

Fort Worth Independent School District
175 Washington Heights Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

To create responsible and productive students with strong critical thinking and academic skills by providing a rigorous curriculum delivered in partnership with the community, family and a qualified staff in a safe and caring environment.

Vision

Value the uniqueness of every student and help them acquire the desire and curiosity to be lifelong learners.

Theme

L.E.A.D

Listen and Learn, Empower Others, Accept, and make a Difference

"Do you see a Leader and Learner in me?"

We lead through learning and following our honorable character traits to be the best we can be.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	10
Goals	12
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.	12
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.	20
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025	26
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	32
Site-Based Decision Making Committee	38
Campus Funding Summary	39
Policies, Procedures, and Requirements	44

Comprehensive Needs Assessment

Revised/Approved: January 31, 2024

Demographics

Demographics Summary

Washington Heights Elementary is a Pre-K – 5th grade campus in Fort Worth ISD located in Fort Worth, TX. Washington Heights is a Title I campus with 95% economically disadvantaged population, 61% ELL population and includes a 275-student body. The population includes 2% of students who have a 504-plan, 8% Gifted Talented students, and 25% of students receiving special education services. There have been 22 behavior incidents documented from August 2023 to April 2024. Washington Heights has 47 staff members. The attendance rate for 2022-2023 was 94.07%. The current ADA for 2023-2024 is 95%.

Demographics Strengths

1. There are zero out of school suspensions in school year 2023-2024.
2. Kindergarten through 5th grade have an attendance rate averaging 95% or higher.
3. Campus enrollment has remained stable with a slight increase in the 2023-2024 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): PK attendance for the 2023-2024 is 91.2% **Root Cause:** PK parents need to be trained on importance of student attendance and availability of resources such as telehealth.

Problem Statement 2: Washington Heights has identified 6% of students with dyslexia which is less than the expected amount in comparison to school size. **Root Cause:** Training is needed for staff on identification of students with dyslexia characteristics based on classroom data.

Problem Statement 3 (Prioritized): 17/22 office referrals were made by Art, Music or PE teacher. **Root Cause:** Specials teachers need classroom management training.

Student Learning

Student Learning Summary

A school report card was not provided by the state for the 2022-2023 school year. In 2021-2022, Washington Heights earned an overall rating of C. Washington Heights had 100% of students take all state assessments in 2023.

Below are the significant findings for student performance in 2023-2024.

1. In grades K-5 from BOY- MOY 58% of the students met projected growth and from BOY-EOY ___% of students met projected growth in MAP growth reading Spanish.
2. In grades K-5 from BOY- MOY 38% of the students met projected growth and from BOY-EOY ___% of students met projected growth in MAP growth reading English.
3. In grades K-5 from BOY- MOY 48% of the students met projected growth and from BOY-EOY ___% of students met projected growth in MAP growth math English.
4. In grades K-1 from BOY- MOY 58% of the students met projected growth and from BOY-EOY ___% of students met projected growth in MAP growth math Spanish.
4. In 5th Grade, 23% of the students met or mastered on the Spring Interim Science Assessment.
5. In 3rd-5th Grade, 38% of the students met or mastered on the Spring Interim Reading Assessment.
6. In 3rd-5th Grade, 36% of the students met or mastered on the Spring Interim Math Assessment.

Student Learning Strengths

1. STAAR Reading English students who were meets level in grades 3rd-5th increased from 28% in 2022 to 42% in 2023.
2. STAAR Math students who were meets level in grades 3rd-5th increased from 19% in 2022 to 36% in 2023.
3. 58% of K-5 students met or exceeded their projected growth from BOY to MOY in MAP Growth Reading Spanish.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 62% of students did not meet or exceed projected growth on MOY MAP English Reading. **Root Cause:** Teachers need professional development on meeting differentiated needs of students including students identified as emergent bilingual and special education.

Problem Statement 2 (Prioritized): 71% of students 1st-5th grade stayed the same or regressed on TELPAS composite rating. **Root Cause:** Teachers need professional development in meeting the needs of emergent bilingual students in the areas of listening, speaking, reading and writing.

Problem Statement 3 (Prioritized): 40% of 5th grade students and 66% of 4th grade students have dropped a level from 2023 STAAR Math to MOY MAP Math Growth 2024. **Root Cause:** Teachers need professional development in differentiating instruction to meet the needs of students in Math.

School Processes & Programs

School Processes & Programs Summary

Washington Heights PLC's have focused on data driven instruction with the emphasis of unpacking the standard and planning with transparency to prepare the students for success. Data meetings are held after each district assessment to analyze student results and to develop acceleration plans based on individual student needs. In addition, recommendations for student referrals to MTSS are made by the SST committee utilizing a variety of district and teacher data sources. Teachers have an MTSS chart to guide them with the amount of support that each student needs based on MTSS tier level. Campus wide minute by minute schedule and procedures reflect students and staff safety and learning as the top priority. Washington Heights is a Common Sense Media certified school and 3rd-5th grade students have received digital citizenship lessons. Technology is 1:1 student ratio, and all teachers have upgraded technology of a Ben Q Board, MacBook, and iPad to integrate technology into their lessons.

School Processes & Programs Strengths

1. Structured PLC's focused on Data Driven instruction with emphasis on unpacking the standard and planning with transparency to ensure student success have taken place during the 2023-2024 school year.
2. Students in MTSS are met and reviewed a minimum of two times per year.
3. Minute by minute school procedures for arrival, dismissal, and lunch are efficient and effective.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus library has disproportionate amount of books in Spanish (3,054) vs. English (6,292) in circulation. **Root Cause:** Books must be weeded out when they are old or worn.

Problem Statement 2: The campus has insufficient working headphones with microphones to meet the needs of district and state testing. **Root Cause:** Headphones break after time due to student use.

Perceptions

Perceptions Summary

One of the core beliefs at Washington Heights Elementary is that the community and school are a team in ensuring that all students have an opportunity to grow academically in a safe and caring environment. The campus partners with Shiloh Missionary Baptist Church and Unity One to meet campus needs for students and staff. This school year our Family Engagement Specialist and counselor hosted parent meetings over a variety of topics. Our counselor and FES also conducted phone calls and home visits to target student attendance. The campus hosted 6 after school family events: Meet the teacher, Open House, STEAM Night, Literacy Night, Fall and Spring Concerts. Teachers held parent/teacher conferences with all families at the beginning and middle of the school year. Students were invited to attend summer school based on MOY data. Teachers communicate via blackboard and personal cell phone to keep parents updated on a daily/weekly basis of class events. The CERC team meets monthly to discuss campus concerns. The SBDM meets a minimum of six times a year to review the campus improvement plan and student data.

Perceptions Strengths

1. The campus has hosted 6 family engagement nights.
2. Campus CERC team meets monthly to discuss campus concerns.
3. BOY and MOY parent-teacher meetings are held to review student data and collaborate with parents for student success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus has limited visual capacity to communicate events with parents. **Root Cause:** The campus does not have a marquee to highlight school events.

Problem Statement 2 (Prioritized): Campus has limited technology available for parent use for registration, summer school applications, and registering to become a school volunteer. **Root Cause:** Technology is old and outdated and does not have the capacity to fulfill the registration requirements.

Problem Statement 3 (Prioritized): Sign in sheets for parent events and meetings reflect overall low attendance. **Root Cause:** Topics covered are not meeting the needs of parents.

Priority Problem Statements

Problem Statement 1: 62% of students did not meet or exceed projected growth on MOY MAP English Reading.

Root Cause 1: Teachers need professional development on meeting differentiated needs of students including students identified as emergent bilingual and special education.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: PK attendance for the 2023-2024 is 91.2%

Root Cause 2: PK parents need to be trained on importance of student attendance and availability of resources such as telehealth.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 17/22 office referrals were made by Art, Music or PE teacher.

Root Cause 3: Specials teachers need classroom management training.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 71% of students 1st-5th grade stayed the same or regressed on TELPAS composite rating.

Root Cause 4: Teachers need professional development in meeting the needs of emergent bilingual students in the areas of listening, speaking, reading and writing.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 40% of 5th grade students and 66% of 4th grade students have dropped a level from 2023 STAAR Math to MOY MAP Math Growth 2024.

Root Cause 5: Teachers need professional development in differentiating instruction to meet the needs of students in Math.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Campus library has disproportionate amount of books in Spanish (3,054) vs. English (6,292) in circulation.

Root Cause 6: Books must be weeded out when they are old or worn.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Sign in sheets for parent events and meetings reflect overall low attendance.

Root Cause 7: Topics covered are not meeting the needs of parents.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Campus has limited technology available for parent use for registration, summer school applications, and registering to become a school volunteer.

Root Cause 8: Technology is old and outdated and does not have the capacity to fulfill the registration requirements.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Campus has limited visual capacity to communicate events with parents.

Root Cause 9: The campus does not have a marquee to highlight school events.

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

Accountability Data

- Effective Schools Framework data

Student Data: Assessments

- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Revised/Approved: April 8, 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 67% to 72% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 90% to 95% by May 2025.

Increase the percentage of economically disadvantaged student group from 63% to 68% by May 2025.

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

Strategy's Expected Result/Impact: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 67% to 72% by May 2025.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 90% to 95% by May 2025.

*Increase the percentage of student group that is most marginalized by instruction on our campus from 63% to 68% by May 2025.

Staff Responsible for Monitoring: Teachers

Administrators

Instructional Coach

Title I:


2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: PLC's will be held to review student reading data, student work, and create plans to accelerate student success using the curriculum.</p> <p>Intended Audience: PK Teachers</p> <p>Provider / Presenter / Person Responsible: Administrators Instructional Coach Teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Supplies and Materials - BASIC (199 PIC 11) - 199-11-6399-XXX-175-11-313-000000- - \$250</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 62% of students did not meet or exceed projected growth on MOY MAP English Reading. Root Cause: Teachers need professional development on meeting differentiated needs of students including students identified as emergent bilingual and special education.</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 58% to 63% 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 54% to 59% by May 2025.

Increase the percentage of special education students testing in English from 48% to 53% by May 2025.

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

Strategy's Expected Result/Impact: By May 2025 MAP Fluency results will be used in K-3rd grade to monitor student progress towards at least 63%.

By May 2025 MAP Fluency results will be used in K-3rd grade to monitor student progress towards at least 59% Spanish testers at Meets or Exceeds grade level.

By May 2025 MAP Fluency results will be used in K-3rd grade to monitor student progress towards at least 53% of the student group that is most marginalized by instruction .

Staff Responsible for Monitoring: Teachers

Administrators

Instructional Coach

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Planning for Tier 1 instruction and implementation with then identify how to support at-risk students through tutoring</p> <p>Intended Audience: Kinder- 3nd grade Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach, Teachers, Administrators</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Teachers Extra Duty Tutoring - SCE (199 PIC 24) - 199-11-6117-001-175-24-313-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Empty review cells			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: 62% of students did not meet or exceed projected growth on MOY MAP English Reading. **Root Cause:** Teachers need professional development on meeting differentiated needs of students including students identified as emergent bilingual and special education.

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 42% to 47% 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 66% to 71% by May 2025.

Increase the percentage of Special education students testing in English from 32% to 37% by May 2025.

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/SAVVAS/Estrellita/Esperanza/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: By May 2025, MAP Growth Reading English Results for Kinder- 5th Grade will reflect at least 47% will meet or exceed projected growth.

By May 2025, MAP Growth Reading Spanish Results for Kinder- 5th Grade will reflect at least 71% will meet or exceed projected growth.

By May 2025, MAP Growth Reading Spanish results for Kinder- 5th Grade students in student group most marginalized will reflect at least 37% will meet or exceed projected growth.

Staff Responsible for Monitoring: Teachers

Administrators

Instructional Coach

Title I:





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: PLC's will be held to review teacher assessments and teacher lesson plan implementation to ensure high student engagement and alignment to the standards using the district approved curriculum.</p> <p>Intended Audience: K-5th Grade Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In person</p> <p>Funding Sources: General Supplies - TITLE I (211) - 211-13-6399-04E-175-30-510-000000-25F10 - \$3,400, Supplies and materials - BASIC (199 PIC 11) - 199-11-6399-XXX-175-11-313-000000- - \$245</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers, librarian, counselor, and admin will work on CNA identified needs and CIP action steps to prepare for campus engagement activities .</p> <p>Intended Audience: Campus Stakeholders</p> <p>Provider / Presenter / Person Responsible: Teachers, Librarian, counselor, Administration</p> <p>Date(s) / Timeframe: June 2025</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Summer Planning - TITLE I (211) - 211-13-6116-04E-175-30-510-000000-25F10 - \$6,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Professional Development for Kinder-5th grade teachers needing support in literacy to meet the needs of students.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach PD Presenter Administrators</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Subs - TITLE I (211) - 211-11-6112-0PD-175-30-510-000000-25F10 - \$6,950</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Family Engagement Activity: Literacy Night Intended Audience: Families and Students Provider / Presenter / Person Responsible: Teachers FES Date(s) / Timeframe: Spring 2025 Collaborating Departments: None Delivery Method: In person Funding Sources: Radios - UNDISTRIBUTED (199 PIC 99) - 199-52-6399-XXX-175-99-313-000000- - \$725	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: Increase student Reading interest through motivation program.

Strategy's Expected Result/Impact: By May 2025, MAP Growth Reading English Results for Kinder- 5th Grade will reflect at least 47% will meet or exceed projected growth.

By May 2025, MAP Growth Reading Spanish Results for Kinder- 5th Grade will reflect at least 71% will meet or exceed projected growth.





By May 2025, MAP Growth Reading Spanish results for Kinder- 5th Grade students in student group most marginalized will reflect at least 37% will meet or exceed projected growth.

Staff Responsible for Monitoring: Teachers
Librarian

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Improve low-performing schools

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Increase student motivation of reading books using Accelerated Reader for students in grades K-5. Intended Audience: Students Provider / Presenter / Person Responsible: Librarian Teachers Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Library Media Delivery Method: In Person Funding Sources: AR Program - TITLE I (211) - 211-11-6329-04E-175-30-510-000000-25F10 - \$4,210, Student incentives - BASIC (199 PIC 11) - 199-11-6399-XXX-175-11-313-000000- - \$1,800	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Library books for students in grades PK-5 Intended Audience: Students Provider / Presenter / Person Responsible: Librarian Teachers Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Library Media Delivery Method: In Person Funding Sources: Library Books - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-175-99-313-000000- - \$2,048, Supplemental Library Books - TITLE I (211) - 211-12-6329-04E-175-30-510-000000-25F10 - \$7,000	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: 62% of students did not meet or exceed projected growth on MOY MAP English Reading. Root Cause: Teachers need professional development on meeting differentiated needs of students including students identified as emergent bilingual and special education.
School Processes & Programs
Problem Statement 1: Campus library has disproportionate amount of books in Spanish (3,054) vs. English (6,292) in circulation. Root Cause: Books must be weeded out when they are old or worn.

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 in English from 67% to 72% by May 2025.

Increase the percentage of PK students who score On Track on Circle Math in Spanish from 80% to 85% by May 2025.

Increase the percentage of economically disadvantaged students testing in English from 64% to 69% by May 2025.

Strategy 1: Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: By May 2025, Circle Math English results will be used in Pre-K to monitor student progress towards at least 72% of students on track.
 By May 2025, Circle Math Spanish results will be used in Pre-K to monitor student progress towards at least 85% of students on track.
 By May 2025, Circle Math results will be used in Pre-K to monitor student progress towards at least 69% of economically disadvantaged students on track.

Staff Responsible for Monitoring: Teachers
 Administrators
 Instructional Coach

Title I:
 2.4, 2.5, 2.6

- TEA Priorities:
 Build a foundation of reading and math

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
<p>Action Step 1: PLC's or Staff Meeting will be held to provide PD overview on student math data, student work, and create plans to accelerate student success using the curriculum.</p> <p>Intended Audience: PK Teachers</p> <p>Provider / Presenter / Person Responsible: Administrators, Instructional Coach, PK Teachers</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Supplies and materials - BASIC (199 PIC 11) - 199-11-6399-XXX-175-11-313-000000- - \$250</p>	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: 40% of 5th grade students and 66% of 4th grade students have dropped a level from 2023 STAAR Math to MOY MAP Math Growth 2024. Root Cause: Teachers need professional development in differentiating instruction to meet the needs of students in Math.
--

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 EB Kinder students who score On Track on TX-KEA Math from 67% to 75% by May 2025. Increase the percentage of GE Kinder students who score On Track on TX-KEA Math from 45% to 55% by May 2025.





Strategy 1: Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction. Track through teacher created assessments and EOY MAP.

Strategy's Expected Result/Impact: Increase the percentage of Kinder students who score On Track on TX-KEA Math from % to % by May 2025. Increase the percentage of Hispanic students testing in Spanish on our campus from % to % by May 2025.

Staff Responsible for Monitoring: Teachers
Administrators
Instructional Coach

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will complete Dreambox Pd, so that students will complete Dreambox resources according to district guidelines and then teachers will understand how to analyze Dreambox data to provide student support.</p> <p>Intended Audience: Teachers Students</p> <p>Provider / Presenter / Person Responsible: Instructional Coach Administrators</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: 40% of 5th grade students and 66% of 4th grade students have dropped a level from 2023 STAAR Math to MOY MAP Math Growth 2024. **Root Cause:** Teachers need professional development in differentiating instruction to meet the needs of students in Math.

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 48% to 53% by May 2025.

Increase the percentage of Special Educations students from 48% to 53% by May 2025.

Strategy 1: Improve Tier 1 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 May 2025, MAP Growth Math results will be used in Kinder-5th Grade to monitor student progress towards at least 53% of students will meet or exceed projected growth.

By May 2025, MAP Growth Math results will be used in Kinder-5th Grade to monitor student progress towards at least 53% of Special Education students testing in English will meet or exceed projected growth.





Staff Responsible for Monitoring: Teachers
Administrators
Instructional Coach

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Develop a systems that explicitly monitors, adjusts, and check for understanding at a rigorous level during the instructional process. for tutoring to those who are identified needing additional support.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Aug 24-May 25 Collaborating Departments: None Delivery Method: In person</p> <p>Funding Sources: Attendance Restoration - TITLE I (211) - 211-11-6116-04E-175-30-510-000000-25F10 - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: PLC's will be held to review teacher lessons to ensure high student engagement and alignment to the standards using the district approved curriculum.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach Administrators</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In Person</p> <p>Funding Sources: General Supplies - TITLE I (211) - 211-13-6399-04E-175-30-510-000000-25F10 - \$1,400, Supplies and materials - BASIC (199 PIC 11) - 199-11-6399-XXX-175-11-313-000000- - \$1,475</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Math/Science Night will exploit and enrichment the academic standards taught during the instructional day.</p> <p>Intended Audience: Parents and Students</p> <p>Provider / Presenter / Person Responsible: Teachers FES</p> <p>Date(s) / Timeframe: Fall 2024</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Fort Worth Science and History Museum - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-175-30-510-000000-25F10 - \$800</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 3: 40% of 5th grade students and 66% of 4th grade students have dropped a level from 2023 STAAR Math to MOY MAP Math Growth 2024. Root Cause: Teachers need professional development in differentiating instruction to meet the needs of students in Math.</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 53% to 58% by May 2025.
 Increase the percentage of special education students from 29% to 34% by May 2025.

Strategy 1: Daily instruction is provided at the depth and complexity of our TEKS standards at or above grade level, including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in Reading for students at Meets or Masters students.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 40% to 45% by May 2025.
 Increase the percentage of special education students from 29% to 34% by May 2025.





Staff Responsible for Monitoring: Teachers
 Administrators
 Instructional Coach

Title I:
 2.4, 2.5, 2.6

- TEA Priorities:
 Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: During PLC, teachers will analyze Reading exit tickets, 9weeks assessments, & Benchmark data and create intervention/acceleration plans. (Data will be used to support plans for ARD, MTSS and Tutoring)</p> <p>Intended Audience: 3rd-5th grade teachers</p> <p>Provider / Presenter / Person Responsible: Administrators, Teachers, Instructional Coach</p> <p>Date(s) / Timeframe: Fall 2024, Spring 2025</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In person</p> <p>Funding Sources: STAAR Reading material - TITLE I (211) - 211-11-6399-04E-175-30-510-000000-25F10 - \$4,750 , Shredding Services - BASIC (199 PIC 11) - 199-11-6299-XXX-175-11-313-000000- - \$330, - UNDISTRIBUTED (199 PIC 99) - 199-61-6399-XXX-175-99-313-000000- - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Support at-risk students through tutoring or WIN Time for remediation or acceleration of instruction.</p> <p>Intended Audience: 3rd-5th grade students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: Aug 24-May 25</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Teachers Extra Duty Tutoring - SCE (199 PIC 24) - 199-11-6117-001-175-24-313-000000- - \$1,247</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: Examine processes in place to identifying learning gaps and accelerated instruction, to improve student performance and help students attain growth on the identified goals.

Strategy's Expected Result/Impact: By May 2025 3rd-5th grade students served in special education will increase to 49% of the students reaching approaches level or above.


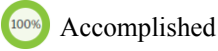
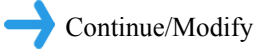

Staff Responsible for Monitoring: Teachers
Administrators
Instructional Coach

Title I:
2.6

- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Promote and Encourage the administration, interpretation, and application of MAP Achievement BOY, MOY, EOY to inform present levels of performance, instructional programming, CEIP goals, targets and professional learning</p> <p>Intended Audience: Special education teachers</p> <p>Provider / Presenter / Person Responsible: Special Education Teachers Administrators</p> <p>Date(s) / Timeframe: 2024-2025</p> <p>Collaborating Departments: Special Education</p> <p>Delivery Method: In person</p> <p>Funding Sources: Testing headphones - TITLE I (211) - 211-11-6399-04E-175-30-510-000000-25F10 - \$3,090, Testing headphones - SPED (199 PIC 23) - \$1,000, Supplies and materials - SPED (199 PIC 23) - \$1,632</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 62% of students did not meet or exceed projected growth on MOY MAP English Reading. Root Cause: Teachers need professional development on meeting differentiated needs of students including students identified as emergent bilingual and special education.</p>
<p>Problem Statement 2: 71% of students 1st-5th grade stayed the same or regressed on TELPAS composite rating. Root Cause: Teachers need professional development in meeting the needs of emergent bilingual students in the areas of listening, speaking, reading and writing.</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 39% to 44% by May 2025.
 Increase the percentage of emergent bilingual students from 31% to 36% by May 2025.

Strategy 1: Daily instruction is provided at the depth and complexity of our TEKS standards at or above grade level, including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in Math for students at Meets or Masters students.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 39% to 44% by May 2025.
 Increase the percentage of emergent bilingual students from 31% to 36% by May 2025.





Staff Responsible for Monitoring: Instructional Coach
 Administrators

Title I:
 2.4, 2.5, 2.6

- TEA Priorities:
 Build a foundation of reading and math

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
<p>Action Step 1: During PLC, teachers will analyze Reading exit tickets, 9weeks assessments, & Benchmark data and create intervention/acceleration plans.</p> <p>Intended Audience: 3rd-5th grade teachers</p> <p>Provider / Presenter / Person Responsible: Administrators Instructional Coach</p> <p>Date(s) / Timeframe: Fall 2024, Spring 2025</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In person</p> <p>Funding Sources: STAAR Math Material - TITLE I (211) - 211-11-6399-04E-175-30-510-000000-25F10 - \$4,750</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Support at-risk students through tutoring or WIN Time for remediation or acceleration of instruction. Intended Audience: 3rd-5th Grade Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Aug 24-May 25 Collaborating Departments: NA Delivery Method: In-person Funding Sources: Teachers Extra Duty Tutoring - SCE (199 PIC 24) - 199-11-6117-001-175-24-313-000000 - \$1,248, - BEA (199 PIC 25) - 199-11-6399-001-175-25-313-000000 - \$1,245, - SPED (199 PIC 23) - \$1,632	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Increase emergent bilingual student achievement on 3-5th grade STAAR Math.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 39% to 44% by May 2025. Increase the percentage of emergent bilingual students from 31% to 36% by May 2025.

Staff Responsible for Monitoring: Administrators
Instructional Coach

Title I:

2.4, 2.6

- TEA Priorities:


Build a foundation of reading and math

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: PLC's will deepen understanding and implementation of content-based language instruction through collaboration, modeling, observation, feedback cycles, data and reflection. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coach Administrators Date(s) / Timeframe: 2024-2025 Collaborating Departments: Emergent Bilingual Department Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: 40% of 5th grade students and 66% of 4th grade students have dropped a level from 2023 STAAR Math to MOY MAP Math Growth 2024. **Root Cause:** Teachers need professional development in differentiating instruction to meet the needs of students in Math.

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 8% to 3% by May 2025.

Decrease the number and percentage of special education students from 12% to 7% 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 the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 8% to 3% 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 12% to 7% by May 2025.

Staff Responsible for Monitoring: Counselor

Teachers

Administrators

Data Clerk

FES

Title I:

2.4, 2.6

- **TEA Priorities:**





Improve low-performing schools

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Attendance plan to include attendance letters, SART meetings, phone calls to home, and registration in telehealth services. Intended Audience: Parents Provider / Presenter / Person Responsible: FES Nurse Counselor Attendance Administrator Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Parent Engagement Department Delivery Method: Letters, Blackboard, In Person, Telephone	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: SST will have scheduled meetings to review students on MTSS and identify interventions and accommodations needed for students.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Counselor Teachers Administrator</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Office Support will contact parents for attendance and will assist families with online registration, access to parent portal and other services to ensure students are in school.</p> <p>Intended Audience: Parents</p> <p>Provider / Presenter / Person Responsible: Data Clerk Secretary Administrators</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In person/ Electronic</p> <p>Funding Sources: Secretary/Clerk overtime - UNDISTRIBUTED (199 PIC 99) - 199-23-6121-XXX-175-99-313-000000- - \$500, Mileage - UNDISTRIBUTED (199 PIC 99) - 199-23-6411-XXX-175-99-313-000000- - \$50</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Parent conferences will be held and documented in Branching Minds by teachers to engage parents in conversations regarding student academics, attendance and behavior needs.</p> <p>Intended Audience: Parents</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In Person/Branching Minds</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: Parent meetings throughout the year to provide resources on various topics.</p> <p>Intended Audience: Parents</p> <p>Provider / Presenter / Person Responsible: Counselor FES</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In person</p> <p>Funding Sources: Laminator - TITLE I (211) - 211-11-6398-04E-175-30-510-000000-25F10 - \$3,545, Non consumables - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-175-30-510-000000-25F10 - \$800, Flyers for parent events - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-175-30-510-000000-25F10 - \$436, Snacks for parents - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-175-30-510-000000-25F10 - \$1,068, Sound system with microphones - FAMILY ENGAGEMENT (211) - 211-61-6396-04L-175-30-510-000000-25F10 - \$1,250</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p>Action Step 6: Parent events for student to showcase their learning.</p> <p>Intended Audience: Parents</p> <p>Provider / Presenter / Person Responsible: Teachers Administrators</p> <p>Date(s) / Timeframe: Fall, Spring</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Tables - BASIC (199 PIC 11) - 199-11-6398-XXX-175-11-313-000000- - \$600, Supplies and Materials - GT (199 PIC 21) - \$370</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
<p>Action Step 7: Key replacement</p> <p>Intended Audience: staff</p> <p>Provider / Presenter / Person Responsible: maintenance operations</p> <p>Date(s) / Timeframe: Aug 24-May 25</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: In-person</p> <p>Funding Sources: keys - UNDISTRIBUTED (199 PIC 99) - 199-51-6319-XXX-175-99-313-000000- - \$300</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 8 Details	Reviews			
Action Step 8: Attend Ron Clark Academy Intended Audience: Students Provider / Presenter / Person Responsible: Principal and Campus Coach Date(s) / Timeframe: Aug. 24-May 25 Collaborating Departments: NA Delivery Method: In Person Funding Sources: Ron Clark Academy - TITLE I (211) - 211-23-6411-04E-175-30-510-000000-25F10 - \$3,000, Ron Clark Academy - TITLE I (211) - 211-13-6411-04E-175-30-510-000000-25F10 - \$3,000	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 9 Details	Reviews			
Action Step 9: Laminator Film Rolls Intended Audience: Students Provider / Presenter / Person Responsible: Staff Date(s) / Timeframe: Aug 24-May 25 Collaborating Departments: NA Delivery Method: In-person Funding Sources: Supplies - TITLE I (211) - 211-11-6399-04E-175-30-510-000000-25F10 - \$1,455	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: PK attendance for the 2023-2024 is 91.2% Root Cause: PK parents need to be trained on importance of student attendance and availability of resources such as telehealth.

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 of economically disadvantaged students from 0% to 0% 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 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 0 to 0 by May 2025.

Staff Responsible for Monitoring: Administrators

Title I:





2.6, 4.1, 4.2

- TEA Priorities:

Improve low-performing schools

Problem Statements: Demographics 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will be provided a behavior guide to assist in identifying aligned expectations for behavior to include positive motivators for students.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Counselor Administrator Teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In person/ Electronic</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers will be provided trophies to award student achievement and positive motivation for students.</p> <p>Intended Audience: Pk-5 Grade Students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: Aug 24-May 25</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: In-peson</p> <p>Funding Sources: Trophies & Awards - BASIC (199 PIC 11) - 199-11-6499-XXX-175-11-313-000000- - \$400</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: 17/22 office referrals were made by Art, Music or PE teacher. Root Cause: Specials teachers need classroom management training.</p>

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	M Sonia Anguiano	Principal
Administrator	Tim Johnson	AP
Campus Based Non-Teaching Professional	Cathy Rogers	Counselor
Non-classroom Professional	Ana Serrato	Instructional Coach - DERC
Parent 1	Jessica Beatty	Parent
Parent 2	Evangelina De Leon	Parent
Parent 3	Erika Salinas	Parent
Classroom Teacher 1	Nicolas Neria	Teacher
Classroom Teacher 2	Isabel Guzman	Teacher
Classroom Teacher 3	Cristobal Duran	Teacher
Dyslexia Teacher 4	Kay Rosenfield	Dyslexia Teacher
District-level Professional	Marisa Silva	District Professional
Community Representative 1	Brenda Martinez	Community
Community Representative 2	Alvia Page	Community
Business Representative 1	Daisy Tapia	Business
Business Representative 2	Clarissa Ramirez	Business
Business Representative 3	Ignis Serrano	Business

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	General Supplies	Supplies and materials for professional development	211-13-6399-04E-175-30-510-000000-25F10	\$3,400.00
1	3	1	2	Summer Planning	Extra duty for summer planning (off contract days)	211-13-6116-04E-175-30-510-000000-25F10	\$6,000.00
1	3	1	3	Subs	Subs for professional development	211-11-6112-0PD-175-30-510-000000-25F10	\$6,950.00
1	3	2	1	AR Program	Reading materials & Software for classroom use	211-11-6329-04E-175-30-510-000000-25F10	\$4,210.00
1	3	2	2	Supplemental Library Books	Reading materials for library use	211-12-6329-04E-175-30-510-000000-25F10	\$7,000.00
2	3	1	1	Attendance Restoration	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-175-30-510-000000-25F10	\$3,000.00
2	3	1	2	General Supplies	Supplies and materials for professional development	211-13-6399-04E-175-30-510-000000-25F10	\$1,400.00
3	1	1	1	STAAR Reading material	Supplies and materials for instructional use	211-11-6399-04E-175-30-510-000000-25F10	\$4,750.00
3	1	2	1	Testing headphones	Supplies and materials for instructional use	211-11-6399-04E-175-30-510-000000-25F10	\$3,090.00
3	2	1	1	STAAR Math Material	Supplies and materials for instructional use	211-11-6399-04E-175-30-510-000000-25F10	\$4,750.00
4	1	1	5	Laminator	Equipment	211-11-6398-04E-175-30-510-000000-25F10	\$3,545.00
4	1	1	8	Ron Clark Academy	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-175-30-510-000000-25F10	\$3,000.00
4	1	1	8	Ron Clark Academy	Travel for Teachers (PD)	211-13-6411-04E-175-30-510-000000-25F10	\$3,000.00
4	1	1	9	Supplies	Supplies and materials for instructional use	211-11-6399-04E-175-30-510-000000-25F10	\$1,455.00
Sub-Total							\$55,550.00

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$55,550.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	3	Fort Worth Science and History Museum	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-175-30-510-000000-25F10	\$800.00
4	1	1	5	Snacks for parents	Snacks for parents to promote participation	211-61-6499-04L-175-30-510-000000-25F10	\$1,068.00
4	1	1	5	Flyers for parent events	Supplies and materials for parental involvement	211-61-6399-04L-175-30-510-000000-25F10	\$436.00
4	1	1	5	Non consumables	Supplies and materials for parental involvement	211-61-6399-04L-175-30-510-000000-25F10	\$800.00
4	1	1	5	Sound system with microphones	Technology for family engagement	211-61-6396-04L-175-30-510-000000-25F10	\$1,250.00
Sub-Total							\$4,354.00
Budgeted Fund Source Amount							\$4,354.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Supplies and Materials	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-175-11-313-000000-	\$250.00
1	3	1	1	Supplies and materials	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-175-11-313-000000-	\$245.00
1	3	2	1	Student incentives	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-175-11-313-000000-	\$1,800.00
2	1	1	1	Supplies and materials	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-175-11-313-000000-	\$250.00
2	3	1	2	Supplies and materials	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-175-11-313-000000-	\$1,475.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Shredding Services	INSTRUCTION MISC CONTRACTED SERVICES	199-11-6299-XXX-175-11-313-000000-	\$330.00
4	1	1	6	Tables	INSTRUCTION FURN&EQUIP < \$5000	199-11-6398-XXX-175-11-313-000000-	\$600.00
4	2	1	2	Trophies & Awards	INSTRUCTION MISC OPERATING COSTS	199-11-6499-XXX-175-11-313-000000-	\$400.00
Sub-Total							\$5,350.00
Budgeted Fund Source Amount							\$5,350.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	6	Supplies and Materials	GENERAL SUPPLIES		\$370.00
Sub-Total							\$370.00
Budgeted Fund Source Amount							\$370.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Testing headphones	INSTRUCTIONAL MATERIALS		\$1,000.00
3	1	2	1	Supplies and materials	GENERAL SUPPLIES		\$1,632.00
3	2	1	2		GENERAL SUPPLIES		\$1,632.00
Sub-Total							\$4,264.00
Budgeted Fund Source Amount							\$4,264.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Teachers Extra Duty Tutoring	Tutors with degree or certified	199-11-6117-001-175-24-313-000000-	\$1,000.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	Teachers Extra Duty Tutoring	Tutors with degree or certified	199-11-6117-001-175-24-313-000000-	\$1,247.00
3	2	1	2	Teachers Extra Duty Tutoring	Tutors with degree or certified	199-11-6117-001-175-24-313-000000-	\$1,248.00
Sub-Total							\$3,495.00
Budgeted Fund Source Amount							\$3,495.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2		Supplies and materials - instruction	199-11-6399-001-175-25-313-000000	\$1,245.00
Sub-Total							\$1,245.00
Budgeted Fund Source Amount							\$1,245.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	4	Radios	SECURITY AND MONITORING GENERAL SUPPLIES	199-52-6399-XXX-175-99-313-000000-	\$725.00
1	3	2	2	Library Books	INSTRCTNL RES/MED SVCS OTHER READING MATERIALS	199-12-6329-XXX-175-99-313-000000-	\$2,048.00
3	1	1	1		COMMUNITY SERVICES GENERAL SUPPLIES	199-61-6399-XXX-175-99-313-000000-	\$3,000.00
4	1	1	3	Secretary/Clerk overtime	SCHOOL LEADERSHIP EXTRA DUTY/OT - SUPPORT	199-23-6121-XXX-175-99-313-000000-	\$500.00
4	1	1	3	Mileage	SCHOOL LEADERSHIP TRAVEL - EMPLOYEE ONLY	199-23-6411-XXX-175-99-313-000000-	\$50.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	7	keys	PLANT MAINT & OPERATION SUPPLIES MAINT & OPERATION	199-51-6319-XXX-175-99-313-000000-	\$300.00
Sub-Total							\$6,623.00
Budgeted Fund Source Amount							\$6,623.00
+/- Difference							\$0.00
Grand Total Budgeted							\$81,251.00
Grand Total Spent							\$81,251.00
+/- Difference							\$0.00

Policies, Procedures, and Requirements

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

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