

**Fort Worth Independent School District  
120 Rufino Mendoza Elementary School  
2024-2025 Campus Improvement Plan**



# Mission Statement

Our TEAM will build strong relationships in our school community to lead and inspire social and emotional growth and high academic success so that all scholars achieve excellence in life.

## Vision

A school community where ALL are inspired, feel loved, and achieve excellence!

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# Comprehensive Needs Assessment

Revised/Approved: May 23, 2024

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and Math goals for Pk-3
- Performance objectives with summative review
- Campus/district improvement plans
- Planning and decision-making committees meeting

#### Accountability Data

- Texas Academic Performance Report (TAPR) 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS)
- Student failure/retention rates
- Local benchmark or common assessment data

#### Student Data: Student Groups

- 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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- MTSS student data

#### Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys
- Class size averages by grade and subject

#### **Employee Data**

- Professional learning communities
- Staff surveys and 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-PESS data

#### **Parent/Community Data**

- Parent surveys and feedback
- Parent engagement rate
- Community surveys and feedback

# Demographics

## Demographics Summary

We first opened our doors in 1910 as the 15<sup>th</sup> District School and have been proudly serving families on the Northside ever since. Previously known as Denver Avenue Elementary, we were renamed in honor of Rufino Mendoza, Sr., who played a crucial role in identifying and supporting the specific educational needs of Fort Worth's Hispanic Community; including curriculum and instruction, bilingual education, personnel and staff development, and school policies.

We carry on his belief that every child can learn if given an opportunity and work to create those opportunities for our students every day.

Rufino Mendoza Elementary is PK-5 school located in Fort Worth's North Side with approximately 340 students enrolled for the 2024-2025 school year. The school is currently identified for targeted support and improvement by TEA. According to 2022-2023, the student body is approximately 94% Hispanic, 4% White, and 2% African American and two or more races. The campus is a Title 1 Schoolwide program and has a 96% ED rate. The community we serve is representative of the student body demographically. As a neighborhood school, we service generations of the same families and have a low mobility rate of 11%. There are approximately 34 Professional staff members - 31% have been in education for 11-20 years, and 38% for 1-5 years. The staff is 58% White, 35% Hispanic, and 4% African American. 24% of teachers are male, while 76% are female. 34% hold a master's degree.

We are encouraged that our enrollment is up by 32 students this year. Overall, enrollment has showed a steady decline in the last five years. This is attributed to:

1. The COVID-19 Pandemic
2. Decling birth rate in Fort Worth
3. Influx of charter schools

## Demographics Strengths

Rufino Mendoza ES is implementing various programs this 23-24 school year that meet the varying needs of our students. We provide services n Dual Language One-Way, ESL, Gifted and Talented, Special Education, Dyslexia, and Fine Arts. All of these programs align with our belief that all students can learn when their differentiating needs and interests are considered.

Our Site-Based Decision Making Committee consists of various stakeholders such as parents, teachers, staff members, district personnel, community, and business members. We meet six times per year to create, monitor, and adjust our Campus Improvement Plan.

We also have various strong partnerships with various organizations such as:

1. North Side Boys and Girls Club, where students participate in homework help, art, running, cheer, technology, and more.
2. Fort Worth YMCA, where students participate in homework help, art, running, cheer, technology, and more.
3. Local churches assisting celebrating our students and staff.
4. Blue Zones of North Texas
5. Local business - Casa Azul and Chickfila Stockyards

New teachers have mentors and all teachers have an instructional coach for instructional support.

Teachers are qualified and certified with 34% holding a masters degree.

Low teacher to student ratios in most classrooms.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** The current lack of parent partnership is hindering student success at the campus, as evidenced by low attendance rates at parent-school meetings, increased incidents of tardiness among students, and stagnant growth in achievement test scores. The need for increased parent involvement is evident in the correlation between parental engagement and student academic performance. To address this issue, **Root Cause:** Our PTO is still fairly new and we have had ongoing changes to the family engagement specialist on campus and at the district level.

**Problem Statement 2 (Prioritized):** The campus is facing challenges in meeting the diverse learning needs of students, particularly those in Special Education (SPED), Gifted and Talented (GT) programs, and emergent bilingual students. The current gap in learning outcomes for these student populations signifies a need for innovative approaches to close these disparities and ensure equitable educational opportunities for all learners. **Root Cause:** Quality professional development has not been systematically provided and monitored for comprehension/ fidelity to support KG-5th grade Hispanic students in math growth. This includes supports tailored to sub pops, culturally responsive teaching with tailored instruction to meet their specific needs and research-based instructional strategies (differentiation).

# Student Learning

## Student Learning Summary

On the Spring 2023 STAAR assessments, campus Domain 1 Scores are listed in the table below. Domain 1 scores broken down by respective tests:

The school's accountability rating is 2.8, according to the School Performance Framework, with Student Achievement at 48. TEA has identified Rufino Mendoza Elementary for targeted support and improvement. For the 2023-2024 school year, our campus goals are to increase our Domain 1 by 10%, Domain 2A from 72 to 80, Domain 2B by 5%, and Domain 3 will increase by 5%. For the 2024-2025 school year, our campus goal will be to continue increase of Domain 1, Domains 2, and Domain 3 by intensively focusing on quality of Tier 1 instruction and intentional, focused interventions.

Domain 1 - Student Achievement

Domain 2A - STAAR Growth

Domain 2B - Relative Progress

Domain 3 - Closing the Gaps

Reading	Actual 2023	Math	Actual 2023
Approaches	33%	Approaches	35%
Meets	20%	Meets	22%
Masters	1%	Masters	1%

## Student Learning Strengths

According to RIT Growth from winter 2023 to fall 2023, kindergarten did not regress the grade level norm projected growth in math and reading. Both 3rd grade and 4th grade met the projected growth in math. Overall MAP Growth from BOY 2023 to MOY 2024, students grew by 35%. Students in intervention groups at Saturday Learning Quest or High Impact Tutoring grew at an accelerated rate and made a mean score of 5.6 point growth, surpassing their EOY goals.

In middle of the year MAP math overall achievement in 2022-2023 school year, kindergarten went from the 44th to 54th percentile.

In middle of the year MAP Spanish reading in 2022-2023, kindergarten went from the 33th to 45th percentile and second grade went from the 39th to 50th percentile.

Rufino Mendoza ES has hard-working students and parent involvement is increasing.

K-2 Math BOY MAP Growth are within 2 points of national average on RIT scores.



1st grade Reading BOY MAP Growth are within .6 of a point on the national average showing minimal to no regression from kindergarten to first grade.

Spring 2023 EOY MAP math scores showed that 3rd grew at 45% in the top 80th percentile of the national norm.

Spring 2023 EOY MAP reading English Growth, 25% grew at the top 80th percentile of the national norm.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Based on BOY MAP Growth Kindergarten, students struggle the most in math with algebraic relationships. **Root Cause:** Teachers need support and professional development and deeper internalization of unpacking the TEKS and ensuring alignment with curriculum, exit tickets, and interventions.

**Problem Statement 2:** Based on BOY MAP Growth 1st and 2nd grades, students struggle with geometry and measurement. **Root Cause:** Teachers need support and professional learning to increase proficiency in internalizing and delivering Tier 1 instruction. Teachers need support and professional development and deeper internalization of the TEKS and planning intentional first teach lessons.

**Problem Statement 3:** Based on BOY MAP Growth 3rd grade, students struggle with computation. **Root Cause:** Teachers need support and professional development during PLC's with internalizing and delivering of Tier 1 instruction. Teachers need additional training on how to utilize small group interventions, high quality instructional materials, and DreamBox. Teachers need support and professional learning to increase proficiency in internalizing and delivering tier one instruction.

**Problem Statement 4 (Prioritized):** Based on STAAR data from last year, 4th grade high leverage TEKS that need focus are 3.4k and 5a - whole number operations. **Root Cause:** Teachers need support and professional learning to increase proficiency in internalizing and delivering tier-one instruction. Teachers need support professional development and deeper internalization of unpacking the TEKS and aligning exit tickets.

**Problem Statement 5 (Prioritized):** Based on STAAR data from last year, 5th grade high leverage TEKS that need to focus on 4.8c - measurement. **Root Cause:** Teachers need support and professional learning to increase proficiency in internalizing and delivering tier one instruction. Teachers need support and professional development and deeper internalization of unpacking the TEKS.

**Problem Statement 6:** Reading, overall, is growing but still low as seen in all testing - Amplify assessments, benchmarks, STAAR, MAP Growth, and MAP fluency. **Root Cause:** Teachers need professional development with the internalizing and delivery of the Amplify curriculum as well as how to utilize targeted intervention lessons in the Lexia program.

# School Processes & Programs

## School Processes & Programs Summary

For the 2024-2025 school year, Rufino Mendoza Elementary continues to offer a diverse range of programs and initiatives to support student learning and engagement. These programs include Gifted and Talented, Communities in Schools, Fort Worth YMCA Afterschool Program, Special Education, Dual Language, ESL, and 1:1 Technology. Tutoring services are available to students requiring additional support or attendance recovery, with the implementation of the High Impact Tutoring Program which commenced in the second semester. Furthermore, the administrative team is actively involved in classroom support, pulling small groups alongside teachers in grades 3rd-5th to provide focused academic assistance five days a week. Saturday Learning Quest is also being offered to Tier 2 and Tier 3 students, emphasizing targeted learning opportunities.

Rufino Mendoza Elementary prioritizes family involvement through various family events scheduled throughout the school year. Families have enjoyed participating in the Hispanic Heritage celebration, Literacy Night, and Math & Science Night. Additionally, parents have had the chance to share lunch with their students, fostering a sense of community and partnership between the school and families. The school has implemented Coffee with the Principal sessions, providing families with valuable information from the Family Engagement Specialist and staff members on accessing TeleHealth, Parent Portal, and effective strategies to support their child's learning at home.

Notably, the Parent-Teacher Organization (PTO) was established this school year, contributing numerous volunteer hours and actively engaging in school events and initiatives. The PTO has played a critical role in supporting various activities such as Friday sales, the student store, school carnival, academic nights, and the successful Hispanic Heritage Night. The strong support and involvement of the PTO are testament to the collaborative spirit and dedication of the school community in enhancing the overall educational experience for students at Rufino Mendoza Elementary in the 2024-2025 academic year.

## School Processes & Programs Strengths

The school has available and new technology to support student learning. Every student received a new ipad and teachers received new Macbooks. New Ben Q boards installed in the spring of 2023.

Approximately 94% of the student population are EB's with 50% being emergent bilinguals. Six out of fifteen classrooms offer bilingual instruction.

13% of our students receive support through special education services.

RMES employs teachers who are bilingual/ESL certified and who meet all certification requirements in their academic teaching area. Our PK program is a full day program for FWISD PK with teachers who meet the criteria of a HQ PK Program.

Implementation and alignment of Professional Learning Communities (PLCs) is a focus campus-wide with ongoing training to support all staff. The goals of PLC are to collaborate and plan aligned lesson plans. Teachers have the opportunity to collaborate and unpack upcoming high leverage standards. The lesson plans include critical components such as: lesson objective, activities to model the gradual release model, formative assessments, and internalization of Amplify and Eureka. In addition, professional learning sessions are delivered as well as the analysis of student work and data. Active Classroom Management training was given to all classroom teachers and teachers received a half day of coverage for the training.

Leadership teams are involved in the process for recruiting, hiring, assigning, and retaining high-quality educators. Our recruiting committee includes staff from diverse cultural, ethnic, and racial backgrounds. Members include administrators, teachers, counselor, and data analyst. Applicants are interviewed and engage in modeling a lesson. The committee then select and place the recommended candidate in the grade level/subjects based on student needs and teacher strengths.

The master schedule has been created to maximize instructional time in all subjects. In addition, teachers have common planning periods which allow them to collaborate with each other.

Students who are not making adequate progress are targeted through MTSS. Branching Minds is the platform used to monitor MTSS interventions of Tier 2 and Tier 3 students. The PLC calendar proactively schedules and shows SST meetings for the entire school year.

Administrators and Instructional Coach conduct regular walkthroughs and provide individualized bite-size actionable feedback to teachers along with coaching sessions in order to improve student achievement.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** In 23-24, there was an improvement in classroom management. However, the focus for the upcoming 24-25 school year is on enhancing student discipline to maintain students' presence in the classroom and promptly restoring classroom relationships. Ensuring that teachers facilitating student development are supported with compliant and engaged students is a crucial objective for the 24-25 year. **Root Cause:** Teachers need professional development on classroom management, campus expectations need to be made clear.

**Problem Statement 2 (Prioritized):** The referral and documentation process for MTSS, 504, and SPED was ineffective for the 2022-2023 school year. In the 2023-2024, we made significant changes and made a process. In 2024-2025, we will improve our system and ensure an increase in quality interventions to prevent students from not qualifying when being tested. **Root Cause:** There needs to be a consistent identification process created and communicated to teachers for students that need additional supports. Professional development needs to occur to ensure that all teachers and staff understand the identification process.

**Problem Statement 3:** Students are missing opportunities for enrichment and other after-school activities, such as the Student Council, athletics, and choir. We will increase student clubs and initiatives in the 2024-2025 school year. **Root Cause:** There is a lack of organizing and implementing student activities during and after school hours.

# Perceptions

## Perceptions Summary

During the 2024-2025 school year, Rufino Mendoza Elementary School has made significant progress in gathering stakeholder perceptions despite limited district and school-wide surveys in the previous academic year, highlighting interactions with parents at events and insights shared by the PTO. Parents expressed appreciation for the various events held throughout the school year while indicating a desire for more opportunities for engagement to further strengthen the school-home connection.

A notable achievement in enhancing the campus culture and climate was the development of a new mission and vision statement by the staff at the beginning of the academic year. Feedback from teachers and parents has indicated a positive shift throughout the school year, emphasizing the impact of a unified mission and vision on the school community.

Meaningful partnerships were forged with entities such as the PTO, the family of Rufino Mendoza, and Joe T Garcia's, demonstrating collaborative efforts to support the school's initiatives and activities. As a Title I campus, Rufino Mendoza Elementary School prioritizes opportunities for parental involvement and the provision of supplemental resources to strengthen the home-to-school connection. The principal actively seeks feedback through forms distributed at events and meetings, utilizing multiple communication methods including Blackboard, school websites, social media platforms, newsletters, emails, phone calls, and conferences to engage with parents effectively.

Parents and community members are encouraged to engage in various volunteer opportunities at the school, with avenues for participation in campus decision-making processes through the site-based decision-making committee which convenes regularly. Monthly newsletters are disseminated to facilitate ongoing communication, including meetings facilitated by administrators, the school's Family Engagement Specialist, or community/business partners. The Family Engagement Specialist plays a crucial role in supporting families through personal calls, home visits, technology assistance, and access to vital resources such as Care Solace and the Family Research Center.

Ensuring a safe and orderly environment for all occupants, Rufino Mendoza Elementary School diligently implements an Emergency Operations Plan and convenes committees like the Student Support Team (SST) to review pertinent data sources, including attendance, academics, disciplinary incidents, and equitable access to resources on a regular basis, further emphasizing the commitment to student welfare and academic success.

## Perceptions Strengths

The 2023-2024 school year had a surge in parental involvement. Over 75 volunteers supported the school with school functions and community events.

School and Community events were: Meet the Teacher, Hispanic Heritage Night, Literacy Night, Math/Science Night, Grade level musical performances, PTO Friday sales, Thanksgiving meal with parents, Valentines/Friendship meal with parents, 5K Zoo run, 5K Cowtown run

The school also has increased student initiatives by - opening a student store, a student council, students applying for a wellness grant, having a safety patrol, and having student voice to vote for a new mascot.

The school opened a pantry in 2023.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The lack of social-emotional supports, guidance lessons, and classroom management has resulted in students having behavioral and academic concerns. **Root Cause:** Consistent scheduling of guidance lessons needs to occur with topics based on needs of classes/students. The incompleteness of the Restorative Practices modules resulted in teachers not implementing key behavioral strategies.

**Problem Statement 2:** The lack of growth in students on STAAR results in our need to focus on Tier 1 instruction and strong interventions. **Root Cause:** Student outcomes and closing gaps

# Priority Problem Statements

**Problem Statement 1:** Based on BOY MAP Growth Kindergarten, students struggle the most in math with algebraic relationships.

**Root Cause 1:** Teachers need support and professional development and deeper internalization of unpacking the TEKS and ensuring alignment with curriculum, exit tickets, and interventions.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Based on STAAR data from last year, 4th grade high leverage TEKS that need focus are 3.4k and 5a - whole number operations.

**Root Cause 2:** Teachers need support and professional learning to increase proficiency in internalizing and delivering tier-one instruction. Teachers need support professional development and deeper internalization of unpacking the TEKS and aligning exit tickets.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Based on STAAR data from last year, 5th grade high leverage TEKS that need to focus on 4.8c - measurement.

**Root Cause 3:** Teachers need support and professional learning to increase proficiency in internalizing and delivering tier one instruction. Teachers need support and professional development and deeper internalization of unpacking the TEKS.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** The campus is facing challenges in meeting the diverse learning needs of students, particularly those in Special Education (SPED), Gifted and Talented (GT) programs, and emergent bilingual students. The current gap in learning outcomes for these student populations signifies a need for innovative approaches to close these disparities and ensure equitable educational opportunities for all learners.

**Root Cause 4:** Quality professional development has not been systematically provided and monitored for comprehension/ fidelity to support KG-5th grade Hispanic students in math growth. This includes supports tailored to sub pops, culturally responsive teaching with tailored instruction to meet their specific needs and research-based instructional strategies (differentiation).

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** The referral and documentation process for MTSS, 504, and SPED was ineffective for the 2022-2023 school year. In the 2023-2024, we made significant changes and made a process. In 2024-2025, we will improve our system and ensure an increase in quality interventions to prevent students from not qualifying when being tested.

**Root Cause 5:** There needs to be a consistent identification process created and communicated to teachers for students that need additional supports. Professional development needs to occur to ensure that all teachers and staff understand the identification process.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** The lack of social-emotional supports, guidance lessons, and classroom management has resulted in students having behavioral and academic concerns.

**Root Cause 6:** Consistent scheduling of guidance lessons needs to occur with topics based on needs of classes/students. The incompleteness of the Restorative Practices modules resulted in teachers not implementing key behavioral strategies.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** The current lack of parent partnership is hindering student success at the campus, as evidenced by low attendance rates at parent-school meetings, increased incidents of tardiness among students, and stagnant growth in achievement test scores. The need for increased parent involvement is evident in the correlation between parental engagement and student academic performance. To address this issue,

**Root Cause 7:** Our PTO is still fairly new and we have had ongoing changes to the family engagement specialist on campus and at the district level.

**Problem Statement 7 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus 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

## Student Data: Assessments

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

## 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

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- 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
- 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**

- Processes and procedures for teaching and learning, including program implementation



# Goals

Revised/Approved: May 17, 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 Language Communication in English from 19% to 50% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 29% to 60% by May 2025.

**Strategy 1:** Continue to develop the capacity of regular program and dual language Pre-K teachers and teacher assistants by ensuring they are effectively utilizing the Creative Curriculum. Also, aim to see collaboration as we build an ESCE unit. Continue the growth of teachers by ensuring all teachers have gone through the Reading Academy.

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

**Staff Responsible for Monitoring:** Instructional Leadership Team, Teachers

**Title I:**

2.6

**- TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 4

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> By August 28, 2024, develop a system of observation and feedback of literacy instruction aligned to Science of Reading, Amplify, Creative Curriculum, and/or Reading Academies content and share the observation cycle with teachers by mid-September 2024.</p> <p><b>Intended Audience:</b> Teachers, CIC, Campus Administrators  <b>Provider / Presenter / Person Responsible:</b> Principal and Assistant Principal  <b>Date(s) / Timeframe:</b> August - September  <b>Collaborating Departments:</b> Literacy Department</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Ensure 100% of required teachers enroll, attend, and progress through required foundational and follow-up priority professional learning for literacy (Amplify, Reading Academies, Creative Curriculum) by December 1, 2024 (first semester) and February 29, 2025 (second semester)</p> <p><b>Intended Audience:</b> Teachers, CIC, Campus Administrators</p> <p><b>Provider / Presenter / Person Responsible:</b> District literacy department; Vendor</p> <p><b>Date(s) / Timeframe:</b> December 24, February 25</p> <p><b>Collaborating Departments:</b> Literacy Department office of Instructional Initiatives and School Supports</p> <p><b>Delivery Method:</b> face-to-face</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of 74% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2025.</p> <p><b>Intended Audience:</b> Teachers, Instructional Leadership Team</p> <p><b>Provider / Presenter / Person Responsible:</b> ILT</p> <p><b>Date(s) / Timeframe:</b> August - May</p> <p><b>Collaborating Departments:</b> Lit Department</p> <p><b>Delivery Method:</b> Coaching cycle</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 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 4:</b> Based on STAAR data from last year, 4th grade high leverage TEKS that need focus are 3.4k and 5a - whole number operations. <b>Root Cause:</b> Teachers need support and professional learning to increase proficiency in internalizing and delivering tier-one instruction. Teachers need support professional development and deeper internalization of unpacking the TEKS and aligning exit tickets.</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 2:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from \_\_\_% to \_\_\_% 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 \_\_\_% to \_\_\_% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2025.

**Strategy 1:** Improve the quality and alignment of Tier I instruction for all students through the use of the LAFA/TIL planning process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

**Strategy's Expected Result/Impact:** Develop the capacity of teachers in the planning and delivery of new Amplify curriculum to increase the percentage of students who meet or exceed their expected progress on MAP fluency

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 4

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure 100% of required teachers enroll, attend, and progress through required foundational and follow-up priority professional learning for literacy (Amplify, Reading Academies, Creative Curriculum) by December 1, 2023 (first semester) and February 29, 2025 (second semester). Ensure supplies are ordered to support LAFA/TIL work that encourages a rich literacy environment. SPED increase in growth.</p> <p><b>Intended Audience:</b> Teachers, CIC, Campus administrators  <b>Provider / Presenter / Person Responsible:</b> Literacy Department; Vendor  <b>Date(s) / Timeframe:</b> December 1, 2024 &amp; February 29, 2025  <b>Collaborating Departments:</b> Literacy Department  <b>Delivery Method:</b> Face-to-face</p> <p><b>Funding Sources:</b> Supplies and Materials - BASIC (199 PIC 11) - 199-11-6321-XXX-120-11-313-000000- - \$8,435, Supplies - SPED (199 PIC 23) - \$2,080, Instructional Materials - SCE (199 PIC 24) - 199-11-6399-001-120-24-313-000000- - \$4,170</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Track and monitor enrollment, attendance, and module progress of Reading Academies to ensure 100% of teachers/staff are on track for completion each month. Purchase incentives for students to encourage attendance growth through enrichment activities and student store.</p> <p><b>Intended Audience:</b> Teachers, CIC  <b>Provider / Presenter / Person Responsible:</b> Principal/AP  <b>Date(s) / Timeframe:</b> Augut - May  <b>Collaborating Departments:</b> Office of Instructional Initiatives and School Supports  <b>Delivery Method:</b> Face to face</p> <p><b>Funding Sources:</b> Supplies/instructional incentives - GT (199 PIC 21) - \$505</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> By August 28, 2024, develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Amplify, Creative Curriculum, and/or Reading Academies content and share observation cycle with staff by mid-September 2024.</p> <p><b>Intended Audience:</b> Teachers, Instructional Leadership Team  <b>Provider / Presenter / Person Responsible:</b> Principal and Assistant Principal  <b>Date(s) / Timeframe:</b> August - September 2024  <b>Collaborating Departments:</b> Literacy Department</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of 74% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2025.</p> <p><b>Intended Audience:</b> Teachers, ILT</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, AP, ILT</p> <p><b>Date(s) / Timeframe:</b> August - May</p> <p><b>Collaborating Departments:</b> Literacy Department</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 2:** Ensure PLC's are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/SAVVAS/Estrellita/Lunita/Escalera/Lexia/Neuhaus) and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

**Strategy's Expected Result/Impact:** Develop the capacity of teachers in the planning and delivery of Amplify curriculum to increase the percentage of students who meet or exceed expectations on key Fluency indicators of MAP Fluency EOY.

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

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

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Continue to build the instructional capacity of the instructional leadership team via coaching focusing on frequent classroom data collection walks, data analysis, calibration of feedback, and action planning for instructional support.</p> <p><b>Intended Audience:</b> ILT</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal</p> <p><b>Date(s) / Timeframe:</b> Weekly ILT Meetings</p> <p><b>Collaborating Departments:</b> Leadership/Executive Director</p> <p><b>Delivery Method:</b> During ILT meetings</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> By September 1, 2024, develop and publicize PLC schedules for the first semester, including campus admin team to attend each PLC.</p> <p><b>Intended Audience:</b> Teachers, CIC</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal</p> <p><b>Date(s) / Timeframe:</b> September 2024</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Ensure focus of at least 70% of reading PLC's focus on lesson internalization, planning, and practice for Amplify or Creative Curriculum teachers</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, AP, CIC</p> <p><b>Date(s) / Timeframe:</b> August - May</p> <p><b>Collaborating Departments:</b> Literacy/Math Departments</p> <p><b>Delivery Method:</b> Face to face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Ensure focus of at least 30% of reading PLC's focus on analyzing student work for Amplify and Creative Curriculum teachers</p> <p><b>Intended Audience:</b> Teachers, CIC</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, AP, CIC</p> <p><b>Date(s) / Timeframe:</b> August - May</p> <p><b>Collaborating Departments:</b> Literacy Department</p> <p><b>Delivery Method:</b> Face to Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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:**

<b>Student Learning</b>
<p><b>Problem Statement 4:</b> Based on STAAR data from last year, 4th grade high leverage TEKS that need focus are 3.4k and 5a - whole number operations. <b>Root Cause:</b> Teachers need support and professional learning to increase proficiency in internalizing and delivering tier-one instruction. Teachers need support professional development and deeper internalization of unpacking the TEKS and aligning exit tickets.</p>

## Perceptions

**Problem Statement 1:** The lack of social-emotional supports, guidance lessons, and classroom management has resulted in students having behavioral and academic concerns.  
**Root Cause:** Consistent scheduling of guidance lessons needs to occur with topics based on needs of classes/students. The incompleteness of the Restorative Practices modules resulted in teachers not implementing key behavioral strategies.

**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 16% to 25% by May 2025.

**High Priority**

**Evaluation Data Sources:** MAP Growth Reading

**Strategy 1:** Improve the quality and alignment of Tier I instruction for all students through the LAFA/TIL Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

**Strategy's Expected Result/Impact:** Develop the capacity of teachers in the planning and delivery of curriculum to increase the percentage of students who meet or exceed their expected progress on MAP Growth Reading

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools





**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> By September 1, develop and publicize PLC schedules for Fall semester, to include campus administrator to attend each PLC. <b>Intended Audience:</b> Teachers, CIC, Data Analyst, Admin <b>Provider / Presenter / Person Responsible:</b> Admin <b>Date(s) / Timeframe:</b> September 1, 2024 <b>Delivery Method:</b> Canvas/Google	Formative		Summative	
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Ensure PPI/DDI are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/SAVVAS/Estrellita/Lunita/Escalera/Lexia/Neuhaus) and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.</p> <p><b>Intended Audience:</b> Teachers, CIC, Admin  <b>Provider / Presenter / Person Responsible:</b> Teachers, CIC, Admin  <b>Date(s) / Timeframe:</b> August - May  <b>Collaborating Departments:</b> Literacy Department, Multilingual Education Department, ADQ, Campus Admin, School Leadership, Amplify, NWEA  <b>Delivery Method:</b> WPM, WDM</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Implement a progress monitoring trackers for K-5 to track progress with online intervention programs - reading online program and Dreambox. Invest in TEKS instructional tracker like iReady.</p> <p><b>Intended Audience:</b> Teachers, CIC, Admin  <b>Provider / Presenter / Person Responsible:</b> Teachers, CIC, Admin  <b>Date(s) / Timeframe:</b> August - May  <b>Delivery Method:</b> Face-to- face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Support students to increase reading comprehension and fluency by providing targeted interventions. Supplies and materials for instructional use. Implement house system to encourage attendance and sense of belonging.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Admin, CIC, Teacher  <b>Date(s) / Timeframe:</b> October - May  <b>Delivery Method:</b> Face to face</p> <p><b>Funding Sources:</b> Supplies - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-120-99-313-000000- - \$1,185</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Based on BOY MAP Growth Kindergarten, students struggle the most in math with algebraic relationships. <b>Root Cause:</b> Teachers need support and professional development and deeper internalization of unpacking the TEKS and ensuring alignment with curriculum, exit tickets, and interventions.</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 73% to 80% by May 2025 in English. Increase the percentage of PK students who score On Track on Circle Math from 43% to 60% by May 2025 in Spanish.

**Evaluation Data Sources:** Circle

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

**Strategy's Expected Result/Impact:** \* By September 2024, 100% of teachers will engage in focused small group instruction aimed at accelerating learning to meet Circle Math learning targets.

\* By October 2024, 100% of teachers will engage in PLC's to create scaffolded Lesson Objectives and activities that support gradual release at the level of rigor of the PK guidelines in math.

\* By October 2024, 100% of teachers will engage in PD to on differentiation and scaffolding focused on accelerating Tier I whole group instruction to ensure all students meet their CIRCLE math learning targets at BOY, MOY, and EOY.

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.4

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**


Lever 5: Effective Instruction

**Problem Statements:** Student Learning 4

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> PK teachers/staff will engage in daily, focused small group math instruction aimed at accelerating learning to meet Circle Math learning targets. <b>Intended Audience:</b> Teachers, CIC, Data Analyst, Admin <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> August 24 - May 25 <b>Collaborating Departments:</b> Early Learning, School Leadership <b>Delivery Method:</b> Face to Face	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 4:** Based on STAAR data from last year, 4th grade high leverage TEKS that need focus are 3.4k and 5a - whole number operations. **Root Cause:** Teachers need support and professional learning to increase proficiency in internalizing and delivering tier-one instruction. Teachers need support professional development and deeper internalization of unpacking the TEKS and aligning exit tickets.

**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 Kinder students who score AT or Above grade level Norm on MAP Growth Math from 55% to 61% by May 2025..

Increase the percentage of Special Education students who met Projected Growth on MAP Growth Math from 56% to 62% by May 2025.

**High Priority**

**Evaluation Data Sources:** NWEA MAP Math

**Strategy 1:** Improve Tier I math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math, and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** By September 2024, 100% of teachers will engage in focused small group instruction aimed at accelerating learning to meet MAP Growth projection targets.

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.4

**- TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

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

**Problem Statements:** Student Learning 4

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Kinder teachers will engage in daily, focused small group Math instruction aimed at accelerating learning to meet MAP Growth Math learning targets. <b>Intended Audience:</b> Teachers, CIC, Admin <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> August - May <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> Face to face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Ensure PPI/DDI meetings are regularly scheduled to actively develop engaging and rigorous lessons based on student needs using district-approved resources and data with Kinder - 5th grade teachers using the gradual release model and assessment aligned with FWISD curriculum.</p> <p><b>Intended Audience:</b> Teachers, CIC, Admin  <b>Provider / Presenter / Person Responsible:</b> ILT  <b>Date(s) / Timeframe:</b> August - May  <b>Delivery Method:</b> Face to face</p>	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 4:</b> Based on STAAR data from last year, 4th grade high leverage TEKS that need focus are 3.4k and 5a - whole number operations. <b>Root Cause:</b> Teachers need support and professional learning to increase proficiency in internalizing and delivering tier-one instruction. Teachers need support professional development and deeper internalization of unpacking the TEKS and aligning exit tickets.</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 \_\_\_% to \_\_\_% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2025.

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

**Strategy's Expected Result/Impact:** Building teacher's capacity for instructional delivery to increase the percentage of 3-5 students scoring at the meets or above rating on the STAAR reading assessment.

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.4

**- TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Learning 5 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Administration will develop tracker for ILT to review/audit lesson plans and map out the Observation/Coaching/Feedback cycle for teachers with a follow-up date to observe the recommended adjustments to lesson plans and/or instruction.  <b>Intended Audience:</b> ILT <b>Provider / Presenter / Person Responsible:</b> ILT <b>Date(s) / Timeframe:</b> August - May <b>Collaborating Departments:</b> School Leadership <b>Delivery Method:</b> Face to face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Ensure PPI/DDI meetings are regularly scheduled to actively develop engaging and rigorous lessons based on student needs using district-approved resources and data with PreK-5 teachers using the Gradual Release Model and assessment aligned with FWISD curriculum.</p> <p><b>Intended Audience:</b> Teachers, ILT</p> <p><b>Provider / Presenter / Person Responsible:</b> ILT</p> <p><b>Date(s) / Timeframe:</b> August - May</p> <p><b>Collaborating Departments:</b> Literacy Dept. Multilingual Education Department, ADQ, Campus Admin, School Leadership, Amplify, NWEA, Lexia/Core 5</p> <p><b>Delivery Method:</b> WPM, WDM</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 2:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

**Strategy's Expected Result/Impact:** Building teacher's capacity for instructional delivery to increase the percentage of 3-5 students scoring at the meets or above rating on the STAAR reading assessment.

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.4

- **TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> In PPI, DDI teachers will analyze formative and summative assessment data to identify student learning gaps and create accelerated learning plans for students who are not mastering the TEKS.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> ILT</p> <p><b>Date(s) / Timeframe:</b> August - May</p> <p><b>Delivery Method:</b> Varied</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Title I teacher will compile formative and summative data reports to share with the teachers. She will also assist teachers and the ILT in the data analysis and action planning for student success.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> ILT  <b>Date(s) / Timeframe:</b> August - May  <b>Delivery Method:</b> Varied</p> <p><b>Funding Sources:</b> Title I Teacher - TITLE I (211) - 211-31-6119-04E-120-30-510-000000-25F10 - \$69,525, Extra Duty - TITLE I (211) - 211-13-6116-0PD-120-30-510-000000-25F10 - \$322.20</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Increase student sense of belonging and safety in the cafeteria by having a local community member be the cafeteria monitor</p> <p><b>Intended Audience:</b> Students  <b>Provider / Presenter / Person Responsible:</b> Cafeteria  <b>Date(s) / Timeframe:</b> 2024-2025  <b>Delivery Method:</b> Cafeteria lunch times</p> <p><b>Funding Sources:</b> Payroll - UNDISTRIBUTED (199 PIC 99) - 199-35-6128-XXX-120-99-313-000000- - \$10,000</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>				

**Strategy 3:** Utilize interventions with STAAR readiness strategies by purchasing materials to align to DDI and STAAR stemmed questions

**Strategy's Expected Result/Impact:** Improve STAAR results

**Staff Responsible for Monitoring:** Teachers/Leadership Team

**Title I:**





2.4

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**Problem Statements:** Student Learning 5



Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> In PPI, DDI teachers will analyze formative and summative assessment data to identify student learning gaps and create accelerated learning plans for students who are not mastering the TEKS.</p> <p><b>Intended Audience:</b> Teachers and students</p> <p><b>Provider / Presenter / Person Responsible:</b> ILT</p> <p><b>Date(s) / Timeframe:</b> September - May</p> <p><b>Collaborating Departments:</b> Curriculum department</p> <p><b>Delivery Method:</b> PPI/DDI</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> The campus is facing challenges in meeting the diverse learning needs of students, particularly those in Special Education (SPED), Gifted and Talented (GT) programs, and emergent bilingual students. The current gap in learning outcomes for these student populations signifies a need for innovative approaches to close these disparities and ensure equitable educational opportunities for all learners. <b>Root Cause:</b> Quality professional development has not been systematically provided and monitored for comprehension/ fidelity to support KG-5th grade Hispanic students in math growth. This includes supports tailored to sub pops, culturally responsive teaching with tailored instruction to meet their specific needs and research-based instructional strategies (differentiation).</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Based on BOY MAP Growth Kindergarten, students struggle the most in math with algebraic relationships. <b>Root Cause:</b> Teachers need support and professional development and deeper internalization of unpacking the TEKS and ensuring alignment with curriculum, exit tickets, and interventions.</p>
<p><b>Problem Statement 5:</b> Based on STAAR data from last year, 5th grade high leverage TEKS that need to focus on 4.8c - measurement. <b>Root Cause:</b> Teachers need support and professional learning to increase proficiency in internalizing and delivering tier one instruction. Teachers need support and professional development and deeper internalization of unpacking the TEKS.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> The referral and documentation process for MTSS, 504, and SPED was ineffective for the 2022-2023 school year. In the 2023-2024, we made significant changes and made a process. In 2024-2025, we will improve our system and ensure an increase in quality interventions to prevent students from not qualifying when being tested. <b>Root Cause:</b> There needs to be a consistent identification process created and communicated to teachers for students that need additional supports. Professional development needs to occur to ensure that all teachers and staff understand the identification process.</p>

**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 \_\_% to \_\_% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_% to \_\_% by May 2025.

**Strategy 1:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

**Strategy's Expected Result/Impact:** \* By October 2024, 100% of teachers will engage in PLC's to develop scaffolded Lesson Objectives that support gradual release at the level of rigor of the TEKS in all content areas.

\* By October 2024, 100% of teachers will engage in PD on STAAR 2.0 question types/constructed response questions and how to incorporate them into Tier I whole group instruction to ensure instruction is at the level of assessment.

\* By May 2025, 90% of coaching conversations documented in Strive will embed instructional coaching on Tier I instruction, planning, equity, and standards alignment.

**Staff Responsible for Monitoring:** ILT, Teachers

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** Student Learning 4, 5

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure PLC's are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.</p> <p><b>Intended Audience:</b> ILT, Teachers  <b>Provider / Presenter / Person Responsible:</b> ILT  <b>Date(s) / Timeframe:</b> August - May  <b>Collaborating Departments:</b> ADQ, Math, Science, Literacy Department  <b>Delivery Method:</b> Face to face</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> In PLC's, teachers will analyze formative and summative assessment data to identify student learning gaps and create accelerated learning plans for students who are not mastering the TEKS.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> ILT  <b>Date(s) / Timeframe:</b> August - May  <b>Delivery Method:</b> Varied</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Strategy 2:** Invest in STAAR stemmed questions and immediate feedback to students for STAAR readiness

**Title I:**

2.4





**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

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

**Problem Statements:** Student Learning 4, 5

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> In data meetings, teachers will analyze formative and summative assessment data to identify student learning gaps and create accelerated learning plans for students who are not mastering the TEKS.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> ILT  <b>Date(s) / Timeframe:</b> September - May  <b>Collaborating Departments:</b> Curriculum  <b>Delivery Method:</b> DDI</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 4:** Based on STAAR data from last year, 4th grade high leverage TEKS that need focus are 3.4k and 5a - whole number operations. **Root Cause:** Teachers need support and professional learning to increase proficiency in internalizing and delivering tier-one instruction. Teachers need support professional development and deeper internalization of unpacking the TEKS and aligning exit tickets.

**Problem Statement 5:** Based on STAAR data from last year, 5th grade high leverage TEKS that need to focus on 4.8c - measurement. **Root Cause:** Teachers need support and professional learning to increase proficiency in internalizing and delivering tier one instruction. Teachers need support and professional development and deeper internalization of unpacking the TEKS.

**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 \_\_\_% to \_\_\_% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2025.

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

**Strategy's Expected Result/Impact:** Decrease excessive absences

**Staff Responsible for Monitoring:** Student Support team

**Title I:**

4.1, 4.2

**- TEA Priorities:**





Recruit, support, retain teachers and principals, Improve low-performing schools

**- ESF Levers:**

Lever 2: Strategic Staffing

**Problem Statements:** Student Learning 4

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Refine, implement and monitor a plan to identify and address chronic absenteeism (7 or more absences) <b>Intended Audience:</b> Parents of students with chronic absences <b>Provider / Presenter / Person Responsible:</b> Attendance committee <b>Date(s) / Timeframe:</b> August - May <b>Collaborating Departments:</b> Counseling, FES <b>Delivery Method:</b> Face to face	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Refine incentive system to motivate students to improve campus-wide attendance rates. Students will receive snacks for tutoring to encourage attendance and participation.</p> <p><b>Intended Audience:</b> Students, Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> FES, Admin, Counselor</p> <p><b>Date(s) / Timeframe:</b> August - May</p> <p><b>Collaborating Departments:</b> Parent Partnerships</p> <p><b>Delivery Method:</b> Face to face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 2:** Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

**Strategy's Expected Result/Impact:** Decrease excessive absences

**Staff Responsible for Monitoring:** Student Support Team

**Title I:**

4.1, 4.2





**- TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**- ESF Levers:**

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

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Determine members of SBDM and then create and share SBDM schedule with all stakeholders.</p> <p><b>Intended Audience:</b> SBDM</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal</p> <p><b>Date(s) / Timeframe:</b> August - May</p> <p><b>Delivery Method:</b> In person</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 4:** Based on STAAR data from last year, 4th grade high leverage TEKS that need focus are 3.4k and 5a - whole number operations. **Root Cause:** Teachers need support and professional learning to increase proficiency in internalizing and delivering tier-one instruction. Teachers need support professional development and deeper internalization of unpacking the TEKS and aligning exit tickets.

**School Processes & Programs**

**Problem Statement 2:** The referral and documentation process for MTSS, 504, and SPED was ineffective for the 2022-2023 school year. In the 2023-2024, we made significant changes and made a process. In 2024-2025, we will improve our system and ensure an increase in quality interventions to prevent students from not qualifying when being tested. **Root Cause:** There needs to be a consistent identification process created and communicated to teachers for students that need additional supports. Professional development needs to occur to ensure that all teachers and staff understand the identification process.

**Perceptions**

**Problem Statement 1:** The lack of social-emotional supports, guidance lessons, and classroom management has resulted in students having behavioral and academic concerns. **Root Cause:** Consistent scheduling of guidance lessons needs to occur with topics based on needs of classes/students. The incompleteness of the Restorative Practices modules resulted in teachers not implementing key behavioral strategies.

**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 overall number of discipline referrals by school personnel from 30 to 10 by May 2024.

Decrease the number of discipline referrals (duplicated and unduplicated) by school personnel for Economically disadvantaged students from 30 to 10 by May 2024.

**Evaluation Data Sources:** Discipline Data

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

**Strategy's Expected Result/Impact:** Decrease office referrals

**Staff Responsible for Monitoring:** Student Support Team

**Title I:**

4.1, 4.2





**- TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**- ESF Levers:**

Lever 2: Strategic Staffing

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> By September 1, 2023, Identify members, form SST, and outline routine meeting schedule dates/times. <b>Intended Audience:</b> SST <b>Provider / Presenter / Person Responsible:</b> SST <b>Date(s) / Timeframe:</b> August - May <b>Collaborating Departments:</b> Multiple <b>Delivery Method:</b> Face to face	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

**Strategy 2:** 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:** Increase positive responses by students to their learning environment

**Staff Responsible for Monitoring:** Student Support Team

**Title I:**

4.1, 4.2





**- TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Refine and implement PBIS strategies/supplies and intentional promotion of character qualities.</p> <p><b>Intended Audience:</b> Students, teachers, parents</p> <p><b>Provider / Presenter / Person Responsible:</b> ILT, Teachers</p> <p><b>Date(s) / Timeframe:</b> August - May</p> <p><b>Collaborating Departments:</b> Parent Partnerships</p> <p><b>Delivery Method:</b> Face to face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> The referral and documentation process for MTSS, 504, and SPED was ineffective for the 2022-2023 school year. In the 2023-2024, we made significant changes and made a process. In 2024-2025, we will improve our system and ensure an increase in quality interventions to prevent students from not qualifying when being tested.</p> <p><b>Root Cause:</b> There needs to be a consistent identification process created and communicated to teachers for students that need additional supports. Professional development needs to occur to ensure that all teachers and staff understand the identification process.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> The lack of social-emotional supports, guidance lessons, and classroom management has resulted in students having behavioral and academic concerns.</p> <p><b>Root Cause:</b> Consistent scheduling of guidance lessons needs to occur with topics based on needs of classes/students. The incompleteness of the Restorative Practices modules resulted in teachers not implementing key behavioral strategies.</p>

**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:** Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from \_\_\_ to \_\_\_ by May 2025.

**Strategy 1:** Convene the Leadership Team and review ADQ Cycle Report Data and Focus Discipline Data to determine student groups most impacted and in need of support.

**Strategy's Expected Result/Impact:** Decrease the number of out of school suspensions for Economically Disadvantaged students.

**Staff Responsible for Monitoring:** Student Support Team

**Title I:**

2.4





**- TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers and students create a Respect Agreement and make reference to the agreement daily</p> <p><b>Intended Audience:</b> Teachers and students</p> <p><b>Provider / Presenter / Person Responsible:</b> ILT, Teachers</p> <p><b>Date(s) / Timeframe:</b> August - May</p> <p><b>Collaborating Departments:</b> Counseling, Parent Partnerships</p> <p><b>Delivery Method:</b> Face to face</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 2:** Determine teachers/school personnel in greatest need of training and support based on behavior referrals

**Strategy's Expected Result/Impact:** Decrease the number of in-school and out-of-school suspension of economically disadvantaged students

**Staff Responsible for Monitoring:** Student Support Team

**Title I:**

4.1





**- TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**- ESF Levers:**

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

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Bu October 2024, identify teacher training that would be beneficial (e.g. Active Classroom Management, TBRI, Restorative Practices) and contact appropriate departments to schedule training for targeted staff.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Multiple</p> <p><b>Date(s) / Timeframe:</b> October - May</p> <p><b>Collaborating Departments:</b> Multiple</p> <p><b>Delivery Method:</b> Face to face</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:**

School Processes & Programs
<p><b>Problem Statement 2:</b> The referral and documentation process for MTSS, 504, and SPED was ineffective for the 2022-2023 school year. In the 2023-2024, we made significant changes and made a process. In 2024-2025, we will improve our system and ensure an increase in quality interventions to prevent students from not qualifying when being tested.</p> <p><b>Root Cause:</b> There needs to be a consistent identification process created and communicated to teachers for students that need additional supports. Professional development needs to occur to ensure that all teachers and staff understand the identification process.</p>

**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 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 6 to 8 by May 2025.

**High Priority**

**Evaluation Data Sources:** Agendas for student and parent engagement activities

**Strategy 1:** Convene a committee of stakeholders to plan and promote high-impact family engagement activities and events for the school year.

**Strategy's Expected Result/Impact:** Result/Impact

\* Increase parental and community involvement

\* By May 2025, 100% of events will be announced via social media, paper flyers, updated marquee, and phone calls

\*MAP data review with bi-yearly Title I meetings, parent conferences held BOY and MOY with parents, teachers, and students.

**Staff Responsible for Monitoring:** Student Support Team

**Title I:**

4.1, 4.2

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools





**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> By September 1, 2024 convene SBDM to identify at least 3 family engagement events to support and promote this school year. <b>Intended Audience:</b> Students and Families <b>Provider / Presenter / Person Responsible:</b> Principal and campus staff <b>Date(s) / Timeframe:</b> August 2024 - May 2025 ; Monthly offerings <b>Collaborating Departments:</b> Multiple <b>Delivery Method:</b> in-person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Monitor event attendance data and after each event, gather stakeholder and family feedback for assessment and future planning</p> <p><b>Intended Audience:</b> Students and Families</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal and campus staff</p> <p><b>Date(s) / Timeframe:</b> August - May</p> <p><b>Collaborating Departments:</b> Multiple</p> <p><b>Delivery Method:</b> In-person</p> <p><b>Funding Sources:</b> Supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-120-30-510-000000-25F10 - \$172.20</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Schedule and promote school events, through social media, inviting parents and stakeholders to attend.</p> <p><b>Intended Audience:</b> School Stakeholders</p> <p><b>Provider / Presenter / Person Responsible:</b> All Mendoza staff</p> <p><b>Date(s) / Timeframe:</b> August - May</p> <p><b>Collaborating Departments:</b> Parent Partnerships, counseling, School Leadership</p> <p><b>Delivery Method:</b> Face to face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Organize and deliver High-Impact tutoring for Tier 2 &amp; Tier 3 students.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, TAs, Admin</p> <p><b>Date(s) / Timeframe:</b> October - April</p> <p><b>Collaborating Departments:</b> Content Area Dept</p> <p><b>Delivery Method:</b> Direct Instruction</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 5 Details	Reviews			
<p><b>Action Step 5:</b> FES works with the family engagement committee to plan events and submit PO for materials and resources by September 2024 for first semester and December 2024 for second semester.</p> <p><b>Intended Audience:</b> FES</p> <p><b>Provider / Presenter / Person Responsible:</b> FES, Secretary, Principal</p> <p><b>Date(s) / Timeframe:</b> September- February</p> <p><b>Funding Sources:</b> Snacks and materials for family engagement - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-120-30-510-000000-25F10 - \$639.80</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 6 Details	Reviews			
<p><b>Action Step 6:</b> Students and their families will engage in a night at the museum at the Fort Worth Science and History Museum.</p> <p><b>Intended Audience:</b> Families, Teachers, Staff, PK-5 Students  <b>Provider / Presenter / Person Responsible:</b> Fort Worth Science and History Museum  <b>Date(s) / Timeframe:</b> Fall 2024  <b>Collaborating Departments:</b> Science  <b>Delivery Method:</b> In-person</p> <p><b>Funding Sources:</b> Night at the museum - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-120-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
<p><b>Action Step 7:</b> FES needs filing cabinet for secure documents to support family events and engagement</p> <p><b>Intended Audience:</b> Office, FES, Families  <b>Provider / Presenter / Person Responsible:</b> FES  <b>Date(s) / Timeframe:</b> 24-25  <b>Collaborating Departments:</b> FES  <b>Delivery Method:</b> In-person</p> <p><b>Funding Sources:</b> - FAMILY ENGAGEMENT (211) - 211-61-6129-04L-120-30-510-000000-25F10 - \$150</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>				

**Strategy 2:** We will utilize funds for school supplies to meet the needs of our campus events.

**Strategy's Expected Result/Impact:** Students and families will be highly engaged.

**Staff Responsible for Monitoring:** Office staff

**Title I:**

4.1





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 2 - Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Purchase supplies, bilingual materials including headphones for TELPAS. Early childhood learning. Promoting early childhood learning. <b>Intended Audience:</b> EB students <b>Provider / Presenter / Person Responsible:</b> office and teachers <b>Date(s) / Timeframe:</b> 24-25  <b>Funding Sources:</b> Headphones - BEA (199 PIC 25) - 199-11-6399-001-120-25-313-000000 - \$1,260	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Gifted and Talented ESL and EB instructional materials <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> 24-25  <b>Funding Sources:</b> Instructional materials - GT (199 PIC 21) - \$100	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The current lack of parent partnership is hindering student success at the campus, as evidenced by low attendance rates at parent-school meetings, increased incidents of tardiness among students, and stagnant growth in achievement test scores. The need for increased parent involvement is evident in the correlation between parental engagement and student academic performance. To address this issue, <b>Root Cause:</b> Our PTO is still fairly new and we have had ongoing changes to the family engagement specialist on campus and at the district level.</p> <p><b>Problem Statement 2:</b> The campus is facing challenges in meeting the diverse learning needs of students, particularly those in Special Education (SPED), Gifted and Talented (GT) programs, and emergent bilingual students. The current gap in learning outcomes for these student populations signifies a need for innovative approaches to close these disparities and ensure equitable educational opportunities for all learners. <b>Root Cause:</b> Quality professional development has not been systematically provided and monitored for comprehension/ fidelity to support KG-5th grade Hispanic students in math growth. This includes supports tailored to sub pops, culturally responsive teaching with tailored instruction to meet their specific needs and research-based instructional strategies (differentiation).</p>
Perceptions
<p><b>Problem Statement 1:</b> The lack of social-emotional supports, guidance lessons, and classroom management has resulted in students having behavioral and academic concerns. <b>Root Cause:</b> Consistent scheduling of guidance lessons needs to occur with topics based on needs of classes/students. The incompleteness of the Restorative Practices modules resulted in teachers not implementing key behavioral strategies.</p>

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Community Representative	Rufino Mendoza Jr	Community Member
Community Representative	Brenda Martinez	YMCA
Teacher	Cedric Jackson	Teacher
District Representative	Michael Flusche	District Representative
Classroom Teacher 2	Alex Fitzgerald	Teacher
Parent 2	Sandra Tubbs	Parent
Business Representative 1	Sanel Thomas	Owner
Parent 1	Mayra Flores	Parent
Classroom Teacher 1	Cecilia Roman	Teacher
Administrator	Katy Myers	Principal
DERC Representative 1	Steven Wengert	Data Analyst



# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	2	Extra Duty	Extra duty pay for PD after hours	211-13-6116-0PD-120-30-510-000000-25F10	\$322.20
3	1	2	2	Title 1 Teacher	Title I Intervention Specialist	211-31-6119-04E-120-30-510-000000-25F10	\$69,525.00
<b>Sub-Total</b>							\$69,847.20
<b>Budgeted Fund Source Amount</b>							\$69,847.20
<b>+/- Difference</b>							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2	Supplies	Supplies and materials for parental involvement	211-61-6399-04L-120-30-510-000000-25F10	\$172.20
4	4	1	5	Snacks and materials for family engagement	Snacks for parents to promote participation	211-61-6499-04L-120-30-510-000000-25F10	\$639.80
4	4	1	6	Night at the museum	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-120-30-510-000000-25F10	\$1,000.00
4	4	1	7		Family Engagement Specialist	211-61-6129-04L-120-30-510-000000-25F10	\$150.00
<b>Sub-Total</b>							\$1,962.00
<b>Budgeted Fund Source Amount</b>							\$1,962.00
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Supplies and Materials	INSTRUCTION   INSTRUCTIONAL MATERIALS	199-11-6321-XXX-120-11-313-000000-	\$8,435.00
<b>Sub-Total</b>							\$8,435.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Budgeted Fund Source Amount</b>							\$8,435.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Supplies/instructional incentives	GENERAL SUPPLIES		\$505.00
4	4	2	2	Instructional materials	GENERAL SUPPLIES		\$100.00
<b>Sub-Total</b>							\$605.00
<b>Budgeted Fund Source Amount</b>							\$605.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Supplies	INSTRUCTIONAL MATERIALS		\$2,080.00
<b>Sub-Total</b>							\$2,080.00
<b>Budgeted Fund Source Amount</b>							\$2,080.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Instructional Materials	Supplies and materials for instructional use	199-11-6399-001-120-24-313-000000-	\$4,170.00
<b>Sub-Total</b>							\$4,170.00
<b>Budgeted Fund Source Amount</b>							\$4,170.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	2	1	Headphones	Supplies and materials - instruction	199-11-6399-001-120-25-313-000000	\$1,260.00
<b>Sub-Total</b>							\$1,260.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Budgeted Fund Source Amount</b>							\$1,260.00
<b>+/- Difference</b>							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	4	Supplies	COCURRICULAR/ EXTRACURRIC   GENERAL SUPPLIES	199-36-6399-XXX-120-99-313-000000-	\$1,185.00
3	1	2	3	Payroll	FOOD SERVICE   STIPEND - SUPPORT	199-35-6128-XXX-120-99-313-000000-	\$10,000.00
<b>Sub-Total</b>							\$11,185.00
<b>Budgeted Fund Source Amount</b>							\$11,185.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$99,544.20
<b>Grand Total Spent</b>							\$99,544.20
<b>+/- Difference</b>							\$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