

Fort Worth Independent School District
114 Manuel Jara Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Manuel Jara Mission Statement

Manuel Jara is dedicated to ensure that all students succeed.

We maintain highly qualified staff, integrate a learner-centered curriculum; exemplifying honesty, integrity, and strength of character, embracing and empowering the community to prosper.

Vision

Manuel Jara Vision

Manuel Jara is a school of safe, happy, healthy, scholars where every child matters, every day.

Theme

Manuel Jara Theme

"There is no place like Jara!"

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Comprehensive Needs Assessment

Revised/Approved: February 22, 2024

Demographics

Demographics Summary

Manuel Jara Elementary is a community school that is proud to be located in the north side of Fort Worth and is a part of Fort Worth Independent School District. We are a part of Steer Country which is composed of schools that feed into Northside High School. Our stakeholders include parents, students, teachers, administrators, community members, and school board members. We include our stakeholders in decision making processes and are actively finding ways to engage and involve our stakeholders in our students education. Manuel Jara Elementary serves PK-5th grade students in regular, dual language, and special education programs who are staffed with highly qualified teachers. Although we have seen a decrease in student enrollment district wide due to various factors, traditionally our enrollment has continued to maintain. Manuel Jara Elementary is a Title I campus with a 91% economically disadvantaged population, 61% LEP population and includes 579 total student body. Other populations include 08% students with 504 plans, 6% students identified as gifted and talented, and 16% students who receive special education services. Manuel Jara has 69 staff members. The current attendance is 94.53%, which compares to 94.27% last school year.

Demographics Strengths

1. High percentage of highly qualified veteran teachers with low turnover rate.
2. Staff is dedicated and committed to meet the needs of all students.
3. Campus has low discipline referrals.
4. Family engagement specialist is creating a positive connection and communication with families and the community.
5. Parent programs and classes are offered for families.
6. Families have multiple generations who have attended our school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): For the 2023-2024 school year, student average daily attendance is at 95.45%. **Root Cause:** Parents require additional education on attendance requirements, laws and available resources.

Problem Statement 2 (Prioritized): For the 2023-2024 school year, parents require exposure to technology resources and how to access them to stay up to date with campus current events and student progress. **Root Cause:** Campus has not created opportunities for parents to attend training that centers around technology resources.

Student Learning

Student Learning Summary

Manuel Jara Elementary supports student learning to ensure all students receive a high quality education. We include the importance of student learning and student achievement in our mission and vision statements which drive our campus practices and instruction. On the latest TEA school report card from the year 2023, Manuel Jara Elementary has not yet received a rating. Our teachers implement district curriculum and resources for all content areas which result in student growth and success. All students are engaged in district programs such as Core 5 Lexia and Dreambox from Kindergarten to 5th grade. PK students use Creative Curriculum to engage them and help them grow. After school tutoring is offered to students as additional academic support and enrichment. We also have an after school program for 3-5th grade students as well as running club. Our recent MAP Data shows that 54 percent of our students at Manuel Jara will be academically ready for the State Assessments in reading and math (refer to Evidence A in Addendums).

The table below shows the following sub groups have increased academically from August to Jan in Math and Reading using RIT scores.

Kindergarten						
Subgroup	Fall		Winter		Spring	
	Math	Reading	Math	Reading	Math	Reading
EB	136	133	147	142		
Title 1	139	141	150	150		
SPED	n/a	n/a	n/a	n/a		
First Grade						
Subgroup	Fall		Winter		Spring	
	Math	Reading	Math	Reading	Math	Reading
EB	148	150	159	159		
Title 1	156	155	168	165		
SPED	n/a	n/a	n/a	n/a		
Second Grade						
Subgroups	Fall		Winter		Spring	
	Math	Reading	Math	Reading	Math	Reading
EB	165	152	171	157		
Title 1	168	159	174	164		
SPED	172	n/a	177	n/a		
Third Grade						
Subgroups	Fall		Winter		Spring	
	Math	Reading	Math	Reading	Math	Reading
EB	181	174	195	182		

Kindergarten						
Title 1	182	177	192	186		
SPED	175	171	189	181		
Fourth Grade						
Subgroups	Fall		Winter		Spring	
	Math	Reading	Math	Reading	Math	Reading
EB	193	187	199	191		
Title 1	195	190	202	195		
SPED	n/a	n/a	n/a	n/a		
Fifth Grade						
Subgroups	Fall		Winter		Spring	
	Math	Reading	Math	Reading	Math	Reading
EB	201	196	204	197		
Title 1	201	196	204	200		
SPED	189	179	n/a	n/a		

Student Learning Strengths

1. Manuel Jaras data provides evidence that 100 percent of students have a strong classroom setting that supports academic interventions and focuses on best practices.
2. The campus is consistent with offering tutoring that aims at closing academic gaps and building student confidence.
3. 100 percent of staff promote campus expectations along with communication that includes critical thinking with students.
4. Students use their academic strengths to personalize their own learning.
5. All K-5 students demonstrated growth according to MAP data, grade levels who met.
6. Grade 3 exceeded expected growth in reading and math (see Evidence B in Addendums).
7. PK students demonstrated growth with staying on track according to CLI data. The table below shows the percentage of students on track at BOY compared to EOY in the following categories.

CLI						
Categories	English			Spanish		
	Wave 1	Wave 2	Wave 3	Wave 1	Wave 2	Wave 3
Alliteration	0%	71%		0%	33%	

CLI						
Book and Print	93%	93%		74%	79%	
Early Writing	100%	100%		82%	100%	
Phonological Aw	86%	86%		26%	74%	
Syllabication	0%	79%		0%	46%	
Number Discri.	64%	71%		53%	79%	
Number Naming	36%	100%		13%	62%	
Rote Counting	0%	64%		0%	56%	
Shape Naming	50%	93%		11%	54%	

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MOY MAP Fluency data indicates that 73% of students K-3 are still in the foundational skills and have not reached adapted oral reading. **Root Cause:** Lack of data analysis of foundational skills to address students skills gap.

Problem Statement 2 (Prioritized): 50% of students will reach their EOY RIT score goal in Reading and Math for MAP Growth. **Root Cause:** Misalignment of lesson, due to lack of training in deconstruction of TEKS.

School Processes & Programs

School Processes & Programs Summary

Manuel Jara implements school processes and programs that support both our students and staff. The continuous professional development of staff members takes high priority so that our teachers are well equipped to support all learners. We also strive to give our students enrichment opportunities such as an after school club, running club, UIL, student council and other programs we plan to implement next school year. As a campus we utilize data to support our instruction and individualized support for all students. Our leadership team plans and executes Professional Learning Community meetings guided by Data Driven Instruction practices to analyze data and instructional planning. Throughout the school year staff analyzes multiple data points and develop plans to address individualized student needs. Multi Tier Support System (MTSS) is also utilized to provide students with specific support based on their individual needs. Technology use has increased campus wide by teachers and students. Professional Learning Communities (PLC) focus on vertical articulation, depth of knowledge, and analyzing the strengths and weaknesses associated with campus instruction following the Data Driven Instruction model. Through continuous collaboration and development we strive to provide high quality instruction to students. Teachers have the opportunity to collaborate together to share best practices and align their lesson plans and instruction.

School Processes & Programs Strengths

1. Additional learning opportunities are offered through after school tutoring.
2. Weekly PLC Meetings focused on specific strategies to improve teaching, learning and follow the Data Driven Instruction model.
3. 100% of all Manuel Jara students have a ipads to utilize during instruction and testing.
4. Attendance committee has been established and meets regularly to discuss and address attendance needs as well as restoration and incentives.
5. Branching Minds training was provided and teachers utilized the program to track academic interventions and behavior supports.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): For the 2023-2024 school year there was a need for a campus wide behavior system that incorporated the House Systems and social emotional supports. **Root Cause:** An aligned campus wide behavior system was not created or implemented.

Problem Statement 2 (Prioritized): For the 2023-2024 school year we did not begin the MTSS process early in the year to identify immediate needs and create action plans. **Root Cause:** Although we had a system in place, follow up was not completed early in the school year.

Perceptions

Perceptions Summary

At Manuel Jara Elementary we have worked hard to increase our student attendance and parent education about attendance laws and involvement in school. We value the time that we have our students on campus and work expeditiously to communicate this expectation to families so they can have students at school everyday and on time. We are always looking for opportunities to involve our families and our community. Traditionally the community, parents and families have a positive perception of Manuel Jara Elementary, there are parents who attended the school when they were children. We maintain highly qualified staff, integrate a learner-centered curriculum; exemplifying honesty, integrity, and strength of character, embracing and empowering the community to prosper. Teachers and staff members are seen as professionals by our community.

Perceptions Strengths

1. Positive campus culture and climate.
2. Continued efforts to increase parental involvement.
3. Counselor provides resources for students and families.
4. We make efforts to provide students with a positive school experience.
5. Family Engagement Specialist supports with parental involvement and education events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): For the 2023-2024 there was a continued lack of community partnerships to support our campus efforts and needs. **Root Cause:** Opportunities where we can partner with community members for engagement and support have not been created.

Problem Statement 2 (Prioritized): For the 2023-2024 parental involvement and participation in events, PTO, etc. has continued to be low. **Root Cause:** Parent connection and communication with schools is lacking.

Priority Problem Statements

Problem Statement 1: For the 2023-2024 school year, student average daily attendance is at 95.45%.

Root Cause 1: Parents require additional education on attendance requirements, laws and available resources.

Problem Statement 1 Areas: Demographics

Problem Statement 2: For the 2023-2024 school year, parents require exposure to technology resources and how to access them to stay up to date with campus current events and student progress.

Root Cause 2: Campus has not created opportunities for parents to attend training that centers around technology resources.

Problem Statement 2 Areas: Demographics

Problem Statement 3: MOY MAP Fluency data indicates that 73% of students K-3 are still in the foundational skills and have not reached adapted oral reading.

Root Cause 3: Lack of data analysis of foundational skills to address students skills gap.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 50% of students will reach their EOY RIT score goal in Reading and Math for MAP Growth.

Root Cause 4: Misalignment of lesson, due to lack of training in deconstruction of TEKS.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: For the 2023-2024 school year there was a need for a campus wide behavior system that incorporated the House Systems and social emotional supports.

Root Cause 5: An aligned campus wide behavior system was not created or implemented.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: For the 2023-2024 school year we did not begin the MTSS process early in the year to identify immediate needs and create action plans.

Root Cause 6: Although we had a system in place, follow up was not completed early in the school year.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: For the 2023-2024 there was a continued lack of community partnerships to support our campus efforts and needs.

Root Cause 7: Opportunities where we can partner with community members for engagement and support have not been created.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: For the 2023-2024 parental involvement and participation in events, PTO, etc. has continued to be low.

Root Cause 8: Parent connection and communication with schools is lacking.

Problem Statement 8 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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention 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 engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Revised/Approved: March 27, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 86 % to 91% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 74% to 80% by May 2025.

Increase the percentage of Economically Disadvantaged students from 81% to 86% by May 2025.

Strategy 1: Support the growth and development of PK teachers to ensure fidelity and proper implementation of Creative Curriculum in all classrooms with plans and support for struggling students, support for Tier 1 instruction, data analysis, and MTSS process.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English and in Spanish.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for Creative Curriculum throughout the school year. Intended Audience: PK Teachers Provider / Presenter / Person Responsible: Leadership Team Early Learning Department Date(s) / Timeframe: Check Point 1: November 2024 Check Point 2: February 2025 Collaborating Departments: Early Learning Department Delivery Method: In person and virtual professional development	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Ensure proper and systemic documentation of student progress through GOLD and Branching Minds. Intended Audience: PK Teachers Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: Check Point 1: September 2024 Check Point 2: December 2024 Check Point 3: April 2025 Collaborating Departments: Early Learning Department Delivery Method: N/A	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Plan PLC's to actively develop engaging and rigorous lesson plans with action and intervention plans to meet student needs and outcomes. Intended Audience: PK Teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: September 2024-May 2025 Collaborating Departments: Early Learning Department Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: MOY MAP Fluency data indicates that 73% of students K-3 are still in the foundational skills and have not reached adapted oral reading. **Root Cause:** Lack of data analysis of foundational skills to address students skills gap.

Problem Statement 2: 50% of students will reach their EOY RIT score goal in Reading and Math for MAP Growth. **Root Cause:** Misalignment of lesson, due to lack of training in deconstruction of TEKS.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 54% to 60% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 43% to 50% by May 2025.

Increase the percentage of Economically Disadvantaged students from 49% to 54% by May 2025.

Strategy 1: Through the Data Driven Instruction process, improve the quality of Tier 1 instruction by ensuring rigorous and TEKS aligned lessons, explicit monitoring, adjustment of instruction, and checking for understanding.

Strategy's Expected Result/Impact: Kindergarten-Grade 3 students who Meet or Exceed grade level expectations on key MAP fluency indicators in English will increase from 54% to 60% by May 2025.

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6

- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure adequate reading and supplemental literacy materials are available to support instruction and student fluency.</p> <p>Intended Audience: Teachers Students</p> <p>Provider / Presenter / Person Responsible: Leadership Team Librarian</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Library Media Services</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Library Books in Spanish - BEA (199 PIC 25) - 199-11-6329-001-114-25-313-000000 - \$2,565, Library Books in English - BASIC (199 PIC 11) - 199-11-6329-XXX-114-11-313-000000- - \$2,500, General Supplies (SPED) - SPED (199 PIC 23) - \$4,000, Snacks (SPED) - SPED (199 PIC 23) - \$600, Books (SPED) - SPED (199 PIC 23) - \$500, Furniture (SPED) - SPED (199 PIC 23) - \$475, General Supplies/Progress Learning - BASIC (199 PIC 11) - 199-11-6399-XXX-114-11-313-000000- - \$13,580, Library Books - TITLE I (211) - 211-12-6329-04E-114-30-510-000000-25F10 - \$2,500, PreK Curriculum Books - TITLE I (211) - 211-11-6329-04E-114-30-510-000000-25F10 - \$2,619</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Track and monitor enrollment, attendance, and module progress of Reading Academies to ensure 100% of teachers/staff are on track for completion each month. After each progress report, request plan for catching up from each participant who is off track with Reading Academies module progression.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Professional Learning Department</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Develop and publicize PLC schedule with a focus on utilizing DDI to support lesson planning, instruction, data analysis and student support.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Instructional Coach</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Literacy Department</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<p>Action Step 4: Continue to build the capacity of the Student Support Team to help create effective support plans (MTSS) for students making limited academic and/or SEL progress.</p> <p>Intended Audience: Student Support Team</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Date(s) / Timeframe: Bi Weekly Meetings</p> <p>Collaborating Departments: Student Support Services</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Provide professional development to staff from our SPED team for clear and aligned efforts in the identification, documentation, planning and support of students.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: SPED team (Diagnostician, Dyslexia, Speech, Inclusion)</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Special Education Department</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: MOY MAP Fluency data indicates that 73% of students K-3 are still in the foundational skills and have not reached adapted oral reading. Root Cause: Lack of data analysis of foundational skills to address students skills gap.</p>

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 34% to 40% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 48% to 53% by May 2025.

Increase the percentage of Economically Disadvantaged students from 40% to 45% by May 2025.

Strategy 1: Through the Data Driven Instruction process, improve the quality of Tier 1 instruction by ensuring rigorous and TEKS aligned lessons, explicit monitoring, adjustment of instruction, and checking for understanding.

Strategy's Expected Result/Impact: By May 2025, increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 34% to 40% and MAP Growth Reading Spanish from 48% to 53%.

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6

- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Track and monitor enrollment, attendance, and module progress of Reading Academies to ensure 100% of teachers/staff are on track for completion each month. After each progress report, request plan for catching up from each participant who is off track with Reading Academies module progression. Intended Audience: Teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Professional Learning Department Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide opportunities through PLC's for collaboration between General Education and Special Education teachers for lesson planning, monitoring, and adjusting plans.</p> <p>Intended Audience: General Education Special Education</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Special Education</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Ensure continuation of ELPS implementation in daily objectives and instruction.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Multilingual Department</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Develop and publicize PLC schedule with a focus on utilizing DDI to support lesson planning, instruction, data analysis and student support.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Professional Development</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Continue to build the capacity of the Student Support Team to help create effective support plans (MTSS) for students making limited academic and/or SEL progress.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Student Support</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Tutoring - TITLE I (211) - 211-11-6116-04E-114-30-510-000000-25F10 - \$15,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 6 Details	Reviews			
<p>Action Step 6: Ensure proper materials, resources, and support for rigorous and effective Tier I instruction.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Funding Sources: Accelerated Reader - TITLE I (211) - 211-11-6329-04E-114-30-510-000000-25F10 - \$8,800, IXL/ProgressLearning/General Supplies - TITLE I (211) - 211-11-6399-04E-114-30-510-000000-25F10 - \$29,700, Substitites - TITLE I (211) - 211-11-6112-0PD-114-30-510-000000-25F10 - \$2,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: 50% of students will reach their EOY RIT score goal in Reading and Math for MAP Growth. Root Cause: Misalignment of lesson, due to lack of training in deconstruction of TEKS.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 87% to 92% by May 2025.
Increase the percentage of Economically disadvantaged students from 87% to 92% by May 2025.

Strategy 1: Support the growth and development of PK teachers to ensure fidelity and proper implementation of Creative Curriculum in all classrooms with plans and support for struggling students, support for Tier 1 instruction, data analysis, and MTSS process.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English and in Spanish.

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6

- 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 5: Effective Instruction

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for Creative Curriculum throughout the school year. Intended Audience: PK Teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Early Learning Department Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure proper and systemic documentation of student progress through GOLD and Branching Minds. Intended Audience: PK Teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Early Learning Department Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Plan PLC's to actively develop engaging and rigorous lesson plans with action and intervention plans to meet student needs and outcomes. Intended Audience: PK Teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Early Learning Department Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: MOY MAP Fluency data indicates that 73% of students K-3 are still in the foundational skills and have not reached adapted oral reading. Root Cause: Lack of data analysis of foundational skills to address students skills gap.
Problem Statement 2: 50% of students will reach their EOY RIT score goal in Reading and Math for MAP Growth. Root Cause: Misalignment of lesson, due to lack of training in deconstruction of TEKS.
School Processes & Programs
Problem Statement 2: For the 2023-2024 school year we did not begin the MTSS process early in the year to identify immediate needs and create action plans. Root Cause: Although we had a system in place, follow up was not completed early in the school year.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 36% to 41% by May 2025.

Increase the percentage of Economically disadvantaged students from 35% to 40% by May 2025.

Strategy 1: Through the Data Driven Instruction process, improve the quality of Tier 1 instruction by ensuring rigorous and TEKS aligned lessons, explicit monitoring, adjustment of instruction, and checking for understanding.

Strategy's Expected Result/Impact: By May 2025, increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 36% to 41%.

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

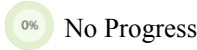
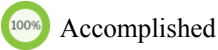
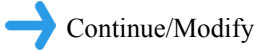
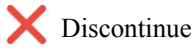
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Track and monitor enrollment, attendance, and module progress of Reading Academies to ensure 100% of teachers/staff are on track for completion each month. After each progress report, request plan for catching up from each participant who is off track with Reading Academies module progression.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Professional Development Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure continuation of ELPS implementation in daily objectives and instruction. Intended Audience: Teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Multilingual Department Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Develop and publicize PLC schedule with a focus on utilizing DDI to support lesson planning, instruction, data analysis and student support. Intended Audience: Teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Professional Learning Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Continue to build the capacity of the Student Support Team to help create effective support plans (MTSS) for students making limited academic and/or SEL progress. Intended Audience: Student Support Team Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Student Support Services Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: Ensure adequate math and supplemental math/science materials are available to support instruction and student fluency.</p> <p>Intended Audience: Teachers Students</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Math</p> <p>Delivery Method: In Person</p> <p>Funding Sources: General Supplies - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-114-99-313-000000- - \$4,025, General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-114-11-313-000000- - \$2,483, IXL/Progress Learning - TITLE I (211) - 211-11-6329-04E-114-30-510-000000-25F10 - \$9,300, Trophies and incentives - BASIC (199 PIC 11) - 199-11-6499-XXX-114-11-313-000000- - \$180</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: MOY MAP Fluency data indicates that 73% of students K-3 are still in the foundational skills and have not reached adapted oral reading. Root Cause: Lack of data analysis of foundational skills to address students skills gap.</p>
<p>Problem Statement 2: 50% of students will reach their EOY RIT score goal in Reading and Math for MAP Growth. Root Cause: Misalignment of lesson, due to lack of training in deconstruction of TEKS.</p>
School Processes & Programs
<p>Problem Statement 2: For the 2023-2024 school year we did not begin the MTSS process early in the year to identify immediate needs and create action plans. Root Cause: Although we had a system in place, follow up was not completed early in the school year.</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 22% to 27% by May 2025. Increase the percentage of Economically Disadvantaged students from 81% to 86% by May 2025. from 15% to 20% by May 2025.

Strategy 1: Level up achievement through daily literacy instruction at the depth and complexity of grade level and above standards, including performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework.

Strategy's Expected Result/Impact: 3-5 grade students scoring at MEETS or above on STAAR Reading will increase from 22% to 27% by May 2025.

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6

- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Support and monitor literacy rigor, student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students by conducting lesson plan checks and slides submissions by teachers.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Literacy Department</p> <p>Delivery Method: In Person</p> <p>Funding Sources: General Supplies and Materials - SCE (199 PIC 24) - 199-11-6329-001-114-24-313-000000- - \$7,155, General Supplies (Leadership) - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-114-99-313-000000- - \$1,300, Shredding (Leadership) - UNDISTRIBUTED (199 PIC 99) - 199-23-6299-XXX-114-99-313-000000- - \$250, Furniture (Leadership) - UNDISTRIBUTED (199 PIC 99) - 199-23-6398-XXX-114-99-313-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
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Action Step 2 Details	Reviews			
<p>Action Step 2: Increase the participation of students in events such as UIL, Science Fair, Social Studies Fair, Spelling Bee, and Battle of the Books.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Multiple Departments</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Substitutes - UNDISTRIBUTED (199 PIC 99) - 199-12-6112-XXX-114-99-313-000000- - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Continue collaboration with the Gifted and Talented Department to sustain our campus Thinking Lab and provide opportunities for all students.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Gifted and Talented</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Furniture items for the Thinking Lab - GT (199 PIC 21) - \$300, Supplies for the Thinking Lab - GT (199 PIC 21) - \$305, Supplies and Materials for Thinking Lab - TITLE I (211) - 211-11-6399-04E-114-30-510-000000-25F10 - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Through the Data Driven Instruction process, strategically plan purposeful literacy data analysis to support teachers and monitor student progress adjusting instruction as needed for student success.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Literacy Department</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: Continue our campus wide data tracking system to continue utilization by teachers and students. Intended Audience: Teachers Students Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: NA Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: MOY MAP Fluency data indicates that 73% of students K-3 are still in the foundational skills and have not reached adapted oral reading. Root Cause: Lack of data analysis of foundational skills to address students skills gap.
Problem Statement 2: 50% of students will reach their EOY RIT score goal in Reading and Math for MAP Growth. Root Cause: Misalignment of lesson, due to lack of training in deconstruction of TEKS.
School Processes & Programs
Problem Statement 2: For the 2023-2024 school year we did not begin the MTSS process early in the year to identify immediate needs and create action plans. Root Cause: Although we had a system in place, follow up was not completed early in the school year.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 25% to 30% by May 2025.
Increase the percentage of Economically Disadvantaged students from 14% to 19% by May 2025.

Strategy 1: Level up achievement through daily math instruction at the depth and complexity of grade level and above standards, including performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework.

Strategy's Expected Result/Impact: 3-5 grade students scoring at MEETS or above on STAAR Math will increase from 25% to 30% by May 2025.

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6

- 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

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Support and monitor math rigor, student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students by conducting lesson plan checks and slides submissions by teachers. Intended Audience: Teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Math Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Increase the participation of students in events such as UIL, Science Fair, Social Studies Fair, and Math Bee. Intended Audience: Students Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Multiple Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Through the Data Driven Instruction process, strategically plan purposeful math data analysis to support teachers and monitor student progress adjusting instruction as needed for student success. Intended Audience: Teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Math Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Continue our campus wide data tracking system to continue utilization by teachers and students. Intended Audience: Teachers Students Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Math Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: MOY MAP Fluency data indicates that 73% of students K-3 are still in the foundational skills and have not reached adapted oral reading. Root Cause: Lack of data analysis of foundational skills to address students skills gap.
Problem Statement 2: 50% of students will reach their EOY RIT score goal in Reading and Math for MAP Growth. Root Cause: Misalignment of lesson, due to lack of training in deconstruction of TEKS.

School Processes & Programs

Problem Statement 2: For the 2023-2024 school year we did not begin the MTSS process early in the year to identify immediate needs and create action plans. **Root Cause:** Although we had a system in place, follow up was not completed early in the school year.

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

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 16% to 11% by May 2025.

Increase the percentage of Economically Disadvantaged students from 18% to 13% by May 2025.

Strategy 1: Implement a campus attendance incentive plan and continue to inform families of attendance laws and expectations with regular follow up as needed.

Strategy's Expected Result/Impact: By May 2025, we will prevent additional chronic absences and decrease our current excessive absences from 16% to 11%.

Staff Responsible for Monitoring: Attendance Committee

Title I:

2.4, 2.5, 2.6, 4.1

- 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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Title I parent meeting will include attendance requirements and laws in an effort to prevent excessive absences.</p> <p>Intended Audience: Families</p> <p>Provider / Presenter / Person Responsible: Attendance Committee</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Family Engagement</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Office Extra Duty - UNDISTRIBUTED (199 PIC 99) - 199-23-6121-XXX-114-99-313-000000- - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Conduct attendance rally's every six weeks to promote and encourage perfect attendance, including incentives for students and families Intended Audience: Students Families Provider / Presenter / Person Responsible: Attendance Committee Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Family Engagement Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: For the 2023-2024 school year, student average daily attendance is at 95.45%. Root Cause: Parents require additional education on attendance requirements, laws and available resources.
Problem Statement 2: For the 2023-2024 school year, parents require exposure to technology resources and how to access them to stay up to date with campus current events and student progress. Root Cause: Campus has not created opportunities for parents to attend training that centers around technology resources.
Perceptions
Problem Statement 2: For the 2023-2024 parental involvement and participation in events, PTO, etc. has continued to be low. Root Cause: Parent connection and communication with schools is lacking.

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

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

Performance Objective 2: Decrease the number of out of school suspensions for Economically Disadvantaged students from 1 to 0 by May 2025.

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework.

Strategy's Expected Result/Impact: By May 2025, we will decrease the number of out of school suspensions for all students from 1 to 0 by providing social emotional support, following respect agreements, and implementing campus wide disciplinary process to include the house system.

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

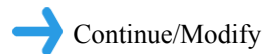
Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:





Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1 - Perceptions 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Continue to implement the Ron Clarke System to include point system that will support behavior and a positive campus culture.</p> <p>Intended Audience: Students Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Cafeteria Monitor - UNDISTRIBUTED (199 PIC 99) - 199-35-6127-XXX-114-99-313-000000 - \$4,200, Professional Development/Conference - TITLE I (211) - 211-61-6411-04L-114-30-510-000000-25F10 - \$3,000, Professional Development/Conference - TITLE I (211) - 211-23-6411-04E-114-30-510-000000-25F10 - \$4,000, Professional Development/Conference - TITLE I (211) - 211-13-6411-04E-114-30-510-000000-25F10 - \$8,000</p>	Formative		Summative	
	Nov	Jan	Mar	June



Strategy 2: Continue to implement the Ron Clarke Academy House System incorporating additional components and training more staff.

Action Step 1 Details	Reviews			
Action Step 1: Attend Ron Clarke Conference to continue to develop and implement the house system. Intended Audience: Teachers Provider / Presenter / Person Responsible: Ron Clarke Academy Date(s) / Timeframe: January 2024 Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: For the 2023-2024 school year there was a need for a campus wide behavior system that incorporated the House Systems and social emotional supports. Root Cause: An aligned campus wide behavior system was not created or implemented.
Perceptions
Problem Statement 1: For the 2023-2024 there was a continued lack of community partnerships to support our campus efforts and needs. Root Cause: Opportunities where we can partner with community members for engagement and support have not been created.
Problem Statement 2: For the 2023-2024 parental involvement and participation in events, PTO, etc. has continued to be low. Root Cause: Parent connection and communication with schools is lacking.

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

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

Performance Objective 3: Increase the positive perception of parents on Engagement with the district.

Strategy 1: Foster collaborative partnerships with all stakeholders to support improved student outcomes.

Strategy's Expected Result/Impact: By May 2025, increase the number of students and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 10 to 12.

Staff Responsible for Monitoring: Leadership Team

Title I:

4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Perceptions 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Create ongoing opportunities for parents to participate and engage in students education and school community.</p> <p>Intended Audience: Families, students, community, staff.</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist Leadership Team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Parent Partnerships</p> <p>Delivery Method: In person</p> <p>Funding Sources: Family Engagement Specialist - TITLE I (211) - 211-61-6129-04L-114-30-510-000000-25F10 - \$31,453.80, Family Engagement Specialist - FAMILY ENGAGEMENT (211) - 211-61-6129-04L-114-30-510-000000-25F10 - \$822, Family Museum Night - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-114-30-510-000000-25F10 - \$900, Snacks for Family Engagement - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-114-30-510-000000-25F10 - \$600, Family Engagement Supplies and Materials - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-114-30-510-000000-25F10 - \$930</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Empty review cells			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: For the 2023-2024 school year, parents require exposure to technology resources and how to access them to stay up to date with campus current events and student progress. **Root Cause:** Campus has not created opportunities for parents to attend training that centers around technology resources.

Perceptions

Problem Statement 1: For the 2023-2024 there was a continued lack of community partnerships to support our campus efforts and needs. **Root Cause:** Opportunities where we can partner with community members for engagement and support have not been created.

Problem Statement 2: For the 2023-2024 parental involvement and participation in events, PTO, etc. has continued to be low. **Root Cause:** Parent connection and communication with schools is lacking.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Library Books	Reading materials for library use	211-12-6329-04E-114-30-510-000000-25F10	\$2,500.00
1	2	1	1	PreK Curriculum Books	Reading materials & Software for classroom use	211-11-6329-04E-114-30-510-000000-25F10	\$2,619.00
1	3	1	5	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-114-30-510-000000-25F10	\$15,000.00
1	3	1	6	Accelerated Reader	Reading materials & Software for classroom use	211-11-6329-04E-114-30-510-000000-25F10	\$8,800.00
1	3	1	6	Substitutes	Subs for professional development	211-11-6112-0PD-114-30-510-000000-25F10	\$2,500.00
1	3	1	6	IXL/ProgressLearning/General Supplies	Supplies and materials for instructional use	211-11-6399-04E-114-30-510-000000-25F10	\$29,700.00
2	2	1	5	IXL/Progress Learning	Reading materials & Software for classroom use	211-11-6329-04E-114-30-510-000000-25F10	\$9,300.00
3	1	1	3	Supplies and Materials for Thinking Lab	Supplies and materials for instructional use	211-11-6399-04E-114-30-510-000000-25F10	\$1,500.00
4	2	1	1	Professional Development/Conference	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-114-30-510-000000-25F10	\$4,000.00
4	2	1	1	Professional Development/Conference	Travel for Teachers (PD)	211-13-6411-04E-114-30-510-000000-25F10	\$8,000.00
4	2	1	1	Professional Development/Conference	Travel for Family Engagement (PD)	211-61-6411-04L-114-30-510-000000-25F10	\$3,000.00
4	3	1	1	Family Engagement Specialist	Family Engagement Specialist	211-61-6129-04L-114-30-510-000000-25F10	\$31,453.80
Sub-Total							\$118,372.80
Budgeted Fund Source Amount							\$118,372.80
+/- Difference							\$0.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	Family Museum Night	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-114-30-510-000000-25F10	\$900.00
4	3	1	1	Snacks for Family Engagement	Snacks for parents to promote participation	211-61-6499-04L-114-30-510-000000-25F10	\$600.00
4	3	1	1	Family Engagement Supplies and Materials	Supplies and materials for parental involvement	211-61-6399-04L-114-30-510-000000-25F10	\$930.00
4	3	1	1	Family Engagement Specialist	Family Engagement Specialist	211-61-6129-04L-114-30-510-000000-25F10	\$822.00
Sub-Total							\$3,252.00
Budgeted Fund Source Amount							\$3,252.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Library Books in English	INSTRUCTION OTHER READING MATERIALS	199-11-6329-XXX-114-11-313-000000-	\$2,500.00
1	2	1	1	General Supplies/Progress Learning	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-114-11-313-000000-	\$13,580.00
2	2	1	5	Trophies and incentives	INSTRUCTION MISC OPERATING COSTS	199-11-6499-XXX-114-11-313-000000-	\$180.00
2	2	1	5	General Supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-114-11-313-000000-	\$2,483.00
Sub-Total							\$18,743.00
Budgeted Fund Source Amount							\$18,743.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	3	Furniture items for the Thinking Lab	FURN&EQUIP < \$5000		\$300.00
3	1	1	3	Supplies for the Thinking Lab	GENERAL SUPPLIES		\$305.00
Sub-Total							\$605.00

GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$605.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Furniture (SPED)	FURN&EQUIP < \$5000		\$475.00
1	2	1	1	Books (SPED)	OTHER READING MATERIALS		\$500.00
1	2	1	1	Snacks (SPED)	MISC OPERATING COSTS		\$600.00
1	2	1	1	General Supplies (SPED)	GENERAL SUPPLIES		\$4,000.00
Sub-Total							\$5,575.00
Budgeted Fund Source Amount							\$5,575.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	General Supplies and Materials	Reading materials for classroom use	199-11-6329-001-114-24-313-000000-	\$7,155.00
Sub-Total							\$7,155.00
Budgeted Fund Source Amount							\$7,155.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Library Books in Spanish	Reading materials - instruction	199-11-6329-001-114-25-313-000000	\$2,565.00
Sub-Total							\$2,565.00
Budgeted Fund Source Amount							\$2,565.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	5	General Supplies	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-114-99-313-000000-	\$4,025.00
3	1	1	1	General Supplies (Leadership)	SCHOOL LEADERSHIP GENERAL SUPPLIES	199-23-6399-XXX-114-99-313-000000-	\$1,300.00
3	1	1	1	Furniture (Leadership)	SCHOOL LEADERSHIP FURN&EQUIP < \$5000	199-23-6398-XXX-114-99-313-000000-	\$2,000.00
3	1	1	1	Shredding (Leadership)	SCHOOL LEADERSHIP MISC CONTRACTED SERVICES	199-23-6299-XXX-114-99-313-000000-	\$250.00
3	1	1	2	Substitutes	INSTRCTNL RES/MED SVCS SUBS - PROFESSIONAL	199-12-6112-XXX-114-99-313-000000-	\$500.00
4	1	1	1	Office Extra Duty	SCHOOL LEADERSHIP EXTRA DUTY/OT - SUPPORT	199-23-6121-XXX-114-99-313-000000-	\$1,500.00
4	2	1	1	Cafeteria Monitor	FOOD SERVICE NON-CONTRACT - SUPPORT	199-35-6127-XXX-114-99-313-000000-	\$4,200.00
Sub-Total							\$13,775.00
Budgeted Fund Source Amount							\$13,775.00
+/- Difference							\$0.00
Grand Total Budgeted							\$170,042.80
Grand Total Spent							\$170,042.80
+/- Difference							\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024