%	22.81%
Dyslexia (At-Risk Code)	31.21%	24.30%
Dyslexia (Services Code)	1.95%	3.26%

Discipline Rates
When compared to the 2022-2023 SY, there was an increase in the number of Level 2 (or higher) discipline incidents reported, per PEIMS submission during the 2023-2024 SY.

Attendance Rates	(2022-2023)	(2023-2024)
PEIMS Submissions		
Fall	1	2
Mid-Year	1	2
Summer	1	2
Extended Year	1	2

Additional needs include:

1. Remaining cognizant of the changes in student demographics and its impact on ensuring the delivery of culturally responsive pedagogy.
2. Increasing the number of opportunities to recognize and celebrate diversity via campus-based events and activities.
3. Increasing the number of opportunities to recognize and celebrate inclusivity via campus-based events and activities.
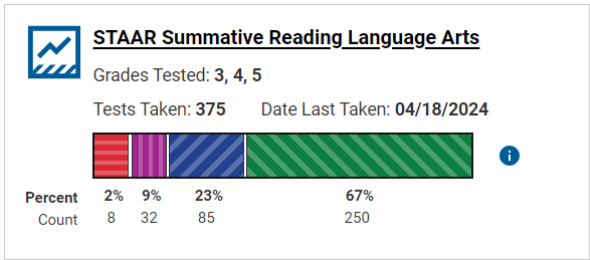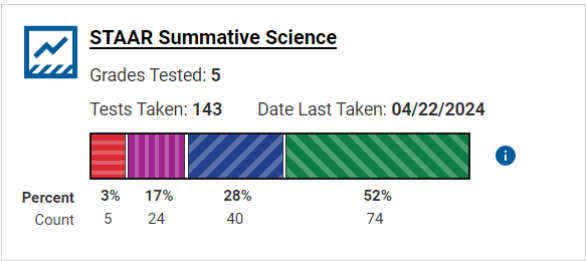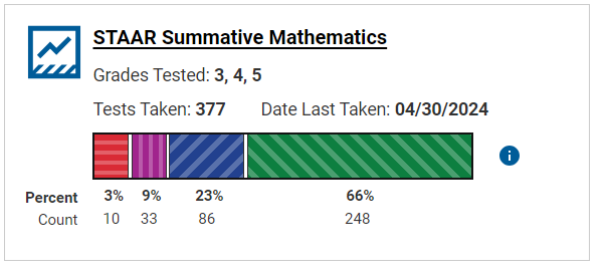
Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of Economic Disadvantaged students and those qualifying for language acquisition support services is steadily increasing.   **Root Cause:** A plan for actively monitoring the formative assessment process with respect to the implementation of differentiated instructional practices and scaffolding the content presented in daily lessons needs to be implemented with fidelity.

Student Learning

Student Learning Summary

<u>Spring 2023: Grades 3-5 STAAR</u>

STAAR Summative Mathematics
Grades Tested: **3, 4, 5**
Tests Taken: **377**   Date Last Taken: **04/30/2024**

Percent	3%	9%	23%	66%
Count	10	33	86	248

STAAR Summative Science
Grades Tested: **5**
Tests Taken: **143**   Date Last Taken: **04/22/2024**

Percent	3%	17%	28%	52%
Count	5	24	40	74

STAAR Summative Reading Language Arts
Grades Tested: **3, 4, 5**
Tests Taken: **375**   Date Last Taken: **04/18/2024**

Percent	2%	9%	23%	67%
Count	8	32	85	250

<u>Reading STAAR Test (Grades 3, 4, and 5)</u>

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
5	STAAR 3-8 Spring 2024 RLA	141	1855	Percent 1% 11% 88% Count 2 15 124
3	STAAR 3-8 Spring 2024 RLA	123	1581	Percent 3% 14% 38% 45% Count 4 17 47 55
4	STAAR 3-8 Spring 2024 RLA	108	1722	Percent 4% 10% 21% 65% Count 4 11 23 70

Math STAAR Test (Grades 3, 4, and 5)

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
5	STAAR 3-8 Spring 2024 RLA	141	1855	Percent 1% 11% 88% Count 2 15 124
3	STAAR 3-8 Spring 2024 RLA	123	1581	Percent 3% 14% 38% 45% Count 4 17 47 55
4	STAAR 3-8 Spring 2024 RLA	108	1722	Percent 4% 10% 21% 65% Count 4 11 23 70

Grade 5 Science STAAR Tests

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
5	STAAR 3-8 Spring 2024 RLA	141	1855	Percent 1% 11% 88% Count 2 15 124
3	STAAR 3-8 Spring 2024 RLA	123	1581	Percent 3% 14% 38% 45% Count 4 17 47 55
4	STAAR 3-8 Spring 2024 RLA	108	1722	Percent 4% 10% 21% 65% Count 4 11 23 70

2023-2024: Grades 1-2 BAS Data*

2023-2024: Grades 1-5 REN360 Reading Data*

2023-2024: Grades 1-5 REN 36o Math Data*

 *See the Addendum for additional information.

Student Learning Strengths

Student Learning Strengths ~ STAAR – By Subject Area

Grade 3-5 Reading STAAR Tests
Passing Rates Comparison (Spring 2022 to Spring 2023)

Approaches Grade Level or Above
Spring 2022: 99% … to Spring 2023: 98% … Decrease 1 percentage point

Meets Grade Level or Above
Spring 2022: 94% … to Spring 2023: 90% … Decrease 4 percentage points

Masters Grade Level
Spring 2022: 79% … to Spring 2023: 67% … Decrease 12 percentage points

Grade 3-5 Math STAAR Tests
Passing Rates Comparison (Spring 2022 to Spring 2023)

Approaches Grade Level or Above
Spring 2022: 99% … to Spring 2023: 97% … Decrease 3 percentage points

Meets Grade Level or Above
Spring 2022: 89% … to Spring 2023: 89% … No Change

Masters Grade Level
Spring 2022: 72% … to Spring 2023: 66% … Decrease 6 percentage points

Student Learning Strengths ~ STAAR – By Grade Level

Grade 3 STAAR Reading Test
Passing Rates Comparison (Spring 2022 to Spring 2023)

Approaches Grade Level or Above
Spring 2022: 99% … to Spring 2023: 97% … Decrease 2 percentage points

Meets Grade Level or Above
Spring 2022: 91% … to Spring 2023: 86% … Decrease 5 percentage points

Masters Grade Level
Spring 2022: 70% … to Spring 2023: 48% … Decrease 22 percentage points

Grade 4 STAAR Reading Test

Passing Rates Comparison (Spring 2022 to Spring 2023)

Approaches Grade Level or Above
Spring 2022: 99% … to Spring 2023: 96% … Decrease 3 percentage points

Meets Grade Level or Above
Spring 2022: 93% … to Spring 2023: 86% … Decrease 7 percentage points

Masters Grade Level
Spring 2022: 74% … to Spring 2023: 65% … Decrease 9 percentage points

Grade 5 STAAR Reading Test
Passing Rates Comparison (Spring 2022 to Spring 2023)

Approaches Grade Level or Above
Spring 2022: 100% … to Spring 2023: 100% … No Change

Meets Grade Level or Above
Spring 2022: 99% … to Spring 2023: 99% … No Change

Masters Grade Level
Spring 2022: 89% … to Spring 2023: 88% … Decrease 1 percentage point

Grade 3 STAAR Math Test
Passing Rates Comparison (Spring 2022 to Spring 2023)

Approaches Grade Level or Above
Spring 2022: 97% … to Spring 2023: 95% … Decrease 2 percentage points

Meets Grade Level or Above
Spring 2022: 79% … to Spring 2023: 77% … Decrease 2 percentage points

Masters Grade Level
Spring 2022: 58% … to Spring 2023: 44% … Decrease 14 percentage points

Grade 4 STAAR Math Test
Passing Rates Comparison (Spring 2022 to Spring 2023)

Approaches Grade Level or Above
Spring 2022: 99% … to Spring 2023: 98% … Decrease 1 percentage point

Meets Grade Level or Above
Spring 2022: 95% … to Spring 2023: 91% … Decrease 4 percentage points

Masters Grade Level
Spring 2022: 78% … to Spring 2023: 75% … Decrease 3 percentage points

Grade 5 STAAR Math Test
Passing Rates Comparison (Spring 2022 to Spring 2023)

Approaches Grade Level or Above
Spring 2022: 100% … to Spring 2023: 99% … Decrease 1 percentage point

Meets Grade Level or Above
Spring 2022: 96% … to Spring 2023: 97% … Increase 1 percentage point

Masters Grade Level
Spring 2022: 82% … to Spring 2023: 77% … Decrease 5 percentage points

Grade 5 Science STAAR Test
Passing Rates Comparison (Spring 2022 to Spring 2023)

Approaches Grade Level or Above
Spring 2022: 98% … to Spring 2023: 97% … Decrease 1 percentage point

Meets Grade Level or Above
Spring 2022: 82% … to Spring 2023: 80% … Decrease 2 percentage points

Masters Grade Level
Spring 2022: 62% … to Spring 2023: 52% … Decrease 10 percentage points

Grades 1-2 Benchmark Assessment System (BAS) Data
Proficiency Rates Comparison (BOY 2023 to EOY 2024)

BOY to EOY data for students (Grade 1), per the On Level and Above Level performance indicators combined:
BOY: 86% to EOY: 95% … Increase of 9 percentage points

BOY to EOY data for students (Grade 2), per the On Level and Above Level performance indicators combined:
2nd grade –BOY: 81% to EOY: 90% … Increase of 9 percentage points

Grades 1-5 REN360 Reading Data
Proficiency Rates Comparison (BOY 2023 to EOY 2024)

BOY to EOY data for students (Grade 1), per the At/Above performance level:
BOY: 70% to EOY: 88% … Increase of 18 percentage points

BOY to EOY data for students (Grade 2), per the At/Above performance level:
BOY: 75% to EOY: 85% … Increase of 10 percentage points

BOY to EOY data for students (Grade 3), per the At/Above performance level:
BOY: 86% to EOY: 92% … Increase of 6 percentage points

BOY to EOY data for students (Grade 4), per the At/Above performance level:
BOY: 87% to EOY: 93% … Increase of 6 percentage points

BOY to EOY data for students (Grade 5), per the At/Above performance level:
BOY: 92% to EOY: 98% … Increase of 6 percentage points

Grades 1-5 REN360 Math Data
Proficiency Rates Comparison (BOY 2023 to EOY 2024)

BOY to EOY data for students (Grade 1), per the At/Above performance level:
BOY: 93% to EOY: 96% … Increase of 3 percentage points

BOY to EOY data for students (Grade 2), per the At/Above performance level:
BOY: 78% to EOY: 94% … Increase of 16 percentage points

BOY to EOY data for students (Grade 3), per the At/Above performance level:
BOY: 95% to EOY: 97% … Increase of 2 percentage points

BOY to EOY data for students (Grade 4), per the At/Above performance level:
BOY: 97% to EOY: 97% … No Change

BOY to EOY data for students (Grade 5), per the At/Above performance level:
BOY: 99% to EOY: 99% … No Change

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The proficiency rate for Economic Disadvantaged students, those qualifying for language acquisition support services, and special education on local and state exams lags behind other performance groups. **Root Cause:** A plan for actively monitoring the formative assessment process with respect to the implementation of differentiated instructional practices and scaffolding the content presented in daily lessons needs to be implemented with fidelity.

School Processes & Programs

School Processes & Programs Summary

Commonwealth Elementary is fortunate to have a staff that is dedicated to the community. Our staff works to provide a balanced experience for children that go beyond high academic expectations.

The staff, PTA, and volunteers work together to provide activities and events that enhance the school experience and provide ways for parents to be active in the school.

CWE has attracted high quality staff. The positive school climate has led to a high retention rate. Staff is very committed to providing a positive and nurturing environment for our students.

CWE has a strong team spirit. While each team is unique, they all are proud of their unified commitment to the children in their grade levels. When faced with a hurdle or a new initiative, teams rally to meet the new challenge.

2023-2024 SY
Organizational Structure

Administrative Team
Principal and Assistant Principal

Administrative Support Team
Front Office Team, School Nurse, Campus Compliance Coordinator, and Counselor

Leadership Team
Administrative Team, Grade/Department Team Leaders, Nurse, and Counselor

Instructional Support Team
Administrative Team, Special Education Teachers, Dyslexia Teacher, Speech Pathologist, ESL Teacher, Literacy Intervention Teacher, and Math Specialist

Student Support Team
Administrative Team, Campus Compliance Coordinator, School Nurse, LLSP, Counselor, Special Education Lead Teacher, Dyslexia Teacher, Speech Pathologist, ESL Teacher, Literacy Intervention Teacher, and Math Specialist

Essential Staff Members
Administrative Team, Executive Assistant, Grade/Department Team Leaders, Counselor, and Custodians

2023-2024 SY
Staffing Allocations

Administrators- 2
Nurses- 3*

Counselor- 1
Campus Compliance Coordinator- 1
Classroom Teachers- 31
SPED Teachers- 6
Outclass Teachers- 5
Librarian- 1
Instructional Support Staff-3.5
Instructional Paraprofessionals- 10
Non-Instructional Paraprofessionals- 4

One school nurse and two nurses are assigned to the ECSE and FLaSH classrooms.

School Processes & Programs Strengths

Campus administrators also recognize the importance of growing and empowering teacher leaders.

In service and leadership, CWE staff members take advantage of multiple opportunities to support District goals and initiatives, strengthen partnerships within the community, deepen their capacity as educators, and promote best practices to meet the needs of all learners.

District Level:
Teacher Leadership Cadre
Balanced Literacy Cadre
Technology Integration Champion
Champion of Gifted Students (COGS)
Advisory Council Membership
School Safety Committee Liaison
TAPP Mentors

Campus:
Team Leaders
Curriculum/Grading Cadre Membership
Curriculum Lead Teachers
Health and Wellness Leaders
Kindness Ambassador
Mentor for Novice Teachers
NEHS Sponsors
Student Council Sponsors
Club Sponsors

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Given the number of changes made to the district's instructional delivery model and assessment philosophy, ensuring that all teachers are accessing and implementing the vast amount of resources available to them in Schoology has been difficult to actively monitor. **Root Cause:** A plan for monitoring the formative

assessment process needs to be implemented with fidelity along with incorporating a cycle of feedback for educators, specific to the use of instructional practices intended to develop assessment capable visible learners, into various PLC and faculty meetings.
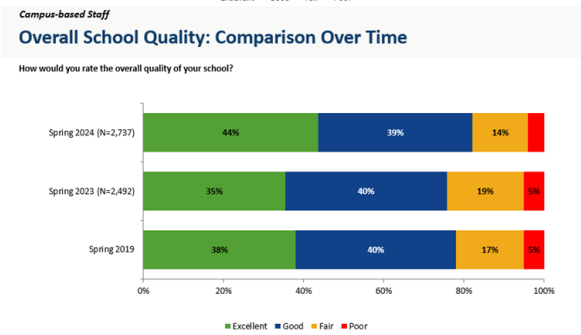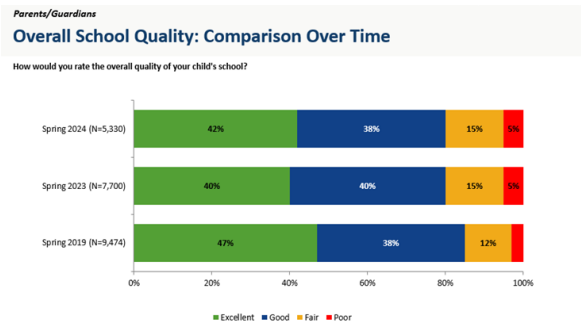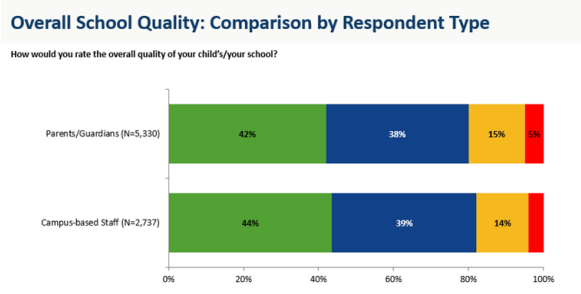
Perceptions

Perceptions Summary

Parent and Staff Perceptions (2023-24 ~ K12 Insight School Climate and Culture Survey Data)

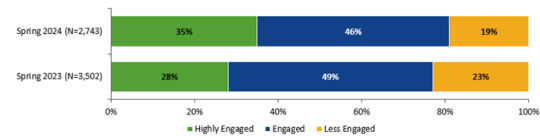Total Number of Participants:
Parents: 66
Staff: 63

Overall Engagement

Responses to the nine overall engagement items were averaged to calculate an engagement score for each participant. To calculate the engagement score, each response option was assigned a numerical value:

- Strongly Disagree = 1
- Disagree = 2
- Neither Disagree nor Agree = 3
- Agree = 4
- Strongly Agree = 5

Average scores were classified into three levels: **Less Engaged** (<3.5), **Engaged** (3.5 to 4.5), and **Highly Engaged** (>4.5).

	Highly Engaged	Engaged	Less Engaged
Spring 2024 (N=2,743)	35%	46%	19%
Spring 2023 (N=3,502)	28%	49%	23%

Parents/Guardians

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
Families are encouraged to volunteer, serve on committees, and attend school-/district-sponsored activities, such as back-to-school night, parent conferences, etc.	88%	Family Involvement
I am kept informed about my child's grades and academic progress.	87%	Academic Support
Families are kept informed by the school about school-/district-sponsored activities, such as tutoring, after-school programs, parent workshops, and student performances.	87%	Family Involvement
I feel welcome in my child's school.	87%	Family Involvement
Staff members and families treat each other with respect.	85%	Family Involvement

Parents/Guardians

Lowest-ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Teachers give timely and appropriate feedback about student work.	23%	Academic Support
Parents are kept informed about what their child is learning in school.	22%	Academic Support
My child is excited to go to school.	22%	Student Support
Students receive the individual support they need to prepare for the future.	22%	Student Support
My child is receiving effective instruction for his or her abilities.	20%	Academic Support

Campus-based Staff

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
I am aware of safety and security procedures at this school.	98%	Safety and Behavior
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	97%	Student Support
There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem.	96%	Student Support
Families are kept informed about school-/district-sponsored activities, such as tutoring, after-school programs, parent workshops, and student performances.	93%	Family Involvement
All school staff members are aware of the safety and security procedures.	93%	Safety and Behavior

Lowest-ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Discipline is enforced consistently for all students.	29%	Safety and Behavior
Staff members and students treat each other with respect.	19%	Safety and Behavior
I am informed about community organizations that support students at this school.	17%	Student Support
Students are excited to go to school.	17%	Student Support
School leaders show they care about all staff members.	15%	School Leadership

Student Perceptions (2024 Student Engagement Survey Data)

Teacher-Student Relationships

Questions in this dimension factor explore different elements of teacher-student relationships like how students are treated, support, perceptions of fairness and safety. These questions have similarities with the Emotional Engagement with School, and Positive Relationships with Adults category in the Secondary Student Engagement Survey.

Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they "strongly agree" with the question statement by grade level.

Treatment of Students

The degree to which students **agreed or strongly agreed** that the teachers and adults value and care about students.

89%
Adults at my school listen to the students.
↓1.3%

97%
My teachers are honest with me.
↑1.0%
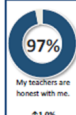
% of Students who Strongly Agree		
3rd	4th	5th
67%	49%	56%

Support from Teachers

The degree to which students **agreed or strongly agreed** that they feel teachers and other adults support the needs of students.

93%
My teachers are there for me when I need them
↓2.3%

91%
Most teachers care about me as a person, not just as a student
↑0.8%

% of Students who Strongly Agree		
3rd	4th	5th
59%	31%	39%

Perceptions of Fairness and Safety

The degree to which students **agreed or strongly agreed** that they feel that teachers and adults at school treat students fairly and help them to feel safe at school.

89%
Adults at my school are fair towards students most of the time
↓1.2%

87%
The rules at my school are fair
↑2.0%

% of Students who Strongly Agree		
3rd	4th	5th
51%	26%	32%

94%
I feel safe at school
↑1.9%

% of Students who Strongly Agree		
3rd	4th	5th
55%	51%	49%

Peer Support of Learning

Questions in this dimension factor explore different elements of peer-to-peer relationships like how students treat, support, and interact with each other. These questions have similarities with the Positive Relationships with Other Students category in the Secondary Student Survey.

Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they "strongly agree" with the question statement by grade level.

Peer Treatment

The degree to which students **agreed or strongly agreed** that they feel that other students value and care about them.

89%
Other students here like me the way I am.
↑4.5%

96%
I enjoy talking to the students here.
↑2.4%

% of Students who Strongly Agree		
3rd	4th	5th
63%	66%	60%

Support from Students

The degree to which students **agreed** or **strongly agreed** that they feel their peers care and support them when needed.

92%
Other students care about me.
↑2.6%

92%
Students at my school are there for me when I need them.
↑7.7%
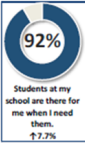
% of Students who Strongly Agree		
3rd	4th	5th
37%	29%	32%

Perceptions of Respect and Belonging

The degree to which students **agreed** or **strongly agreed** that they feel included in peer groups, respected by their peers, or connected to their peers.

99%
I have friends at school.
↑2.4%

83%
Students here respect what I have to say.
↑5.6%

% of Students who Strongly Agree		
3rd	4th	5th
23%	27%	19%

Future Goals and Aspirations

Questions in this dimension factor explore the degree in which students feel that their education will help them move through education and into life.

Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they "strongly agree" with the question statement by grade level.

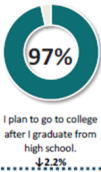**Post-High School Plans** — The degree to which students **agreed** or **strongly agreed** that they feel that continuing education after high school in important

97%
I plan to go to college after I graduate from high school.
↓2.2%

97%
Continuing to learn after high school is important.
↓0.6%

% of Students who Strongly Agree		
3rd	4th	5th
75%	72%	70%

Future Goals — The degree to which students **agree** or **strongly agree** that they feel their education will help them to be successful in future goals.

94%
My education will create many chances for me to reach my future goals.
↑0.5%

96%
I am hopeful about my future.
↑2.5%

95%
School is important for reaching my future goals.
↓1.2%

% of Students who Strongly Agree		
3rd	4th	5th
71%	73%	82%

Student Engagement In FBISD

Current challenges in education include those related to the social, emotional, and physical well-being of students. In addition to questions from the emotional and behavioral engagement categories, questions were added this year, to better understand student perceptions of healthy habits and how district and campus activities impact those perceptions.

% of Students responding they "Sometimes" or "Often":

92%
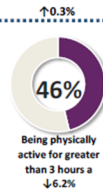My school allows me at least 20 minutes to eat
↓1.3%

Physical Activity

Students were asked to describe the degree to which their school emphasizes specific practices, their level of interest, and how long they engage in physical activity outside the school day.

% of Students responding their school emphasizes the following "Some" or "Very Much":

85%
Being physically active, using movement to help you learn
↑4.2%

57%
Physical activity is included during class time
↓9.9%

85%
Engaging in physical activity (walking, moving around) or using body movement to learn
↑0.3%

Healthy Habits

The degree to which students felt their campus put **some or very much** of an emphasis on some wellness practices, as well as the degree to which students agreed or strongly agreed that they get at least 20 minutes to eat lunch

83%
Engaging in healthy eating habits
↑2.3%

49%
Engaging in mindfulness or stress reducing moments
↓4.8%

46%
Being physically active for greater than 3 hours a
↓6.2%

SAS School-Wide Systems Subscale Data

SAS School-wide System Subscale
Commonwealth Elementary School
9/23/2022-2/22/2023
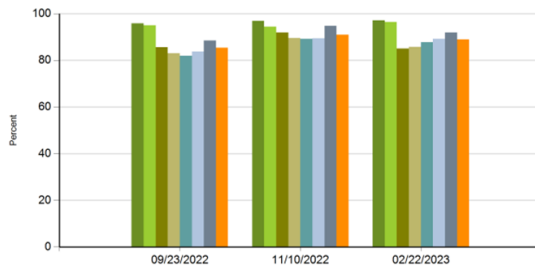
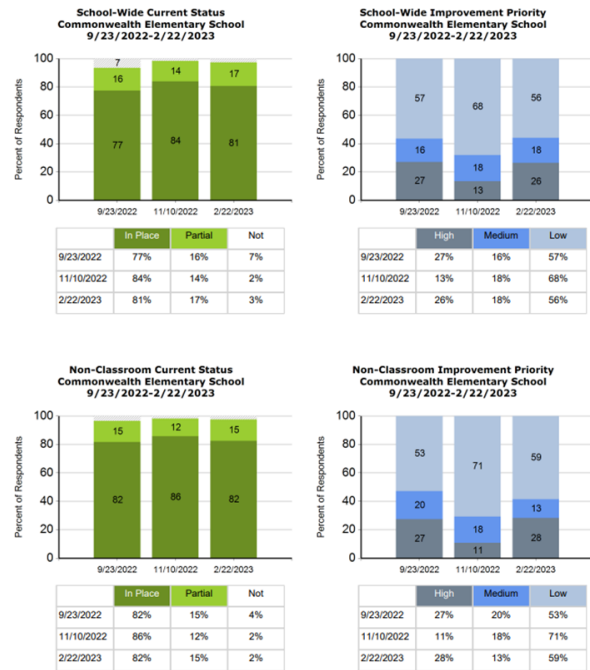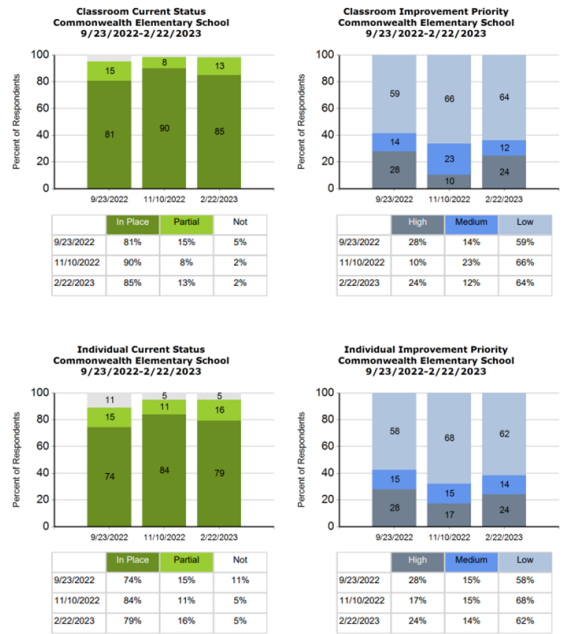|	Expectations Defined	Expectations Taught	Reward System	Violations System	Monitoring	Management	District Support	Implementation Average
9/23/2022	96%	95%	86%	83%	82%	84%	89%	85%

11/10/2022	97%	94%	92%	89%	89%	89%	95%	91%
2/22/2023	97%	96%	85%	86%	88%	89%	92%	89%

SAS School-Wide Current Status and Improvement Priority Data

School-Wide Current Status
Commonwealth Elementary School
9/23/2022-2/22/2023

	In Place	Partial	Not
9/23/2022	77%	16%	7%
11/10/2022	84%	14%	2%
2/22/2023	81%	17%	3%

School-Wide Improvement Priority
Commonwealth Elementary School
9/23/2022-2/22/2023

	High	Medium	Low
9/23/2022	27%	16%	57%
11/10/2022	13%	18%	68%
2/22/2023	26%	18%	56%

Non-Classroom Current Status
Commonwealth Elementary School
9/23/2022-2/22/2023

	In Place	Partial	Not
9/23/2022	82%	15%	4%
11/10/2022	86%	12%	2%
2/22/2023	82%	15%	2%

Non-Classroom Improvement Priority
Commonwealth Elementary School
9/23/2022-2/22/2023

	High	Medium	Low
9/23/2022	27%	20%	53%
11/10/2022	11%	18%	71%
2/22/2023	28%	13%	59%

Classroom Current Status
Commonwealth Elementary School
9/23/2022-2/22/2023

	In Place	Partial	Not
9/23/2022	81%	15%	5%
11/10/2022	90%	8%	2%
2/22/2023	85%	13%	2%

Classroom Improvement Priority
Commonwealth Elementary School
9/23/2022-2/22/2023

	High	Medium	Low
9/23/2022	28%	14%	59%
11/10/2022	10%	23%	66%
2/22/2023	24%	12%	64%

Individual Current Status
Commonwealth Elementary School
9/23/2022-2/22/2023

	In Place	Partial	Not
9/23/2022	74%	15%	11%
11/10/2022	84%	11%	5%
2/22/2023	79%	16%	5%

Individual Improvement Priority
Commonwealth Elementary School
9/23/2022-2/22/2023

	High	Medium	Low
9/23/2022	28%	15%	58%
11/10/2022	17%	15%	68%
2/22/2023	24%	14%	62%

Tier 1 Benchmarks of Quality Subscale Data

Tier 1 Benchmarks of Quality (BoQ) Subscale
Commonwealth Elementary School

	PBIS Team	Faculty Commitment	Discipline Procedures	Data Analysis	Expectations Developed	Reward Program	Lesson Plans	Implementation Plan	Classroom Plan	Evaluation
5/10/2023	100%	100%	82%	100%	100%	100%	100%	100%	100%	92%

School Discipline Data

-

School Discipline Data		
	Number	
Total Enrollment (First Column)	667	
Total Incidents (Last Column)	147	
	Number	**Percentage**
Students with 1 discipline incident	45	6.7%
Students with 2 discipline incidents	17	2.5%
Students with 3 discipline incidents	3	0.4%
Students with 4 discipline incidents	1	0.1%
Students with 5 discipline incidents	1	0.1%
Students with 6-10 discipline incidents	3	0.4%
Students with 11 or more discipline incidents	2	0.2%

Perceptions Strengths

Perception Strengths

<u>Parent and Staff Perceptions (2023-24 ~ K12 Insight School Climate and Culture Survey Data)</u>

Strengths - School Quality

- Over 80% of the caregivers and campus-based staff feel that CWE is of good/excellent school quality.
- More than 40% of survey participants (parents/guardians and staff) rated the school as Excellent.

Strengths - Academic Support

- It is evident that there are high learning standards and provisions of meaningful and relevant schoolwork for all students at CWE.
- "I am kept informed about my child's grades and academic progress" yielded the highest favorable response the parent/guardian group (87%) and staff members (92%).

Strengths - Student Support

- CWE provides a strong support system for students who need help with school problems.
- Teachers share a positive view of their students and feel optimistic about them.
- Parents/guardians were well informed about community organizations that support students at this school.

Strengths - School Leadership

- CWE staff members felt positively towards school leadership; percentages of agree/strongly agree were higher than those of parents/guardians.
- School leaders on this campus clearly communicate the school's mission, vision, and goals to both parents/caregivers and teachers.
- CWE teachers feel that their school leaders are available when they have concerns, make decisions that are in the best interest of students, and are courteous when they have a concern.

Strengths - Family Involvement

- Very high family involvement; CWE excels in encouraging families to be a part of the learning community through volunteering, committees, attending school/district activities.
- Staff members and families treat each other with respect.
- The school does an excellent job of making parents/guardians feel welcomed in CWE.
- Family involvement has remained consistent on this campus; high family involvement from 2019 to present.

Strengths - Safety and Behavior

- Staff and students are well aware of safety and security procedures.
- Staff members feel that they are in a safe working environment.
- Staff and students treat each other with respect, fostering a positive learning environment.
- Treatment of students is fair, regardless of student identity.

Overall Needs

- How can the campus encourage more participation from parents in completing the next Culture and Climate Survey distributed?
- Perceptions about teachers successfully showing students how lessons relate to life outside of school/application of taught content.
- Increase staff awareness of community organizations that support students.
- Parents/guardians feel the least confident in the area regarding how the school contacts them about a student struggling academically. Review the methods in which parents receive notification.
- Parents/guardians feel that they aren't sure how much input from their end is used to improve the school's instruction, programs, activities, and services provided. How is parent feedback in these areas solicited and used to inform decision-making?
- Parents/guardians responded with the largest percentages of "don't know" responses towards topics relating to bullying (over 20%).
- Review perceptions about discipline NOT being enforced consistently for all students.
- Ensure that parents, staff, and students are aware of the procedures for reporting acts of bullying and the steps taken during and after the investigation.

Student Perceptions (2024 Elementary Student Engagement Survey Data)

Strengths - Behavioral Engagement

- Students report that they take ownership of learning by being responsible in completing/turning in homework and having supplies ready each day.
- Classrooms supply enough reading material/resources per student responses.

Strengths - Emotional Engagement

- There is strong family support for learning on this campus.
- Teachers on this campus care deeply about their students, which is evident from the data.
- Teachers are honest and transparent with their students.

Strengths - Cognitive Engagement

- Students have great intrinsic motivation to learn and are not impacted by rewards from parents/teachers.
- Students have positive outlooks on future goals and aspirations and have a solid understanding of how school is a positive impact towards reaching their future goals.
- A majority of students in grades 3-5 have plans to go to college in the future.

Overall Needs

- Identify how classroom teachers establish a positive, respectful learning environment at the beginning of the school year.
- As a campus, calibrate what the "Respect Agreement" development and quarterly review process should look like in every classroom.
- How can the campus improve perceptions about teachers and staff members consistently showing fairness towards students?
- How can the campus improve perceptions about teachers showing care about the boys and girls as individuals, not just student?
- Are teachers consistently incorporating physical activity opportunities during class time?
- There appears to be an overwhelming need for students to engage in mindfulness or stress reducing moments during class time.

SAS School-Wide Current Status and Improvement Priority Data and Tier 1 Benchmarks of Quality Subscale Data

Strengths – SAS School-Wide Systems Subscale Report

- Between November – February, increases were made on 5 of the 6 subscales evaluated.
- Between November – February, the Implementation Average increased 4 percentage points (85%-89%).

Strengths – Tier 1 Benchmarks of Quality Subscale Report

- Of the 9 subscales evaluated, 8 received a score of 100%
- The overall 2022-2023 evaluation score of 92% exceeded the campus goal by 2 percentage points.

Strengths – Top 3 Self-Assessment Survey Item Responses Report (School-Wide ~ February 2023)

- Procedures are in place to address emergency/dangers (97%).
- A small number (e.g. 3-5) of positively and clearly stated (94%).
- Expected student behaviors are taught directly (93%).

Strengths – Top 3 Self-Assessment Survey Item Responses Report (Non-Classroom Setting ~ February 2023)

- School-wide expected student behaviors are taught in non-classroom settings (90%).
- All staff is involved directly or indirectly in management of non-classroom settings (90%).
- School-wide expected student behaviors are applied to non-classroom settings (89%).

Strengths – Top 3 Self-Assessment Survey Item Responses Report (Classroom ~ February 2023)

- Students experience high rates of academic success (>75% correct) (95%).

- Expected student behavior & routines in classrooms are stated positively & defined clearly (93%).
- Expected student behavior & routines in classrooms are taught directly (93%).

Overall Needs

- The category with the lowest number of favorable responses on the SAS School-Wide Systems Subscale Report was Reward Systems (85%).
- Define and clearly articulate consequences for problem behaviors (60% - School-Wide Item Responses Report).
- The category with the lowest number of favorable responses on the SAS School-Wide Systems Subscale Report was Reward Systems (85%).
- Revisit the rewards system for meeting expected student behaviors in non-classroom settings (74% - Non-Classroom Item Responses Report).
- Improve the data review process for sharing the status of student behavior and management practices that are evaluated quarterly (74% - Non-Classroom Setting Item Responses Report).
- Revisit the SST Behavioral guidelines to ensure that students with chronic problem behaviors are identified and assessed in a timely manner (66% - Classroom Item Responses Report).

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Favorable perceptions about the implementation of PBIS systems and structures, SEL activities, and student ownership of behavior practices vary across stakeholder groups.   **Root Cause:** A plan for actively monitoring and formally assessing culture and climate across stakeholder groups needs to be developed and implemented quarterly.

Priority Problem Statements

Problem Statement 1: The number of Economic Disadvantaged students and those qualifying for language acquisition support services is steadily increasing.

Root Cause 1: A plan for actively monitoring the formative assessment process with respect to the implementation of differentiated instructional practices and scaffolding the content presented in daily lessons needs to be implemented with fidelity.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The proficiency rate for Economic Disadvantaged students, those qualifying for language acquisition support services, and special education on local and state exams lags behind other performance groups.

Root Cause 2: A plan for actively monitoring the formative assessment process with respect to the implementation of differentiated instructional practices and scaffolding the content presented in daily lessons needs to be implemented with fidelity.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Given the number of changes made to the district's instructional delivery model and assessment philosophy, ensuring that all teachers are accessing and implementing the vast amount of resources available to them in Schoology has been difficult to actively monitor.

Root Cause 3: A plan for monitoring the formative assessment process needs to be implemented with fidelity along with incorporating a cycle of feedback for educators, specific to the use of instructional practices intended to develop assessment capable visible learners, into various PLC and faculty meetings.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Favorable perceptions about the implementation of PBIS systems and structures, SEL activities, and student ownership of behavior practices vary across stakeholder groups.

Root Cause 4: A plan for actively monitoring and formally assessing culture and climate across stakeholder groups needs to be developed and implemented quarterly.

Problem Statement 4 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
- HB3 CCMR goals
- 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
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By June 2025 CWE will improve the effectiveness of Reading/Literacy instruction through the implementation of aligned curriculum, student ownership of learning practices, enrichment opportunities for identified GT students, and targeted interventions for At-Risk learners, as evidenced through the indicators of success.

HB3 Goal

Indicators of Success: Formative Indicators of Success:

1) Increase the alignment to the Rigor, Scope/Sequence, and instructional model in ELA classrooms by a minimum of 2 percentage points each quarter, as evidenced by ratings on the campus walkthrough tool.

2) Increase the implementation of rubrics, checklists, and protocols for discussion and goal setting, as observed in ELA classrooms by a minimum of 2 percentage points each quarter, as evidenced by ratings on the campus walkthrough tool.

3) Increase the implementation of targeted, teacher-led small group instruction during the time frame designated for Independent Practice and Enrichment in ELA classrooms by a minimum or 2 percentage points each quarter, as evidenced by ratings on the campus walkthrough tool.

4) From BOY to MOY, increase student growth (Grades 1-5) on the Universal Screener for Reading, per the designated proficiency level, by a minimum of 2 percentage points. Averages include the overall percent of students tested and percentages for each ethnicity, special education population, and EB designation at each grade level.

5) All identified GT students will have an Academic and Affective co-constructed SMART goal in their GT Learning Plan by October 2024.

6) All identified GT students will participate in at least in at least one enrichment opportunity by December 2024 (i.e. clubs, innovation hour, and extension rotations).

Summative Indicators of Success:

1) By June 2025, increase the overall percent of student growth in literacy (Grades 1-5) from BOY to EOY on the Universal Screener for Reading, per the designated proficiency level, by a minimum of 5 percentage points. Averages include the overall percent of students tested and percentages for each ethnicity, special education population, and EB designation at each grade level.

2) By June 2025, increase performance on STAAR Meets Grade Level performance (Grades 3-5) in Reading from 90% to 95%.

3) From BOY 2024 to EOY 2025, increase the alignment to the Rigor, Scope/Sequence, and instructional model in ELA classrooms by a minimum of 2 percentage points each quarter, as evidenced by ratings on the campus walkthrough tool from 82% - 85%.

4) By February 2025, all GT teachers will have identified and begun implementing between 2 to 10 individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.

5) By May 2025, the campus will ensure that all identified GT students will be involved in at least two enrichment opportunities (i.e. clubs, innovation hour, extension rotations, and GT projects).

6) By May 2025, the campus will ensure that all identified GT students (Grades 1-5) participate in the campus GT Showcase.

SMART Indicator of Success:
By June 2025, CWE will increase the overall percent of students (Grades K-5) meeting proficiency on the on the Universal Screener for Reading by an average of 85% at each grade level.

Strategy 1 Details		Reviews			
Strategy 1: CWE Teachers will attend a series of campus-based professional development focusing on the ELAR Instructional Model, the Four IM Components, Phonics, and the Effective Use of the F&P Resources. Afterwards, they will incorporate learning into PLC conversations regarding lesson plan development, calibrating proficiency around student work, and displaying the desired teacher/student actions by June 2025.		**Formative**			**Summative**
		Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Strategy Impact: By engaging ELAR teachers in ongoing professional learning about curriculum design and high-yield instructional planning efforts, CWE will see greater campus-wide alignment between PLC conversations and implementation, use of data-driven decision making when developing personalized lesson plans, and overall clarity of practice/action. Strategy Evidence: PD attendance sheets PLC notes documenting teacher/student actions Personalized lesson plans for IRA, Phonics, and IP Observed implementation of the ELAR instructional model including use of the various curriculum resources and tools **Staff Responsible for Monitoring:** Administrators, Literacy Intervention Teacher **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Training Materials and Supplies - 199 General Fund - $100					

Strategy 2 Details	Reviews			
Strategy 2: By June 2025, ELAR teachers at CWE will attend campus-based professional development on incorporating student ownership practices into daily instruction and afterwards, incorporate learning into PLC conversations regarding success criteria, the selection of student-driven tools/resources, and the display of desired teacher/student actions.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Strategy Impact: By engaging ELAR teachers in ongoing professional learning focused on incorporating student ownership practices into daily instruction, CWE will see a school-wide increase in the implementation of goal setting, rubrics, checklists, feedback, discussion protocols and progress monitoring tools into daily lessons. Strategy Evidence: PD attendance sheets PLC notes documenting opportunities for student ownership practices Personalized lesson plans Observed implementation of goal setting, rubrics, checklists, discussion protocols and progress monitoring tools **Staff Responsible for Monitoring:** Administrators, Literacy Intervention Teacher **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Training Materials and Supplies - 199 General Fund - $100				

Strategy 3 Details	Reviews			
Strategy 3: By June 2025, ELAR teachers at CWE will attend campus-based professional development focusing on the use of purposeful data analysis practices to identify strengths, weaknesses, patterns of performance, and determine how to effectively arrange students into targeted, small group assignments. The placement of students identified as GT and At-Risk will be documented on grade level analysis sheets.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Strategy Impact: By routinely analyzing multiple sources of data to measure proficiency levels and providing targeted learning opportunities for re-engagement, extra practice, and enrichment, CWE will increase the percentage of students demonstrating growth in Literacy/Reading district and campus assessments. Strategy Evidence: PD attendance sheets PLC data analysis sheets Tier 2/3 lesson plans Observed implementation of targeted small group instruction Review of progress monitoring sheets for identified students Review of practice and enrichment plans for identified students **Staff Responsible for Monitoring:** Administrators, SST Members, COG **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Training Materials and Supplies - 199 General Fund - $100				

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: GT teachers at CWE will attend campus-based professional learning targeting individualized instructional practices specific to ELAR and GT Learning Plans by June 2025.	**Oct**	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Strategy Impact: By consistently providing opportunities for students to work individually, with a partner, and in groups, along with incorporating choice, differentiated activities, and self-directed learning experiences into daily lessons, CWE will ensure compliance with all identified GT students demonstrating progress on their Learning Plans. Strategy Evidence: PD attendance sheets Teacher documentation of progress towards goal attainment in student GT Learning Plans Documentation of student participation in enrichment activities (i.e. clubs, Innovation Hour, extension rotations, and campus GT Showcase) **Staff Responsible for Monitoring:** Administrators, COG **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Training Materials and Supplies - 199 General Fund - $100				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 2: By June 2025 CWE will improve the effectiveness of Math instruction through the implementation of aligned curriculum, student ownership of learning practices, enrichment opportunities for identified GT students, and targeted interventions for At-Risk learners, as evidenced through the indicators of success.

HB3 Goal

Indicators of Success: Formative Indicators of Success:

1) Increase the alignment to the Rigor, Scope/Sequence, and instructional model in Math classrooms by a minimum of 2 percentage points each quarter, as evidenced by ratings on the campus walkthrough tool.

2) Increase the implementation of rubrics, checklists, and protocols for discussion and goal setting, as observed in Math classrooms by a minimum of 2 percentage points each quarter, as evidenced by ratings on the campus walkthrough tool.

3) Increase the implementation of targeted, teacher-led small group instruction during the time frame designated for Independent Practice and Enrichment in Math classrooms by a minimum or 2 percentage points each quarter, as evidenced by ratings on the campus walkthrough tool.

4) From BOY to MOY, increase student growth (Grades 1-5) on the Universal Screener for Math, per the designated proficiency level, by a minimum of 3 percentage points. Averages include the overall percent of students tested and percentages for each ethnicity, special education population, and EB designation at each grade level.

5) All identified GT students will have an Academic and Affective co-constructed SMART goal in their GT Learning Plan by October 2024.

6) All identified GT students will participate in at least in at least one enrichment opportunity by December 2024 (i.e. clubs, innovation hour, and extension rotations).

Summative Indicators of Success:

1) By June 2025, increase the overall percent of student growth in literacy (Grades 1-5) from BOY to EOY on the Universal Screener for Math, per the designated proficiency level, by a minimum of 5 percentage points. Averages include the overall percent of students tested and percentages for each ethnicity, special education population, and EB designation at each grade level.

2) By June 2025, increase performance on STAAR Meets Grade Level performance (Grades 3-5) in Math from 89% to 94%.

3) From BOY 2024 to EOY 2025, increase the alignment to the Rigor, Scope/Sequence, and instructional model in Math classrooms by a minimum of 2 percentage points each quarter, as evidenced by ratings on the campus walkthrough tool from 83% - 86%.

4) By February 2025, all GT teachers will have identified and begun implementing between 2 to 10 individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.

5) By May 2025, the campus will ensure that all identified GT students will be involved in at least two enrichment opportunities (i.e. clubs, innovation hour, extension rotations, and GT projects).

6) By May 2025, the campus will ensure that all identified GT students (Grades 1-5) participate in the campus GT Showcase.

SMART Indicator of Success:
By June 2025, CWE will increase the overall percent of students (Grades K-5) meeting proficiency on the on the Universal Screener for Math by an average of 85% at each grade level.

Strategy 1 Details	Reviews			
Strategy 1: CWE teachers will attend a series of campus-based, Math professional development focused on Revisiting the Math Instructional Model, the IM's Guided Math Components, and the Effective Use of Manipulatives and Resources, and afterwards, incorporate learning into PLC conversations regarding lesson plan development, calibrating proficiency around student work, and displaying the desired teacher/student actions by June 2025.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Strategy Impact: By engaging Math teachers in ongoing professional learning about curriculum design and high-yield instructional planning efforts, CWE will see greater campus-wide alignment between PLC conversations and implementation, use of data-driven decision making when developing personalized lesson plans, and overall clarity of practice/action. Strategy Evidence: PD attendance sheets PLC notes documenting teacher/student actions Personalized lesson plans Observed implementation of the ELAR instructional model including use of the various curriculum resources and tools **Staff Responsible for Monitoring:** Administrators, Math Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Training Materials and Supplies - 199 General Fund - $100				

Strategy 2 Details	Reviews			
Strategy 2: By June 2025, Math teachers at CWE will attend campus-based, professional development on incorporating student ownership practices into daily instruction and afterwards, incorporate learning into PLC conversations regarding success criteria, the selection of student-driven tools/resources, and the display of desired teacher/student actions.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Strategy Impact: By engaging Math teachers in ongoing professional learning focused on incorporating student ownership practices into daily instruction, CWE will see a school-wide increase in the implementation of goal setting, rubrics, checklists, feedback, discussion protocols and progress monitoring tools into daily lessons. Strategy Evidence: PD attendance sheets PLC notes documenting opportunities for student ownership practices Personalized lesson plans Observed implementation of goal setting, rubrics, checklists, discussion protocols and progress monitoring tools **Staff Responsible for Monitoring:** Administrators, Math Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Training Materials and Supplies - 199 General Fund - $100				

Strategy 3 Details	Reviews			
Strategy 3: By June 2025, Math teachers at CWE will attend campus-based, professional development focused on the use of purposeful data analysis practices to identify strengths, weaknesses, patterns of performance, and determine how to effectively arrange students into targeted, small group assignments. The placement of students identified as GT and At-Risk will be documented on grade level analysis sheets.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Strategy Impact: By routinely analyzing multiple sources of data to measure proficiency levels and providing targeted learning opportunities for re-engagement, extra practice, and enrichment, CWE will increase the percentage of students demonstrating growth in Literacy/Reading district and campus assessments. Strategy Evidence: PD attendance sheets PLC data analysis sheets Tier 2/3 lesson plans Observed implementation of targeted small group instruction Review of progress monitoring sheets for identified students Review of practice and enrichment plans for identified students **Staff Responsible for Monitoring:** Administrators, Math Specialist, SST Members, COG **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Training Materials and Supplies - 199 General Fund - $100				

Strategy 4 Details	Reviews			
Strategy 4: GT teachers at CWE will attend campus-based, professional learning targeting individualized instructional practices, specific to Math and GT Learning Plans by June 2025.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Strategy Impact: By consistently providing opportunities for students to work individually, with a partner, and in group, along with incorporating choice, differentiated activities, and self-directed learning experiences into daily lessons, CWE will ensure compliance with all identified GT students demonstrating progress on their Learning Plans. Strategy Evidence: PD attendance sheets Teacher documentation of progress towards goal attainment in student GT Learning Plans Documentation of student participation in enrichment activities (i.e. clubs, Innovation Hour, extension rotations, and campus GT Showcase) **Staff Responsible for Monitoring:** Administrators, COG **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Training Materials and Supplies - 199 General Fund - $100				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By June 2025, CWE will improve favorable perceptions of culture and climate through the implementation of PBIS systems and structures, SEL activities, and student ownership of behavior practices, as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:

1) Increase the implementation of guidelines for success; expectation in setting routines, and reward/incentive systems by 3 percentage points each quarter, as observed campus wide.

2) Increase the frequency of morning check-in discussions, community building circle activities, and learning goals driven by the various Profile of a Graduate and Learner Disposition attributes by 2 percentage points each quarter, as observed in classrooms.

3) Increase the frequency of communication protocols and structured collaboration opportunities, by 4 percentage points each quarter, as observed in classrooms.

4) Increase the overall percent of favorable responses reported by students (Grades 2-5) on the campus-based engagement survey, by a minimum of 2 percentage points, per question, as administered during Terms 1-3 at each grade level.

Summative Indicators of Success:

1) By June 2025, decrease the overall percentage of unfavorable responses on the Student Engagement Survey to questions regarding perceptions about teachers caring for them as individuals and not just students (from 9% to 7%).

2) By June 2025, increase the overall percentage of favorable responses, such as Agree and Strongly Agree, on the Student Engagement Survey to questions regarding perceptions about the fairness of rules at school (from 87% to 90%).

3) By June 2025, increase the percentage of favorable responses on the Student Engagement Survey to questions regarding perceptions about being afforded physical activity opportunities during class time (from 58% to 68%).

4) By June 2025, increase the percentage of favorable responses on the Student Engagement Survey to questions regarding perceptions about engaging in mindfulness or stress reducing moments during class time (from 49% to 59%).

SMART Indicator of Success:
By June 2025, CWE will decrease the number of Skyward Discipline Referrals coded for Disruptive Behavior and Disrupting the Educational Environment from 112 to 50.

Strategy 1 Details	Reviews			
Strategy 1: CWE teachers will attend a series of ongoing campus-based, professional development on effectively implementing PBIS strategies and CHAMPS expectations in classrooms and building-wide by June 2025.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**

Strategy's Expected Result/Impact: Strategy Impact:
By implementing PBIS and CHAMPS with fidelity, CWE will improve the school-wide, expectation setting, active monitoring, and feedback cycle, by focusing on cultivating student ownership of learning and behavior, as demonstrated through multiple sources of evidence indicating intentional teacher actions ensuring that daily, structured opportunities for integration are provided.

Strategy Evidence:
PD attendance sheets
Display of Guidelines for Success, CHAMPS, and Respect Agreements in every classroom
Observed implementation of PBIS strategies, CHAMPS, and SEL Relationship Building Activities building-wide
Favorable ratings on the SAS Surveys
Sustained compliance with the various stated expectations
Positive BOQ and PBIS walkthrough data
Increased number of students earning and redeeming Cougar Buck currency

Staff Responsible for Monitoring: Administrators, Counselor, PBIS Committee, Discipline Committee

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Funding Sources: Training Materials, Supplies, and Student Incentives - 199 General Fund - $500

Strategy 2 Details	Reviews			
Strategy 2: By June 2025, teachers at CWE will attend campus-based, professional development meetings on the best practices associated with incorporating SEL practices into daily instruction and engage in collaborative conversations regarding suggested PLC next steps and the desired teacher/student actions.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Strategy Impact: By provide students with opportunities to engage in structured conversations about their learning, CWE will improve the school-wide implementation of SEL and relationship building activities by focusing on cultivating student ownership of learning and behavior. Strategy Evidence: PD attendance sheets PLC notes documenting opportunities for incorporating SEL activities Personalized lesson plans Observed implementation of morning check-ins and community building circles Increased recognitions of students displaying Profile of a Graduate and Learner Disposition attributes **Staff Responsible for Monitoring:** Administrators, Counselor, PBIS Committee **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Teachers at CWE will attend campus-based, professional development on incorporating student ownership of behavior practices into daily instruction by June 2025. The campus will see a school-wide increase in the implementation of goal setting, reflection sheets, discussion protocols for peer:peer conflict resolution and restorative conversations into daily lessons.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**

Strategy's Expected Result/Impact: Strategy Impact:
By engaging teachers in ongoing professional learning focused on incorporating student ownership practices into daily instruction, CWE will increase the campus-wide use of discussion protocols, progress monitoring tools, and self-directed learning tasks, as demonstrated through multiple sources of evidence indicating the recognition and display of individual learner dispositions and Profile of a Graduate Attributes.

Strategy Evidence:
PD attendance sheets
PLC notes documenting opportunities for student ownership practices
Personalized lesson plans
Observed implementation of restorative circles and conversations
Decreased number of discipline incidents and office referrals
Increased recognitions of students displaying Profile of a Graduate and Learner Disposition attributes

Staff Responsible for Monitoring: Administrators, Counselor, PBIS Committee

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

State Compensatory

Budget for Commonwealth Elementary

Total SCE Funds: $4,788.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

CWE purchased various materials/resources for teachers to use when engaging students in accelerated instruction intended to close learning gaps and targeted instruction intended to strengthen specific skills. Money has also been allocated to fund transportation costs for specialized student groups to participate in off-campus events.

Campus Funding Summary

			199 General Fund		
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Training Materials and Supplies		$100.00
1	1	2	Training Materials and Supplies		$100.00
1	1	3	Training Materials and Supplies		$100.00
1	1	4	Training Materials and Supplies		$100.00
1	2	1	Training Materials and Supplies		$100.00
1	2	2	Training Materials and Supplies		$100.00
1	2	3	Training Materials and Supplies		$100.00
1	2	4	Training Materials and Supplies		$100.00
2	1	1	Training Materials, Supplies, and Student Incentives		$500.00
				Sub-Total	$1,300.00