

**Fort Worth Independent School District**  
**139 Kirkpatrick Elementary School**  
**2024-2025 Campus Improvement Plan**



# **Mission Statement**

## **Our Mission:**

We empower students to have a voice and create opportunities for academic and lifelong success.

## **Vision**

### **Our Vision:**

Every student on grade level or above

## **Value Statement**

### **Our Core Values:**

We recognize, celebrate, and value the diversity of all

We implement habits and routines that establish a safe and predictable school environment

We create opportunities to educate and engage families in their child's education

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	6
School Processes & Programs .....	8
Perceptions .....	10
Priority Problem Statements .....	11
Comprehensive Needs Assessment Data Documentation .....	13
Goals .....	15
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. ....	15
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. ....	22
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025 .....	28
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment. ....	33
Campus Funding Summary .....	39
Policies, Procedures, and Requirements .....	43

# Comprehensive Needs Assessment

Revised/Approved: February 26, 2024

## Demographics

### Demographics Summary

Milton. L Kirkpatrick Elementary is a PK-5th grade urban school in the far north side of Fort Worth. It is a Title I campus in Fort Worth ISD. Ninety-six percent of our students are categorized as economically disadvantaged. Seventy percent of our students are emergent bilingual students participating in dual language and ESL programs. We serve students of refugee families that represent 12 languages and 13 countries of origin. The campus houses a Social, Emotional, and Academic Services (SEAS) unit that supports students with behavioral and academic challenges. The average classroom size is 18 students per classroom, with the largest classrooms serving 29 students (4th Grade General Education and 3rd Grade General education). The smallest classroom size is 13 students (Pre-Kindergarten General Education). The attendance rate for the Fall 2024 semester was 93%.

Community resources include a Head Start program and food distribution programs hosted by community schools. North-Tri Ethnic Community Center, YMCA, and Boys and Girls Club Community Resources are available to families. The school counselor and MHMR Navigator make referrals to the district's Family Resource Center (FRC) and the campus operates a weekly backpack snack program to send food home with students over the weekend. A snack and dry goods pantry has recently been established on the campus.

### Demographics:

- 323 Enrolled
- 70% Emergent Bilingual
- 45% Dual Language
- 26% ESL
- 13% Refugee/Asylee
- 68% Hispanic
- 20% African American
- 7% Special Education
- 5% Gifted and Talented
- 96% Economically Disadvantaged

### Demographics Strengths

- We utilize an attendance tracking system that ensures that the families of chronically absent students are contacted daily by our Family Engagement Specialist.
- We conduct weekly home visits to make contact with and offer support to our families of chronically absent students.
- Our attendance committee meets weekly to discuss needed interventions and incentives for students and parents.
- We have an attendance assembly every 6 weeks to recognize students who have perfect attendance.
- We are part of the Chick-fil-a attendance program where students receive a kids meal as an incentive for perfect attendance.
- We meet with parents of students who are struggling with attendance and help them complete an attendance success plan.
- Students are recognized weekly as “Bucket Fillers” for showing kindness and empathy.
- Students learn about two Honorable Character Traits each six-weeks.

- Students who have demonstrated the Honorable Character traits for each six-weeks are recognized at a schoolwide assembly.

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

**Problem Statement 1 (Prioritized):** 16.7% of students are categorized as chronically absent as of January 2024. **Root Cause:** The campus failed to consistently implement district protocols for SART and truancy.

**Problem Statement 2 (Prioritized):** Pre-kindergarten students have an average daily attendance rate of 85.8% as of January 2024. **Root Cause:** The campus has failed to involve pre-kindergarten parents in the school community and has not helped parents of early learning students understand the importance of daily attendance.

# Student Learning

## Student Learning Summary

Overall, most students at Kirkpatrick Elementary continue to demonstrate academic growth in both math and reading. MAP Growth data from Fall 2023 showed an increase in achievement for both math and reading when compared to beginning-of-year data from Fall 2022. School wide achievement in math increased from the 27th percentile to the 35th percentile. While school wide achievement in reading increased from the 22nd percentile to the 35th percentile. Although Winter MAP Growth testing showed decreases in mean school wide achievement levels, multiple grade levels demonstrated achievement at or near the 50th percentile. Kindergarten students scored at the 56th percentile in math and at the 49th percentile in English reading. Kindergarten students testing in Spanish for reading scored at the 84th percentile. Fifth grade students scored at the 50th percentile in English reading.

## Student Learning Strengths

One hundred percent of pre-kindergarten students scored on-track in English Phonological Awareness and Early writing on the CLI assessment.

Seventy-six percent of kindergarten students scored on-track in English Letter Sounds on the TX-KEA assessment.

Students taking TX-KEA in Spanish scored well in multiple areas:

- 87% on-track in Spelling
- 81% on-track in Listening Comprehension
- 80% on-track in Letter Names

Scores on the October 5th Grade Science Benchmark improved from the Fall 2022 Benchmark. (17% passing to 25%)

Student scores on the November Reading and Math Interim Assessments improved over the Fall 2022 scores for multiple grade levels:

- **3rd Grade Math:** Approaches increased from 13% to 26%; Meets increased from 0% to 14%; Masters increased from 0% to 9%.
- **3rd Grade Reading:** Approaches increased from 13% to 23%; Meets increased from 0% to 14%; Masters increased from 0% to 12%.
- **4th Grade Reading:** Approaches increased from 49% to 57%; Meets increased from 18% to 37%; Masters increased from 7% to 11%.
- **5th Grade Reading:** Approaches increased from 57% to 63%; Meets increased from 14% to 39%; Masters increased from 0% to 20%.

A comprehensive system for managing MTSS has been implemented school-wide. Teachers meet with the assistant principal and school counselor every three-weeks to review students' interventions and the progress they are making towards their individual goals. Teachers upload progress monitoring data and student work samples for each student. That data is used to make individualized educational decisions for each student.

Teachers plan and deliver daily acceleration lessons to meet the needs of students. Time is allocated in the daily instructional schedule for small groups to support students who are in need of this individualized academic support.

Selected students participate in High-Impact Tutoring (HIT) after school. Teachers document supports received and student progress. Additional tutoring takes place on one Saturday each month.

Kindergarten through fifth grade teachers engage in a Weekly Data Meeting (WDM) to unpack learning standards and study student work. During the WDM, teachers plan and practice how high-leverage standards will be retaught in the classroom.

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

**Problem Statement 1 (Prioritized):** 12% of Emergent Bilingual students regressed on TELPAS in 2022-2023. **Root Cause:** The campus did not provide adequate opportunities for teachers to collaboratively plan instruction that included high-leverage strategies and scaffolding for Emergent Bilingual students.

**Problem Statement 2 (Prioritized):** Third grade students are scoring at the 10th percentile for achievement in math on MAP Growth. **Root Cause:** The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver interventions.

**Problem Statement 3:** Third grade students are scoring at the 11th percentile for achievement in English reading on MAP Growth. **Root Cause:** The campus failed to provide opportunities for teachers to engage in collaborative planning for literacy instruction.

**Problem Statement 4 (Prioritized):** Second grade students are scoring at the 13th percentile for achievement in English Reading on MAP Growth. **Root Cause:** The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver interventions.

# School Processes & Programs

## School Processes & Programs Summary

During the 2023-2024 school year, Kirkpatrick Elementary School continued to utilize processes and programs that focused on:

- The professional growth and leadership development of teachers through the implementation of data-driven instructional practices.
- Implementation of a focused academic improvement plan to address the root cause of student under-performance.
- Incorporation of instructional strategies and practices that allow all students to meet challenging state academic standards.
- Data driven lesson planning with standards aligned common formative assessments and daily opportunities for student academic acceleration.
- Ways to protect and maximize instructional time.

Vertical professional learning community (PLC) meetings take place weekly, allowing for vertical articulation and creating the opportunity for teachers to collaborate across grade levels. Teachers have active roles in the site-based decision-making committee, instructional leadership team (ILT), student support team (SST), and the attendance committee. Multiple forms of student data are regularly reviewed and action plans are created, and a comprehensive MTSS system has been implemented.

## School Processes & Programs Strengths

The campus has an intentional professional learning plan to support teachers with the knowledge and skills they need to be successful. Teachers engage in campus-based professional learning to increase their expertise in utilizing district curriculum and resources: Eureka, Amplify, DreamBox, and Core 5. Teachers also receive professional learning enabling them to implement high-leverage research-based instructional strategies: Aggressive Monitoring, Habits of Discussion, Talk Read Talk Write, and Guided Discourse.

Professional Learning Communities create opportunities for teachers to collaborate across grade levels. Teams of two grade levels (kindergarten and first grade; second and third grades; and fourth and fifth grades) participate in weekly vertical PLCs to study student work, plan and practice data-driven reteach lessons, and create student action plans based on multiple sources of data.

Tutoring and after school programs support student growth and acceleration. Campus teachers provide High Impact Tutoring and acceleration to targeted students after school and on Saturdays. A campus-based after school program provides enrichment opportunities for students in third through fifth grade.

MAP Growth data is reviewed as a campus, and all faculty members make action plans to support student growth and academic progress. Core teachers review individual student results and create classroom action plans. These teachers set specific individualized goals for each student. Both classroom teachers and the campus leadership team conference with students regarding their progress and goals.

Core 5 and DreamBox data is reviewed every week in PLCs, and is used to plan supports for struggling students. Teachers also review the data to identify student success stories that can be celebrated in their classrooms.

Teachers track student performance on unit/module assessments for math and reading. Fourth and fifth grade students' STAAR data from the 2023-2024 school year was used to calculate STAAR performance goals for this school year. Teachers conferenced with students regarding their individual goals.

Third through fifth grade teachers create and implement student action plans following Benchmark and STAAR Interim Assessments.



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

**Problem Statement 1 (Prioritized):** 14% of students in grades K-5th are in danger of being retained due to an attendance rate below 90% **Root Cause:** The campus lacked a comprehensive system for attendance recovery.

**Problem Statement 2 (Prioritized):** Less than 50% of weekly data meetings focused on literacy. **Root Cause:** The campus did not prioritize analysis of literacy standards, reading curriculum, and student work.

# Perceptions

## Perceptions Summary

Kirkpatrick Elementary has a consistently warm and welcoming environment. The custodial staff maintains the campus in an organized and safe manner that is always ready to be visited by parents and community stakeholders. This year, the school has hosted various family nights that have contributed to growing community involvement.

Kirkpatrick Elementary sets behavioral expectations through the Honorable Character program. Students learn about two character traits each month at a school wide assembly. Daily announcements and guidance lessons help students internalize the traits. One student from each grade level is recognized monthly as a role model of the current traits.

Teachers communicate routinely with parents through calls and text messages about student progress, performance, and special events. For our non-English speaking families, we utilize the Language line. Administrators utilize Blackboard to communicate school wide events and other notices with families in both English and Spanish. Facebook and Twitter are also used to communicate with families. The campus website is periodically updated.

## Perceptions Strengths

Teachers routinely conference with parents regarding student performance and behavior. Beginning-of-year MAP Assessment data is shared with parents during student-led conferences. Teachers conference with parents regarding MAP data and student progress at the beginning, middle, and end-of-year. Campus leaders share school wide academic growth and achievement data with parents on multiple occasions throughout the school year.

Community involvement is growing. The campus now has an active Parent Teacher Organization. Multiple family engagement events have been well attended.

The campus has an active social media presence on Facebook and X (formerly Twitter). Campus expectations have been distributed to the campus community in English, Spanish, Pashto, Swahili, and Tigrinya.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parent attendance at workshops and academic nights has been far less than attendance at other family events. **Root Cause:** Workshop opportunities and incentives for attendance were not always communicated with enough advance notice; families did not have input on topics and times; topics were not promoted in an engaging way.

**Problem Statement 2 (Prioritized):** The campus does not have a clear and consistent policy regarding communication with parents and the community. **Root Cause:** The campus failed to establish expectations for communication with parents.

# Priority Problem Statements

**Problem Statement 1:** 12% of Emergent Bilingual students regressed on TELPAS in 2022-2023.

**Root Cause 1:** The campus did not provide adequate opportunities for teachers to collaboratively plan instruction that included high-leverage strategies and scaffolding for Emergent Bilingual students.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Third grade students are scoring at the 10th percentile for achievement in math on MAP Growth.

**Root Cause 2:** The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver interventions.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Second grade students are scoring at the 13th percentile for achievement in English Reading on MAP Growth.

**Root Cause 3:** The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver interventions.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Parent attendance at workshops and academic nights has been far less than attendance at other family events.

**Root Cause 4:** Workshop opportunities and incentives for attendance were not always communicated with enough advance notice; families did not have input on topics and times; topics were not promoted in an engaging way.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** 14% of students in grades K-5th are in danger of being retained due to an attendance rate below 90%

**Root Cause 5:** The campus lacked a comprehensive system for attendance recovery.

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

**Problem Statement 6:** Less than 50% of weekly data meetings focused on literacy.

**Root Cause 6:** The campus did not prioritize analysis of literacy standards, reading curriculum, and student work.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** 16.7% of students are categorized as chronically absent as of January 2024.

**Root Cause 7:** The campus failed to consistently implement district protocols for SART and truancy.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** Pre-kindergarten students have an average daily attendance rate of 85.8% as of January 2024.

**Root Cause 8:** The campus has failed to involve pre-kindergarten parents in the school community and has not helped parents of early learning students understand the importance of daily attendance.

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** The campus does not have a clear and consistent policy regarding communication with parents and the community.

**Root Cause 9:** The campus failed to establish expectations for communication with parents.

**Problem Statement 9 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data

## 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Class size averages by grade and subject
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-P ESS data

### **Parent/Community Data**

- Parent engagement rate

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Other additional data

# Goals

Revised/Approved: May 13, 2024

## Goal 1: Early Literacy

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

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 50% to 65% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 20% to 50% by May 2025.

Increase the percentage of Hispanic students from 20% to 50% by May 2025.

### High Priority

**Evaluation Data Sources:** CLI Engage

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction by developing opportunities for teachers to engage in data-driven unit planning and analysis of student work.

**Strategy's Expected Result/Impact:** Teachers will have a better understanding of the PK Guidelines and how to utilize student data to inform planning and instruction.

**Staff Responsible for Monitoring:** Campus Instructional Coach and Campus Leadership Team

### Title I:

2.4, 2.6

#### - TEA Priorities:

Build a foundation of reading and math

#### - ESF Levers:

Lever 5: Effective Instruction

#### - Targeted Support Strategy

**Problem Statements:** Student Learning 1, 2, 4

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> 1. Allocate time in the campus master schedule to allow for Pre-Kindergarten planning and data meetings.</p> <p>2. Create a yearly calendar of meetings to: (1) plan standards-aligned and data-informed instructional activities prior to each unit of study and (2) analyze GOLD data/student work once a month.</p> <p>3. Conduct meetings using data-driven protocols.</p> <p>4. Conduct data meetings to analyze CLI data after beginning, middle, and end-of-year testing and create classroom action plans.</p> <p>5. Conduct classroom walkthroughs to ensure that plans are implemented in the classroom and to provide teachers with feedback on instruction.</p> <p><b>Intended Audience:</b> PK Teachers  <b>Provider / Presenter / Person Responsible:</b> Instructional Coach &amp; Campus Leadership  <b>Date(s) / Timeframe:</b> August 2024 to May 2025  <b>Collaborating Departments:</b> Early Learning  <b>Delivery Method:</b> In-Person Meetings</p> <p><b>Funding Sources:</b> Supplies for Planning and Data Meetings - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-139-99-313-000000- - \$1,575</p>	Formative		Summative	
	Nov	Jan	Mar	June






**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 12% of Emergent Bilingual students regressed on TELPAS in 2022-2023. <b>Root Cause:</b> The campus did not provide adequate opportunities for teachers to collaboratively plan instruction that included high-leverage strategies and scaffolding for Emergent Bilingual students.</p>
<p><b>Problem Statement 2:</b> Third grade students are scoring at the 10th percentile for achievement in math on MAP Growth. <b>Root Cause:</b> The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver interventions.</p>
<p><b>Problem Statement 4:</b> Second grade students are scoring at the 13th percentile for achievement in English Reading on MAP Growth. <b>Root Cause:</b> The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver interventions.</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 50% to 60% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 50% to 60% by May 2025.

Increase the percentage of Special Education students from 40% to 50% by May 2025.

**Evaluation Data Sources:** MAP Fluency data

**Strategy 1:** Ensure that Tier 1 instruction is standards-aligned and scaffolded to meet the needs of students by implementing data-driven planning meetings.

**Strategy's Expected Result/Impact:** Teachers will improve their ability to craft standards-aligned lessons that are scaffolded to meet the needs of all students.

**Staff Responsible for Monitoring:** Campus Instructional Coach & Leadership Team

**Title I:**

2.4, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**- Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 2, 4

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Calendar and conduct planning meetings during the school day (K-5th) and after school hours (2nd-5th) that:</p> <ol style="list-style-type: none"> <li>1. Allow for the internalization and customization of Amplify</li> <li>2. Identify the high-leverage learning tasks in a particular unit of study</li> <li>3. Unpack standards to articulate what students need to know and show to demonstrate mastery</li> <li>4. Identify the area(s) of productive struggle in the unit and/or lesson</li> <li>5. Intentionally plan scaffolds to support student mastery</li> </ol> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Campus Instructional Coach &amp; Leadership Team  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> Humanities  <b>Delivery Method:</b> In-person PLCs</p> <p><b>Funding Sources:</b> Supplies for Meetings - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-139-99-313-000000- - \$925, Supplies for Instruction - BASIC (199 PIC 11) - 199-11-6399-XXX-139-11-313-000000- - \$2,915, Extra Duty Planning for 2nd-5th - TITLE I (211) - 211-13-6116-OPD-139-30-510-000000-25F10 - \$6,720</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Principal, Assistant Principal, and Campus Instructional Coach will engage in professional learning to strengthen ability to effectively lead planning meetings.</p> <p><b>Intended Audience:</b> Campus Instructional Coach, Principal, &amp; Assistant Principal  <b>Provider / Presenter / Person Responsible:</b> Relay GSE  <b>Date(s) / Timeframe:</b> August-October 2024  <b>Delivery Method:</b> Virtual</p> <p><b>Funding Sources:</b> Professional Learning for Principal and AP - TITLE I (211) - 211-23-6411-04E-139-30-510-000000-25F10 - \$1,200, Professional Learning for Instructional Coach - TITLE I (211) - 211-13-6411-04E-139-30-510-000000-25F10 - \$600, Laptops for Principal and AP - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-139-99-313-000000- - \$2,500, Professional Development Books for Leadership Team - UNDISTRIBUTED (199 PIC 99) - 199-23-6329-XXX-139-99-313-000000- - \$250</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 1:** 12% of Emergent Bilingual students regressed on TELPAS in 2022-2023. **Root Cause:** The campus did not provide adequate opportunities for teachers to collaboratively plan instruction that included high-leverage strategies and scaffolding for Emergent Bilingual students.

**Problem Statement 2:** Third grade students are scoring at the 10th percentile for achievement in math on MAP Growth. **Root Cause:** The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver interventions.

**Problem Statement 4:** Second grade students are scoring at the 13th percentile for achievement in English Reading on MAP Growth. **Root Cause:** The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver interventions.

**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 45% to 55% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 45% to 55% by May 2025.

Increase the percentage of Hispanic students from 45% to 55% by May 2025.

**High Priority**

**Evaluation Data Sources:** MAP Growth

**Strategy 1:** Examine and refine existing systems to ensure that students receive targeted interventions and acceleration designed to mitigate learning loss and close instructional gaps.

**Strategy's Expected Result/Impact:** Students will receive data-informed interventions and acceleration for reading twice weekly resulting in improved student achievement.

**Staff Responsible for Monitoring:** Leadership Team

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**- Targeted Support Strategy**

**Problem Statements:** Student Learning 2, 4

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Implement the following to improve campus wide interventions and acceleration:</p> <ol style="list-style-type: none"> <li>Create a 45-minute intervention block (WIN Time) in the master schedule for each grade level (K-5).</li> <li>Hire and train a bilingual Title I assistant to provide targeted interventions in a pull-out setting throughout the day during each grade level's WIN Time.</li> <li>Create an "Acceleration Lab" as a dedicated space for the Title I intervention assistant and resource teacher to meet with small groups.</li> <li>Purchase supplemental instructional materials to be used by Title I assistant, special education teachers, and classroom teachers.</li> <li>Begin daily targeted interventions by the second week of the school year.</li> <li>Develop a data tracking system to monitor the effectiveness of interventions and student progress.</li> <li>Schedule at least two days of reading/language arts interventions/acceleration for all Tier 2 and Tier 3 students.</li> </ol> <p><b>Intended Audience:</b> Students &amp; Teachers  <b>Provider / Presenter / Person Responsible:</b> Leadership Team, Teachers, &amp; Title I Assistant  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Delivery Method:</b> Small group instruction</p> <p><b>Funding Sources:</b> Bilingual Title I Teacher Assistant - TITLE I (211) - 211-11-6129-04E-139-30-510-000000-25F10 - \$26,894, Supplemental Phonics Program - SCE (199 PIC 24) - 199-11-6399-001-139-24-313-000000- - \$3,900, Intervention Materials for Classroom - TITLE I (211) - 211-11-6399-04E-139-30-510-000000-25F10 - \$8,500, Supplies for Resource and Inclusion - SPED (199 PIC 23) - \$862, Materials for Spanish Interventions - BEA (199 PIC 25) - 199-11-6399-001-139-25-313-000000 - \$1,560, TBRI Course for SEAS Teachers - SPED (199 PIC 23) - \$300</p>	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Third grade students are scoring at the 10th percentile for achievement in math on MAP Growth. <b>Root Cause:</b> The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver interventions.</p>
<p><b>Problem Statement 4:</b> Second grade students are scoring at the 13th percentile for achievement in English Reading on MAP Growth. <b>Root Cause:</b> The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver 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 71% to 80% by May 2025.

Increase the percentage of Emergent Bilingual students from 75% to 85% by May 2025.

**High Priority**

**Evaluation Data Sources:** CLI Engage

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction by developing opportunities for teachers to engage in data-driven unit planning and analysis of student work.

**Strategy's Expected Result/Impact:** Teachers will have a better understanding of the PK Guidelines and how to utilize student data to inform planning and instruction.

**Staff Responsible for Monitoring:** Campus Instructional Coach & Leadership Team

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**


Lever 5: Effective Instruction


**- Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 2, 4

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> 1. Allocate time in the campus master schedule to allow for Pre-Kindergarten planning and data meetings.</p> <p>2. Create a yearly calendar of meetings to: (1) plan standards-aligned and data-informed instructional activities prior to each unit of study and (2) analyze GOLD data/student work once a month.</p> <p>3. Conduct meetings using data-driven protocols.</p> <p>4. Conduct data meetings to analyze CLI data after beginning, middle, and end-of-year testing and create classroom action plans.</p> <p>5. Intentionally plan interest areas to support development of early math skills.</p> <p>5. Conduct classroom walkthroughs to ensure that plans are implemented in the classroom and to provide teachers with feedback on instruction.</p> <p><b>Intended Audience:</b> Pre-Kindergarten Teachers  <b>Provider / Presenter / Person Responsible:</b> Campus Instructional Coach &amp; Leadership Team  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> Early Learning  <b>Delivery Method:</b> In-Person Meetings</p> <p><b>Funding Sources:</b> Supplies for Professional Learning - TITLE I (211) - 211-13-6399-04E-139-30-510-000000-25F10 - \$928.40</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 12% of Emergent Bilingual students regressed on TELPAS in 2022-2023. <b>Root Cause:</b> The campus did not provide adequate opportunities for teachers to collaboratively plan instruction that included high-leverage strategies and scaffolding for Emergent Bilingual students.</p>
<p><b>Problem Statement 2:</b> Third grade students are scoring at the 10th percentile for achievement in math on MAP Growth. <b>Root Cause:</b> The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver interventions.</p>
<p><b>Problem Statement 4:</b> Second grade students are scoring at the 13th percentile for achievement in English Reading on MAP Growth. <b>Root Cause:</b> The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver 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 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math in English from 50% to 65% by May 2025.

Increase the percentage of Emergent Bilingual students from 60% to 70% by May 2025.

**High Priority**

**Evaluation Data Sources:** TX-KEA

**Strategy 1:** Examine and refine existing systems to ensure that students receive targeted interventions and acceleration designed to mitigate learning loss and close instructional gaps.

**Strategy's Expected Result/Impact:** Students will receive data-informed interventions and acceleration for reading twice weekly resulting in improved student achievement.

**Staff Responsible for Monitoring:** Leadership Team

**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

**- Targeted Support Strategy**

**Problem Statements:** Student Learning 2



Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Implement the following to improve campus wide interventions and acceleration:</p> <ol style="list-style-type: none"> <li>1. Create a 45-minute intervention block (WIN Time) in the master schedule for each grade level (K-5).</li> <li>2. Hire and train a bilingual Title I assistant to provide targeted interventions in a pull-out setting throughout the day during each grade level's WIN Time.</li> <li>3. Create an "Acceleration Lab" as a dedicated space for the Title I intervention assistant and resource teacher to meet with small groups.</li> <li>4. Purchase supplemental instructional materials to be used by Title I assistant and classroom teachers.</li> <li>5. Begin daily targeted interventions by the second week of the school year.</li> <li>6. Develop a data tracking system to monitor the effectiveness of interventions and student progress.</li> <li>7. Schedule at least two days of math interventions/acceleration for all Tier 2 and Tier 3 students.</li> </ol> <p><b>Intended Audience:</b> Students &amp; Teachers  <b>Provider / Presenter / Person Responsible:</b> Leadership Team, Teachers, &amp; Title I Assistant  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> Math  <b>Delivery Method:</b> Small group instruction</p> <p><b>Funding Sources:</b> Supplies for Instruction--Chart Paper and Copy Paper - TITLE I (211) - 211-11-6399-04E-139-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Third grade students are scoring at the 10th percentile for achievement in math on MAP Growth. <b>Root Cause:</b> The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver 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 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 51% to 60% by May 2025.

Increase the percentage of Hispanic students from 50% to 60% by May 2025.

**High Priority**

**Evaluation Data Sources:** MAP Growth

**Strategy 1:** Ensure that Tier 1 instruction is standards-aligned and scaffolded to meet the needs of students by implementing data-driven planning meetings.

**Strategy's Expected Result/Impact:** Teachers will improve their ability to craft standards-aligned lessons that are scaffolded to meet the needs of all students.

**Staff Responsible for Monitoring:** Campus Instructional Coach & Leadership Team

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math


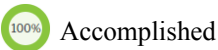
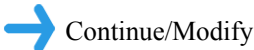

**- ESF Levers:**

Lever 5: Effective Instruction

**- Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 2, 4

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Calendar and conduct planning meetings (K-5th) that:</p> <ol style="list-style-type: none"> <li>Allow for the internalization and customization of Eureka</li> <li>Identify the high-leverage learning tasks in a particular unit of study</li> <li>Unpack standards to articulate what students need to know and show to demonstrate mastery</li> <li>Identify the area(s) of productive struggle in the unit and/or lesson</li> <li>Intentionally plan scaffolds to support student mastery</li> </ol> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Campus Instructional Coach &amp; Leadership Team  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> Math  <b>Delivery Method:</b> In-person PLCs</p> <p><b>Funding Sources:</b> Shredding Services for Confidential Student Documents - UNDISTRIBUTED (199 PIC 99) - 199-23-6299-XXX-139-99-313-000000- - \$80, Printing and Scanning for Data Meeting Preparation - UNDISTRIBUTED (199 PIC 99) - 199-23-6264-XXX-139-99-313-000000- - \$3,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 12% of Emergent Bilingual students regressed on TELPAS in 2022-2023. <b>Root Cause:</b> The campus did not provide adequate opportunities for teachers to collaboratively plan instruction that included high-leverage strategies and scaffolding for Emergent Bilingual students.</p>
<p><b>Problem Statement 2:</b> Third grade students are scoring at the 10th percentile for achievement in math on MAP Growth. <b>Root Cause:</b> The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver interventions.</p>
<p><b>Problem Statement 4:</b> Second grade students are scoring at the 13th percentile for achievement in English Reading on MAP Growth. <b>Root Cause:</b> The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver interventions.</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 28% to 35% by May 2025.

Increase the percentage of Hispanic students from 31% to 38% by May 2025.

**High Priority**

**Evaluation Data Sources:** STAAR

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

**Strategy's Expected Result/Impact:** Teachers will engage in an ongoing review and analysis of data to inform daily instruction, acceleration, and development of student specific action plans.

**Staff Responsible for Monitoring:** Leadership Team

**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

**- Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 2, 4 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> At least 50% of weekly PLCs will focus on literacy as teachers engage in:</p> <ol style="list-style-type: none"> <li>Data-informed planning using the Weekly Planning Meeting (WPM) protocol.</li> <li>Standards-based analysis of student work using the Weekly Data Meeting (WDM) protocol.</li> <li>Analysis of MAP, Benchmark, and Interim assessment data to create student action plans.</li> <li>Analysis of unit assessments to inform collaborative planning using backwards design.</li> <li>Implementation of high-leverage instructional strategies and other scaffolds to support Emergent Bilingual students.</li> </ol> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Campus Instructional Coach &amp; Leadership Team  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> Humanities  <b>Delivery Method:</b> PLCs</p> <p><b>Funding Sources:</b> Lead4ward Data Module - TITLE I (211) - 211-11-6329-04E-139-30-510-000000-25F10 - \$400, Supplies for Instruction - BASIC (199 PIC 11) - 199-11-6399-XXX-139-11-313-000000- - \$2,140</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 12% of Emergent Bilingual students regressed on TELPAS in 2022-2023. <b>Root Cause:</b> The campus did not provide adequate opportunities for teachers to collaboratively plan instruction that included high-leverage strategies and scaffolding for Emergent Bilingual students.</p>
<p><b>Problem Statement 2:</b> Third grade students are scoring at the 10th percentile for achievement in math on MAP Growth. <b>Root Cause:</b> The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver interventions.</p>
<p><b>Problem Statement 4:</b> Second grade students are scoring at the 13th percentile for achievement in English Reading on MAP Growth. <b>Root Cause:</b> The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver interventions.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Less than 50% of weekly data meetings focused on literacy. <b>Root Cause:</b> The campus did not prioritize analysis of literacy standards, reading curriculum, and student work.</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 20% to 35% by May 2025.

Increase the percentage of Hispanic students from 24% to 35% by May 2025.

**High Priority**

**Evaluation Data Sources:** STAAR

**Strategy 1:** Examine and refine existing systems to ensure that students receive targeted interventions and acceleration designed to mitigate learning loss and close instructional gaps.

**Strategy's Expected Result/Impact:** Students will receive targeted supports needed to accelerate learning.

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

**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

- **Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 2, 4

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Weekly after school tutoring will take place beginning in September to provide targeted students with accelerated instruction for reading and math. <b>Intended Audience:</b> 3rd-5th Grade Students <b>Provider / Presenter / Person Responsible:</b> Designated Teachers & Leadership Team <b>Date(s) / Timeframe:</b> September 2024-May 2025 <b>Delivery Method:</b> Small group instruction  <b>Funding Sources:</b> Tutoring - TITLE I (211) - 211-11-6116-04E-139-30-510-000000-25F10 - \$10,000	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 2:** Ensure that all students have the opportunity to engage in enrichment activities to develop problem-solving and critical thinking skills.

**Strategy's Expected Result/Impact:** Students will develop higher-level thinking and problem-solving skills.

**Staff Responsible for Monitoring:** Campus Instructional Coach & Leadership Team

**Title I:**

2.4, 2.5

**- 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

**- Targeted Support Strategy**

**Problem Statements:** Student Learning 2, 4

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Create and utilize a "Thinking Lab" that allows all students to engage in enrichment activities that foster creative problem-solving and critical thinking.</p> <p><b>Intended Audience:</b> Students K-5</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> October-May</p> <p><b>Collaborating Departments:</b> Gifted and Talented</p> <p><b>Delivery Method:</b> Weekly activities in the lab</p> <p><b>Funding Sources:</b> Supplies for Thinking Lab - GT (199 PIC 21) - \$269</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Refine and implement practices for the school wide enrichment that occurs weekly during Wildcat Wednesdays.</p> <p><b>Intended Audience:</b> Students K-5</p> <p><b>Provider / Presenter / Person Responsible:</b> CLT &amp; Librarian</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Delivery Method:</b> Weekly</p> <p><b>Funding Sources:</b> Reading Materials for Library - BASIC (199 PIC 11) - 199-11-6329-XXX-139-11-313-000000- - \$2,500, Supplies for Library - BASIC (199 PIC 11) - 199-11-6399-XXX-139-11-313-000000- - \$100, Renaissance Accelerated Reader - TITLE I (211) - 211-11-6329-04E-139-30-510-000000-25F10 - \$6,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 12% of Emergent Bilingual students regressed on TELPAS in 2022-2023. <b>Root Cause:</b> The campus did not provide adequate opportunities for teachers to collaboratively plan instruction that included high-leverage strategies and scaffolding for Emergent Bilingual students.</p>
<p><b>Problem Statement 2:</b> Third grade students are scoring at the 10th percentile for achievement in math on MAP Growth. <b>Root Cause:</b> The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver interventions.</p>
<p><b>Problem Statement 4:</b> Second grade students are scoring at the 13th percentile for achievement in English Reading on MAP Growth. <b>Root Cause:</b> The campus failed to allocate sufficient time in the master schedule for student acceleration and did not provide teachers with adequate resources to deliver interventions.</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 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 19.77% to 15% by May 2025.

Decrease the number and percentage of Hispanic students from \_\_% to \_\_% by May 2025.

**High Priority**

**Evaluation Data Sources:** Focus

**Strategy 1:** Refine and leverage programs and resources to improve daily attendance rates and decrease the percentage of chronically absent students.

**Strategy's Expected Result/Impact:** Chronically absent students and their families will receive the ongoing support needed to improve student attendance.

**Staff Responsible for Monitoring:** Leadership Team , Counselor & Family Engagement Specialist

**Title I:**

4.1, 4.2

**- TEA Priorities:**

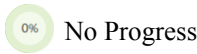
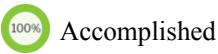
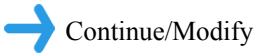

Improve low-performing schools

**- ESF Levers:**

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

**Problem Statements:** Demographics 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> The attendance committee will meet weekly to:</p> <ol style="list-style-type: none"> <li>Review student attendance data and identify students that are trending chronically absent.</li> <li>Conduct home visits to families of chronically absent students.</li> <li>Schedule and conduct SART meetings with families.</li> <li>Plan attendance assemblies and other school wide incentives for attendance.</li> <li>Communicate the importance of daily attendance through various channels (social media posts, flyers, emails to families).</li> <li>Review attendance restoration data to determine campus and student needs.</li> </ol> <p><b>Intended Audience:</b> Students &amp; Families  <b>Provider / Presenter / Person Responsible:</b> Counselor, Family Engagement Specialist, &amp; Leadership Team  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> Parent Partnerships  <b>Delivery Method:</b> In-Person Meetings, Family Engagement Events, &amp; Social Media Posts</p>	Formative		Summative	
	Nov	Jan	Mar	June

**Strategy 2:** Prioritize the development of collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved students outcomes.

**Strategy's Expected Result/Impact:** Improve attendance by fostering family engagement

**Staff Responsible for Monitoring:** Principal, AP, FES

**Title I:**

4.1, 4.2





**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> One evening event and one daytime event will take place each six-weeks to:</p> <ol style="list-style-type: none"> <li>1. Inform parents of current campus data (Attendance, MAP, STAAR, TELPAS, Interim Assessments).</li> <li>2. Build relationships between students, families, and staff through fun and engaging activities and performances.</li> <li>3. Equip parents with the tools and knowledge necessary to advocate for students and actively participate in their student's academic experience.</li> </ol> <p><b>Intended Audience:</b> Families and Other Stakeholders  <b>Provider / Presenter / Person Responsible:</b> Leadership Team  <b>Date(s) / Timeframe:</b> Ongoing  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Snacks for Family Events - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-139-30-510-000000-25F10 - \$1,200, Supplies for Family Events - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-139-30-510-000000-25F10 - \$486</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Improve communication with families and the community by:</p> <ol style="list-style-type: none"> <li>1. Creating and implementing a social media matrix to distribute responsibility for utilizing social media platforms to communicate campus events and highlight our best practices.</li> <li>2. Distribute a weekly campus newsletter to share upcoming events and resources with families.</li> <li>3. Distribute monthly classroom newsletters to promote communication between classroom teachers and families.</li> <li>4. Utilize a consistent method, across the campus and classrooms, to communicate with families.</li> </ol> <p><b>Intended Audience:</b> Families and Other Stakeholders  <b>Provider / Presenter / Person Responsible:</b> Leadership Team and Teachers  <b>Date(s) / Timeframe:</b> Ongoing  <b>Delivery Method:</b> Varies</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:**

### Demographics

**Problem Statement 1:** 16.7% of students are categorized as chronically absent as of January 2024. **Root Cause:** The campus failed to consistently implement district protocols for SART and truancy.

**Problem Statement 2:** Pre-kindergarten students have an average daily attendance rate of 85.8% as of January 2024. **Root Cause:** The campus has failed to involve pre-kindergarten parents in the school community and has not helped parents of early learning students understand the importance of daily attendance.

### Perceptions

**Problem Statement 1:** Parent attendance at workshops and academic nights has been far less than attendance at other family events. **Root Cause:** Workshop opportunities and incentives for attendance were not always communicated with enough advance notice; families did not have input on topics and times; topics were not promoted in an engaging way.

**Problem Statement 2:** The campus does not have a clear and consistent policy regarding communication with parents and the community. **Root Cause:** The campus failed to establish expectations for communication with parents.

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

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

**Performance Objective 2:** Decrease the number of out of school suspensions for African American students from 2 to 0 by May 2025.

**High Priority**

**Evaluation Data Sources:** Focus

**Strategy 1:** Cultivate a safe, supportive, and equitable learning environment that incorporates culturally responsive teaching practices and addresses students' sense of overall well-being.

**Strategy's Expected Result/Impact:** Students will utilize social and emotional skills to establish positive relationships with peers and adults.

**Staff Responsible for Monitoring:** Counselor, Classroom Teachers, Family Engagement Specialist, & Leadership Team

**Title I:**

2.5, 2.6

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> The campus will promote positive student behaviors by the following:</p> <ol style="list-style-type: none"> <li>1. Refine and extend use of Honorable Character program.</li> <li>2. Continue and expand Bucket Filler program.</li> <li>3. Implement PAWS campus store (PBIS).</li> <li>4. Introduce concepts related to mindfulness and self-regulation (TBRI).</li> </ol> <p><b>Intended Audience:</b> Students  <b>Provider / Presenter / Person Responsible:</b> Teachers, Counselor, Family Engagement Specialist, Other Staff Members, &amp; Leadership Team  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Delivery Method:</b> Explicit lessons, assemblies, and reinforcement from staff.</p> <p><b>Funding Sources:</b> Supplies for Counselor - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-139-99-313-000000- - \$250, Supplies for Nurse - UNDISTRIBUTED (199 PIC 99) - 199-33-6399-XXX-139-99-313-000000- - \$25, SEL Books for Teachers - TITLE I (211) - 211-13-6329-04E-139-30-510-000000-25F10 - \$1,000, Sensory Walk and Flexible Seating - TITLE I (211) - 211-11-6399-04E-139-30-510-000000-25F10 - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 16.7% of students are categorized as chronically absent as of January 2024. <b>Root Cause:</b> The campus failed to consistently implement district protocols for SART and truancy.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> 14% of students in grades K-5th are in danger of being retained due to an attendance rate below 90% <b>Root Cause:</b> The campus lacked a comprehensive system for attendance recovery.</p>

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Extra Duty Planning for 2nd-5th	Extra duty pay for PD after hours	211-13-6116-0PD-139-30-510-000000-25F10	\$6,720.00
1	2	1	2	Professional Learning for Principal and AP	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-139-30-510-000000-25F10	\$1,200.00
1	2	1	2	Professional Learning for Instructional Coach	Travel for Teachers (PD)	211-13-6411-04E-139-30-510-000000-25F10	\$600.00
1	3	1	1	Bilingual Title I Teacher Assistant	Title I Bilingual Teacher Assitant	211-11-6129-04E-139-30-510-000000-25F10	\$26,894.00
1	3	1	1	Intervention Materials for Classroom	Supplies and materials for instructional use	211-11-6399-04E-139-30-510-000000-25F10	\$8,500.00
2	1	1	1	Supplies for Professional Learning	Supplies and materials for professional development	211-13-6399-04E-139-30-510-000000-25F10	\$928.40
2	2	1	1	Supplies for Instruction--Chart Paper and Copy Paper	Supplies and materials for instructional use	211-11-6399-04E-139-30-510-000000-25F10	\$1,000.00
3	1	1	1	Lead4ward Data Module	Reading materials & Software for classroom use	211-11-6329-04E-139-30-510-000000-25F10	\$400.00
3	2	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-139-30-510-000000-25F10	\$10,000.00
3	2	2	2	Renaissance Accelerated Reader	Reading materials & Software for classroom use	211-11-6329-04E-139-30-510-000000-25F10	\$6,000.00
4	2	1	1	SEL Books for Teachers	Reading materials for professional development	211-13-6329-04E-139-30-510-000000-25F10	\$1,000.00
4	2	1	1	Sensory Walk and Flexible Seating	Supplies and materials for instructional use	211-11-6399-04E-139-30-510-000000-25F10	\$1,500.00
<b>Sub-Total</b>							\$64,742.40
<b>Budgeted Fund Source Amount</b>							\$64,742.40
<b>+/- Difference</b>							\$0.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	2	1	Supplies for Family Events	Supplies and materials for parental involvement	211-61-6399-04L-139-30-510-000000-25F10	\$486.00
4	1	2	1	Snacks for Family Events	Snacks for parents to promote participation	211-61-6499-04L-139-30-510-000000-25F10	\$1,200.00
<b>Sub-Total</b>							\$1,686.00
<b>Budgeted Fund Source Amount</b>							\$1,686.00
<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 for Instruction	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-139-11-313-000000-	\$2,915.00
3	1	1	1	Supplies for Instruction	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-139-11-313-000000-	\$2,140.00
3	2	2	2	Supplies for Library	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-139-11-313-000000-	\$100.00
3	2	2	2	Reading Materials for Library	INSTRUCTION   OTHER READING MATERIALS	199-11-6329-XXX-139-11-313-000000-	\$2,500.00
<b>Sub-Total</b>							\$7,655.00
<b>Budgeted Fund Source Amount</b>							\$7,655.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	2	1	Supplies for Thinking Lab	GENERAL SUPPLIES		\$269.00
<b>Sub-Total</b>							\$269.00
<b>Budgeted Fund Source Amount</b>							\$269.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	TBRI Course for SEAS Teachers	OTHER READING MATERIALS		\$300.00



SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Supplies for Resource and Inclusion	GENERAL SUPPLIES		\$862.00
<b>Sub-Total</b>							\$1,162.00
<b>Budgeted Fund Source Amount</b>							\$1,162.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Supplemental Phonics Program	Supplies and materials for instructional use	199-11-6399-001-139-24-313-000000-	\$3,900.00
<b>Sub-Total</b>							\$3,900.00
<b>Budgeted Fund Source Amount</b>							\$3,900.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Materials for Spanish Interventions	Supplies and materials - instruction	199-11-6399-001-139-25-313-000000	\$1,560.00
<b>Sub-Total</b>							\$1,560.00
<b>Budgeted Fund Source Amount</b>							\$1,560.00
<b>+/- Difference</b>							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Supplies for Planning and Data Meetings	SCHOOL LEADERSHIP   GENERAL SUPPLIES	199-23-6399-XXX-139-99-313-000000-	\$1,575.00
1	2	1	1	Supplies for Meetings	SCHOOL LEADERSHIP   GENERAL SUPPLIES	199-23-6399-XXX-139-99-313-000000-	\$925.00
1	2	1	2	Laptops for Principal and AP	SCHOOL LEADERSHIP   TECHNOLOGY < \$5000	199-23-6396-XXX-139-99-313-000000-	\$2,500.00
1	2	1	2	Professional Development Books for Leadership Team	SCHOOL LEADERSHIP   OTHER READING MATERIALS	199-23-6329-XXX-139-99-313-000000-	\$250.00

**UNDISTRIBUTED (199 PIC 99)**

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
2	3	1	1	Shredding Services for Confidential Student Documents	SCHOOL LEADERSHIP   MISC CONTRACTED SERVICES	199-23-6299-XXX-139-99-313-000000-	\$80.00
2	3	1	1	Printing and Scanning for Data Meeting Preparation	SCHOOL LEADERSHIP   RENTALS-FURN/ COMPUT/EQUIP	199-23-6264-XXX-139-99-313-000000-	\$3,500.00
4	2	1	1	Supplies for Nurse	HEALTH SERVICE   GENERAL SUPPLIES	199-33-6399-XXX-139-99-313-000000-	\$25.00
4	2	1	1	Supplies for Counselor	GUIDANCE & COUNSELING SVC   GENERAL SUPPLIES	199-31-6399-XXX-139-99-313-000000-	\$250.00
<b>Sub-Total</b>							\$9,105.00
<b>Budgeted Fund Source Amount</b>							\$9,105.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$90,079.40
<b>Grand Total Spent</b>							\$90,079.40
<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