Fort Worth Independent School District

172 W.J. Turner Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

To empower all **Turner Tigers** with high quality instruction
that fosters lifelong learning.

Vision

Learning Today

Leading Tomorrow

Value Statement

I am responsible

I am respectful

I am prepared

I am safe

I am a Turner Tiger

ROAR!

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: February 26, 2024

Demographics

Demographics Summary

W.J. Turner Elementary School offers a safe learning environment for all students. Our largest demographic group is Hispanics. Within the Hispanic population served, 54% are Emergent Bilinguals. These are students that are learning a second language. Starting in January 2024 the number of Emergent Bilinguals students has increased due to more families arriving to our area from Mexico and other Latin American countries. We also serve smaller demographic groups to include White, African American, and other. Campus enrollment has remained consistent at 357 due to families moving out of our attendance zone and new ones arriving. Ninety three percent of our students are considered Economically Disadvantaged and due to this the school receives Title 1 funds. Attendance averages to 93%. Tardies average to 15%. Our enrollment in special education is 20%, gifted and talented 9%, and Section 504 5% The majority of W.J. Turner teachers have over 12 years of experience. Three new staff members joined the team on the 2023-24 school year.

Demographics Strengths

- W.J. Turner Elementary School offers a safe learning environment for all students.
- Within the Hispanic population served, 54% are Emergent Bilinguals.
- Three new staff members joined the team on the 2023-24 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 15% of economically disadvantaged students miss instruction in the morning.   **Root Cause:** Students are arriving to school after 8:00 AM

Problem Statement 2 (Prioritized): 53% of Emergent Bilinguals have scored Beginning on writing according to TELPAS scores 2023.   **Root Cause:** There has been a higher focus on reading than writing.

Problem Statement 3 (Prioritized): 51% of Emergent Bilinguals have scored Beginning in reading according to TELPAS scores 2023.   **Root Cause:** There has been inconsistency in the language of instruction and bridging activities.

Problem Statement 4 (Prioritized): Based on 2023 STAAR data, 36% of Hispanic students in 3-5 grade scored MEETS or higher on STAAR Math.   **Root Cause:** There's a need for students to engage in collaborative practice of math skills before working on math problems by themselves.

Problem Statement 5 (Prioritized): Based on 2023 STAAR data, 33% of Hispanic students in 3-5 grade scored MEETS or higher on STAAR Reading.   **Root Cause:** Tier one instruction needs to be aligned to the rigor of the grade level standards.

Problem Statement 6 (Prioritized): Based on 2023 STAAR data, 30% of Special Education students in 3-5 grade scored MEETS or higher on STAAR Math.   **Root Cause:** There's a gap between IEP goals and grade level standards.

Problem Statement 7 (Prioritized): Based on 2023 STAAR data, 28% of Special Education students in 3-5 grade scored MEETS or higher on STAAR Reading   **Root Cause:** There's a gap between IEP goals and grade level standards.

Student Learning

Student Learning Summary

In 2023 the state accountability assessment included new question types. This upgrade to the STAAR test is commonly referred to as STAAR 2.0. W.J. Turner has not received an official rating based on 2023 data, but the projections indicate our current rating of "C" could have dropped considerably. Third through fifth grade students in special education, including those with dyslexia have a lower MEETS or higher passing rate than other subgroups. We are using the data we have to create goals for the success of our students. In 2022 our students demonstrated tremendous growth. The interim STAAR benchmarks project we will show more growth in the 2024 STAAR vs. 2023.

Fort Worth ISD uses NWEA MAP Growth as a way to assess if students are making at least one year's growth from beginning of the year to end of the year. Our K-5 MOY MAP Growth math is at the 35th percentile, reading English is at the 30th percentile, and reading Spanish is at the 44th percentile. NWEA MAP Growth also measures achievement and compares it to other students in the same grade level nationwide. Our MOY MAP Growth achievement data shows an increase in reading Spanish only. MAP Fluency is another data point that helps us project reading readiness for students K-3rd grade. Our focus for K-1 is mastering the foundational skills (currently at 68%), while in 2-3rd grade we focus on oral reading (currently at 54%).

Our PK classrooms received a furniture make-over this school year and the transformation is contributing to student success. The CIRCLE assessment is given three times a year and our regular program students have already reached 100% in the area of writing and phonological awareness. The PK team works hard to ensure all students' needs are being met.

Student Learning Strengths

- The interim STAAR benchmarks project we will show more growth in the 2024 STAAR vs. 2023.
- PK regular program students reached 100% in the area of writing and phonological awareness during MOY CIRCLE assessment.
- 68% of K-1 students are scoring MEETS or higher in phonological awareness of MAP Fluency.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on 2023 STAAR data, 36% of Hispanic students in 3-5 grade scored MEETS or higher on STAAR Math. **Root Cause:** There's a need for students to engage in collaborative practice of math skills before working on math problems by themselves.

Problem Statement 2 (Prioritized): Based on 2023 STAAR data, 33% of Hispanic students in 3-5 grade scored MEETS or higher on STAAR Reading. **Root Cause:** Tier one instruction needs to be aligned to the rigor of the grade level standards.

Problem Statement 3 (Prioritized): Based on 2023 STAAR data, 30% of Special Education students in 3-5 grade scored MEETS or higher on STAAR Math. **Root Cause:** There's a gap between IEP goals and grade level standards.

Problem Statement 4 (Prioritized): Based on 2023 STAAR data, 28% of Special Education students in 3-5 grade scored MEETS or higher on STAAR Reading **Root Cause:** There's a gap between IEP goals and grade level standards.

Problem Statement 5 (Prioritized): 68% of K-1 students scored MEETS or higher in Phonological Awareness for MOY MAP Fluency. **Root Cause:** A measuring tool is needed to routinely check student progress.

Problem Statement 6 (Prioritized): 54% of 2-3 grade students made it to the Oral Language portion of the MOY MAP Fluency. **Root Cause:** Not enough time for practicing

reading fluency in the school day.

Problem Statement 7 (Prioritized): 38% of K-5 students meet or exceed projected growth for MOY MAP Growth Reading in English. **Root Cause:** There's a need for more training on providing instruction on standards related to Author's Purpose and Craft.

Problem Statement 8 (Prioritized): 45% of K-5 students meet or exceed projected growth for MOY MAP Growth Reading in Spanish. **Root Cause:** There's a need for more training on providing instruction on standards related to Author's Purpose and Craft.

Problem Statement 9 (Prioritized): 30% of K-1 students meet or exceed projected growth for MOY MAP Growth Math in Spanish. **Root Cause:** There's a need for more training on providing instruction on standards related to Numerical Representations and Relationships.

Problem Statement 10 (Prioritized): 43% of K-5 students meet or exceed projected growth for MOY MAP Growth Math in English. **Root Cause:** There's a need for more training on providing instruction on standards related to Numerical Representations and Relationships.

Problem Statement 11: 61% of PK students met the MOY CIRCLE goal for Rapid Letter Naming in English and 63% of PK students met the goal in Spanish. **Root Cause:** More opportunities are need for students to practice rapid letter naming to gain automaticity.

Problem Statement 12 (Prioritized): 42% of PK students met the MOY CIRCLE goal for Phonological Awareness in Spanish while 100% of PK students met the goal in English. **Root Cause:** Emergent bilingual students need explicit modeling and opportunities to increase oral language.

Problem Statement 13: 74% of PK students met the MOY CIRCLE goal for Early Writing in Spanish while 100% of PK students met the goal in English. **Root Cause:** Emergent bilingual students need explicit modeling and more opportunities to write.

Problem Statement 14 (Prioritized): 84% of PK students met the MOY CIRCLE goal for math in Spanish and 94% of PK students met the math goal in English. **Root Cause:** There's a need to include math in all the interest areas of the PK classroom.

School Processes & Programs

School Processes & Programs Summary

At W.J. Turner we know that there is no program or single resource that can help our students grow without a quality teacher that delivers rigorous instruction. All our teachers are certified by the State Board of Education in Texas. Every year teachers participate in professional development offered on campus and by the school district. Teachers, administrators, and the campus instructional coach, collaborate weekly following the Data Driven Instruction (DDI) procedure. The Weekly Planning/DDI Meeting is an important ongoing process that ensures our students are learning high leverage standards that align to the Texas Essential Knowledge and Skills (TEKS).

Being a Title 1 campus comes with some challenges such as having students that are performing below grade level and are in need of interventions. We have systems in place to provide students with Multiple Tiers System of Support (MTSS). We use computer programs such as Core5Lexia and Dreambox, but most importantly, there is a designated time of the day for teachers to work with small groups to help close the achievement gap. Teachers document student progress in Branching Minds and if more support is needed we have systems in place to take a closer look at what might be the root of the problem and what supports are best suited for each student.

We lack authentic Spanish online software to engage dual language learners in the area of literacy. Spanish online tools for the Dual Language program are difficult to access but remain a priority for leadership. We also offer an after-school program, tutoring, and attendance recovery opportunities. Our gifted and talented (GT) and dyslexic student population is growing. We need to focus on ensuring all GT and dyslexic students make growth on MAP assessments.

School Processes & Programs Strengths

- Weekly DDI Professional Learning Communities (PLCs)
- Lexia and Dreambox online intervention programs
- Students have access to tutoring, attendance recovery, after-school program, and summer learning opportunities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Data has shown that students struggle to master the DDI PLC focused standards during the first teach. **Root Cause:** Emphasis has been on the reteach rather than the first teach.

Problem Statement 2: Staff has struggled to bridge the gap from decomposing the standards to effectively teaching the focus standards. **Root Cause:** Lack of grade level planning outside of PLCs.

Problem Statement 3 (Prioritized): 39% of K-5 students are on grade level or above on Dreambox. **Root Cause:** Students have to complete a lesson before exiting the program otherwise the lesson starts over the next time they log in.

Problem Statement 4 (Prioritized): 57% of K-5 students are on grade level or above on Core 5 Lexia. **Root Cause:** Students need timely interventions when they struggle in a level.

Problem Statement 5 (Prioritized): 44% of 1st-5th grade Gifted and Talented students met projected growth on MOY MAP Growth Math. **Root Cause:** There's no collaboration between GT department/teachers and classroom teachers.

Problem Statement 6 (Prioritized): 53% of 1st-5th grade Gifted and Talented students met projected growth on MOY MAP Growth Reading. **Root Cause:** Gifted and Talented

students need to be challenged during tier one instruction that aligns to the rigor of the standards, possible training opportunities.

Problem Statement 7 (Prioritized): 17% of dyslexic students in 3rd grade made it to the Oral Reading portion of MAP Fluency **Root Cause:** There's a need to identify dyslexic students as early as first grade.

Perceptions

Perceptions Summary

W.J. Turner students, families, and staff have a great sense of pride for our school. Students recite the campus vision, mission, and chant daily during morning announcements. In music class, students learn the alma mater song. We have students with family history that have attended W.J. Turner. Our families have expressed that they feel their child is safe at school. The culture and climate at Turner is that of a family. The PTA, Hospitality Committee, and our community partners enjoy organizing activities to celebrate student success, bring families to school, and show appreciation for our staff.

WJ Turner has actively provided resources to parents such as:

1. Tea with the Principal - provides regular meetings with the principal,

2. Tiger Talks - provides opportunities to educate families, and

3. All-Pro Dads : fortifies school to home connections.

WJ Turner's Family Engagement Specialist works diligently to maintain communication between the campus and community and recruits parent volunteers to support school needs.

Student attendance is 93% this year and chronic absences are down from last year. Fifteen percent of our students have a significant amount of tardies, which impact learning. We have Family participation is elevated for special events but parental awareness of student progress, grade-level expectations, and achievement is an area of concern.

Perceptions Strengths

- The Parent Teacher Association (PTA) is thriving.
- Communication with families has increased for: attendance, tardies, volunteer opportunities, student celebrations, grades, and PTA activities.
- Family Engagement Specialist supports campus initiatives for attendance and student celebrations which involve parent volunteers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Data Driven Instruction, weekly data/planning meetings, and standards and alignment have been three big changes to which staff is still getting used to.   **Root Cause:** Not enough communication on the "why" for the changes.

Problem Statement 2 (Prioritized): 15% of economically disadvantaged students miss instruction in the morning.   **Root Cause:** Students are arriving to school after 8:00 AM

Problem Statement 3 (Prioritized): The percent of students on attendance has remained below 96%   **Root Cause:** Not enough communication on why attendance matters.

Problem Statement 4 (Prioritized): Teachers report that students have too many assessments which cause them not to do their best on growth measures such as MAP Growth. **Root Cause:** Student motivation is lacking.

Problem Statement 5 (Prioritized): It's been difficult to pinpoint trends in students behavior incidents in order to schedule MTSS behavior meetings.   **Root Cause:** Teachers are sending students to the office for discipline but are not consistent in entering the referral into Focus and/or Branching Minds

Priority Problem Statements

Problem Statement 1: 15% of economically disadvantaged students miss instruction in the morning.
Root Cause 1: Students are arriving to school after 8:00 AM
Problem Statement 1 Areas: Demographics - Perceptions

Problem Statement 2: 51% of Emergent Bilinguals have scored Beginning in reading according to TELPAS scores 2023.
Root Cause 2: There has been inconsistency in the language of instruction and bridging activities.
Problem Statement 2 Areas: Demographics

Problem Statement 3: 53% of Emergent Bilinguals have scored Beginning on writing according to TELPAS scores 2023.
Root Cause 3: There has been a higher focus on reading than writing.
Problem Statement 3 Areas: Demographics

Problem Statement 4: Based on 2023 STAAR data, 36% of Hispanic students in 3-5 grade scored MEETS or higher on STAAR Math.
Root Cause 4: There's a need for students to engage in collaborative practice of math skills before working on math problems by themselves.
Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: Based on 2023 STAAR data, 33% of Hispanic students in 3-5 grade scored MEETS or higher on STAAR Reading.
Root Cause 5: Tier one instruction needs to be aligned to the rigor of the grade level standards.
Problem Statement 5 Areas: Demographics - Student Learning

Problem Statement 6: Based on 2023 STAAR data, 30% of Special Education students in 3-5 grade scored MEETS or higher on STAAR Math.
Root Cause 6: There's a gap between IEP goals and grade level standards.
Problem Statement 6 Areas: Demographics - Student Learning

Problem Statement 7: Based on 2023 STAAR data, 28% of Special Education students in 3-5 grade scored MEETS or higher on STAAR Reading
Root Cause 7: There's a gap between IEP goals and grade level standards.
Problem Statement 7 Areas: Demographics - Student Learning

Problem Statement 8: 68% of K-1 students scored MEETS or higher in Phonological Awareness for MOY MAP Fluency.
Root Cause 8: A measuring tool is needed to routinely check student progress.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 54% of 2-3 grade students made it to the Oral Language portion of the MOY MAP Fluency.
Root Cause 9: Not enough time for practicing reading fluency in the school day.
Problem Statement 9 Areas: Student Learning

Problem Statement 10: 38% of K-5 students meet or exceed projected growth for MOY MAP Growth Reading in English.
Root Cause 10: There's a need for more training on providing instruction on standards related to Author's Purpose and Craft.
Problem Statement 10 Areas: Student Learning

Problem Statement 11: 45% of K-5 students meet or exceed projected growth for MOY MAP Growth Reading in Spanish.
Root Cause 11: There's a need for more training on providing instruction on standards related to Author's Purpose and Craft.
Problem Statement 11 Areas: Student Learning

Problem Statement 12: 30% of K-1 students meet or exceed projected growth for MOY MAP Growth Math in Spanish.
Root Cause 12: There's a need for more training on providing instruction on standards related to Numerical Representations and Relationships.
Problem Statement 12 Areas: Student Learning

Problem Statement 13: 43% of K-5 students meet or exceed projected growth for MOY MAP Growth Math in English.
Root Cause 13: There's a need for more training on providing instruction on standards related to Numerical Representations and Relationships.
Problem Statement 13 Areas: Student Learning

Problem Statement 14: 42% of PK students met the MOY CIRCLE goal for Phonological Awareness in Spanish while 100% of PK students met the goal in English.
Root Cause 14: Emergent bilingual students need explicit modeling and opportunities to increase oral language.
Problem Statement 14 Areas: Student Learning

Problem Statement 15: 84% of PK students met the MOY CIRCLE goal for math in Spanish and 94% of PK students met the math goal in English.
Root Cause 15: There's a need to include math in all the interest areas of the PK classroom.
Problem Statement 15 Areas: Student Learning

Problem Statement 16: 39% of K-5 students are on grade level or above on Dreambox.
Root Cause 16: Students have to complete a lesson before exiting the program otherwise the lesson starts over the next time they log in.
Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: 57% of K-5 students are on grade level or above on Core 5 Lexia.

Root Cause 17: Students need timely interventions when they struggle in a level.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: 44% of 1st-5th grade Gifted and Talented students met projected growth on MOY MAP Growth Math.

Root Cause 18: There's no collaboration between GT department/teachers and classroom teachers.

Problem Statement 18 Areas: School Processes & Programs

Problem Statement 19: 53% of 1st-5th grade Gifted and Talented students met projected growth on MOY MAP Growth Reading.

Root Cause 19: Gifted and Talented students need to be challenged during tier one instruction that aligns to the rigor of the standards, possible training opportunities.

Problem Statement 19 Areas: School Processes & Programs

Problem Statement 20: 17% of dyslexic students in 3rd grade made it to the Oral Reading portion of MAP Fluency

Root Cause 20: There's a need to identify dyslexic students as early as first grade.

Problem Statement 20 Areas: School Processes & Programs

Problem Statement 21: The percent of students on attendance has remained below 96%

Root Cause 21: Not enough communication on why attendance matters.

Problem Statement 21 Areas: Perceptions

Problem Statement 22: Teachers report that students have too many assessments which cause them not to do their best on growth measures such as MAP Growth.

Root Cause 22: Student motivation is lacking.

Problem Statement 22 Areas: Perceptions

Problem Statement 23: It's been difficult to pinpoint trends in students behavior incidents in order to schedule MTSS behavior meetings.

Root Cause 23: Teachers are sending students to the office for discipline but are not consistent in entering the referral into Focus and/or Branching Minds

Problem Statement 23 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA 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
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals

Revised/Approved: April 15, 2024

Goal 1: Early Literacy
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 86% to 90% by May 2025.
Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 72% to 80% by May 2025.
Increase the percentage of Economically Disadvantaged PK students who score On Track on Cicle/CLI Engage Phonological Awareness from 68% to 75% by May 2025.

Evaluation Data Sources: NWEA

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

Strategy's Expected Result/Impact: By providing an optimal learning environment we create emotionally, intellectually and physically safe environments driven by racially equitable outcomes.

Staff Responsible for Monitoring: PK teachers, PK teacher assistants, administrators

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

Problem Statements: Student Learning 12

Action Step 1 Details	Reviews			
Action Step 1: Weekly planning/data meetings to bridge the phonological awareness achievement gap between regular program and dual language students.	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: PK teachers **Provider / Presenter / Person Responsible:** Administrators, Instructional Coach **Date(s) / Timeframe:** Weekly **Collaborating Departments:** Early Childhood **Delivery Method:** In-person				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 12: 42% of PK students met the MOY CIRCLE goal for Phonological Awareness in Spanish while 100% of PK students met the goal in English.   **Root Cause**: Emergent bilingual students need explicit modeling and opportunities to increase oral language.

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 1 students who Meet or Exceed grade level expectations on MAP Fluency-Phonological Awareness in English from 75% to 85% by May 2025.

Increase the percentage of Kindergarten - Grade 1 students who Meet or Exceed grade level expectations on MAP Fluency-Phonological Awareness in Spanish from 65% to 75% by May 2025.

Increase the percentage of Grade2-3 - students who Meet or Exceed grade level expectations on MAP Oral Reading (Literal Comprehension) in English from 49% to 59% by May 2025.

Increase the percentage of Grade2-3 - students who Meet or Exceed grade level expectations on MAP Oral Reading (Literal Comprehension) in Spanish from 30% to 40% by May 2025.

Increase the percentage of 2-3 Dyslexia students who Meet or Exceed grade level expectations on MAP Fluency - Phonological Awareness from 1% to 10% by May 2025.

Evaluation Data Sources: NWEA

Strategy 1: Based on student data, develop engaging and rigorous literacy interventions.

Strategy's Expected Result/Impact: Increase the number of students scoring on grade level in key MAP Fluency indicators.

Staff Responsible for Monitoring: K-3 teachers, dyslexia teachers, Campus Testing Coordinator, administrators
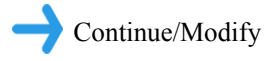
Title I:
2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 5, 6 - School Processes & Programs 4, 7

Action Step 1 Details	Reviews			
Action Step 1: K-3 students will participate in progress monitoring of MAP Fluency in between BOY to MOY, and between MOY to EOY. **Intended Audience:** K-3 Students **Provider / Presenter / Person Responsible:** Classroom teachers **Date(s) / Timeframe:** BOY, Progress Monitoring, MOY, Progress Monitoring **Collaborating Departments:** ADQ **Delivery Method:** Online	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Interventions will be entered into Branching Minds for any K-3 students scoring below MEETS in MAP Fluency phonological awareness/oral reading after each assessment window (4 times). **Intended Audience:** All K-3 students **Provider / Presenter / Person Responsible:** Classroom teachers **Date(s) / Timeframe:** BOY, Progress Monitoring, MOY, Progress Monitoring **Collaborating Departments:** Counseling, MTSS, Instructional Coach **Delivery Method:** small groups during WIN time three times a week	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

Action Step 3 Details	Reviews			
Action Step 3: Teachers will provide interventions and document in Branching Minds. After the first six weeks of school, use data and student progress to review 1st and 2nd grade students identified at the end of the previous school year with a red flag for dyslexia. Schedule MTSS meetings as needed. **Intended Audience:** Current 1st and 2nd grade students **Provider / Presenter / Person Responsible:** Classroom teachers, Dyslexia teachers, counselor, diagnostician, and administrators **Date(s) / Timeframe:** From Sept. 30, 2024 to October 11, 2024 **Collaborating Departments:** Dyslexia, SPED **Delivery Method:** MTSS meetings with counselor	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

Action Step 4 Details	Reviews			
Action Step 4: For K-5 students, have a designated time for daily use of myON separate from WIN time. **Intended Audience:** K-5 students working independently **Provider / Presenter / Person Responsible:** Classroom teachers, librarian **Date(s) / Timeframe:** Ongoing throughout the school year **Collaborating Departments:** Literacy **Delivery Method:** Online	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

Action Step 5 Details	Reviews			
Action Step 5: Ensure K-5 students meet usage and progress in Lexia. For students not progressing, the classroom teacher will provide the Lexia lessons from the Needs Instruction tab in their Lexia dashboard. **Intended Audience:** K-5 students and teachers **Provider / Presenter / Person Responsible:** Classroom teachers **Date(s) / Timeframe:** ongoing throughout the year **Collaborating Departments:** Literacy Department, Core5Lexia support team **Delivery Method:** small groups during WIN time twice a week for K-3, daily for 4-5	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: 68% of K-1 students scored MEETS or higher in Phonological Awareness for MOY MAP Fluency.   **Root Cause**: A measuring tool is needed to routinely check student progress.
Problem Statement 6: 54% of 2-3 grade students made it to the Oral Language portion of the MOY MAP Fluency.   **Root Cause**: Not enough time for practicing reading fluency in the school day.
School Processes & Programs
Problem Statement 4: 57% of K-5 students are on grade level or above on Core 5 Lexia.   **Root Cause**: Students need timely interventions when they struggle in a level.
Problem Statement 7: 17% of dyslexic students in 3rd grade made it to the Oral Reading portion of MAP Fluency   **Root Cause**: There's a need to identify dyslexic students as early as first grade.

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 44% to 53% 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 54% by May 2025.

Increase the percentage of 1-5 Gifted and Talented students who meet or exceed projected growth on EOY MAP Growth Reading from 44% to 53% by May 2025.

High Priority

Evaluation Data Sources: NWEA

Strategy 1: Improve the quality of tier 1 instruction for all students through the use of Data Driven Instruction (DDI) in accordance with standards and alignment by ensuring explicit monitoring, adjustment of rigorous instruction and check for understanding is occurring daily.

Strategy's Expected Result/Impact: Increase the amount of students performing on grade level.

Staff Responsible for Monitoring: Classroom teachers, instructional coach, administrators

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

Problem Statements: Student Learning 7, 8 - School Processes & Programs 6

Action Step 1 Details	Reviews			
Action Step 1: All teachers will participate in Data Driven Instruction (DDI) weekly data/planning meetings. Teachers will also participate in weekly grade level collaborative meetings during common planning time. Library time will provide an additional planning block each week.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: All K-5 classroom teachers, SPED teacher **Provider / Presenter / Person Responsible:** Administrators, Instructional Coach, Lead Teachers **Date(s) / Timeframe:** Tuesdays and Thursdays **Collaborating Departments:** District Content Departments **Delivery Method:** In person **Funding Sources:** Instructional Leadership Team - TITLE I (211) - 211-13-6116-0PD-172-30-510-000000-25F10 - $3,000				

Action Step 2 Details	Reviews			
Action Step 2: Common data tracking system for K-2 and 3-5, to support students and regularly check progress towards end of year goals for literacy. Special education teachers, GT teachers, and dyslexia teachers will also implement a data tracker for their students.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: K-5 Students **Provider / Presenter / Person Responsible:** K-5 classroom teachers, SPED teacher, Dyslexia teachers, GT teachers **Date(s) / Timeframe:** Ongoing throughout the year **Collaborating Departments:** None **Delivery Method:** Data folders				

Action Step 3 Details	Reviews			
Action Step 3: Interventions will be entered into Branching Minds for any 4-5 grade students scoring below the 50th achievement percentile in MAP Growth Reading. Interventions will be updated after each testing window.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: 4-5 grade students scoring below the 50th achievement percentile **Provider / Presenter / Person Responsible:** Classroom teacher, Title 1 teacher **Date(s) / Timeframe:** BOY and MOY **Collaborating Departments:** Counseling and MTSS **Delivery Method:** small groups during WIN Time **Funding Sources:** Title 1 Teacher - TITLE I (211) - 211-11-6119-04E-172-30-510-000000-25F10 - $69,525				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 7: 38% of K-5 students meet or exceed projected growth for MOY MAP Growth Reading in English.   **Root Cause**: There's a need for more training on providing instruction on standards related to Author's Purpose and Craft.

Problem Statement 8: 45% of K-5 students meet or exceed projected growth for MOY MAP Growth Reading in Spanish.   **Root Cause**: There's a need for more training on providing instruction on standards related to Author's Purpose and Craft.

School Processes & Programs

Problem Statement 6: 53% of 1st-5th grade Gifted and Talented students met projected growth on MOY MAP Growth Reading.   **Root Cause**: Gifted and Talented students need to be challenged during tier one instruction that aligns to the rigor of the standards, possible training opportunities.

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 94% to 98% by May 2025.

Increase the percentage of PK students who score On Track on Circle Math Spanish from 84% to 93% by May 2025.

Increase the percentage of Economically Disadvantage who score On Track on Circle Math from 88% to 95% by May 2025.

Evaluation Data Sources: CLI Engage

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

Strategy's Expected Result/Impact: By providing an optimal learning environment we create emotionally, intellectually and physically safe environments driven by racially equitable outcomes.

Staff Responsible for Monitoring: PK teachers, PK teacher assistants, administrators

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

Problem Statements: Student Learning 14

Action Step 1 Details	Reviews			
Action Step 1: Weekly planning/data meetings to improve students outcomes in math.	Formative		Summative	
Intended Audience: PK teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Instructional Coach, Administrators				
Date(s) / Timeframe: weekly				
Collaborating Departments: Early Learning				
Delivery Method: In-person				

Action Step 2 Details	Reviews			
	Formative		Summative	
Action Step 2: Include math activities and tools in all PK interest areas for teachers and students to use.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: PK students				
Provider / Presenter / Person Responsible: Teachers and teacher assistants				
Date(s) / Timeframe: Ongoing throughout the school year				
Collaborating Departments: Early Learning				
Delivery Method: Hands-on				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 14: 84% of PK students met the MOY CIRCLE goal for math in Spanish and 94% of PK students met the math goal in English. **Root Cause**: There's a need to include math in all the interest areas of the PK classroom.

Goal 2: Early Math

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

Performance Objective 2: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math English from 43% to 53% by May 2025.
Increase the percentage of Kindergarten - 1st Grade students who Meet or Exceed projected growth on MAP Growth Math Spanish from 30% to 40% by May 2025.
Increase the percentage of 1-5 Gifted and Talented students who Meet or Exceed projected growth on MAP Growth Math from 44% to 54% by May 2025.

    High Priority

    Evaluation Data Sources: NWEA

Strategy 1: Improve the quality of tier 1 instruction for all students through the use of Data Driven Instruction (DDI) in accordance with standards and alignment by ensuring explicit monitoring, adjustment of rigorous instruction and check for understanding is occurring daily.

    Strategy's Expected Result/Impact: Increase the number of students performing on grade level in math.

    Staff Responsible for Monitoring: Classroom teachers, instructional coach, administrators

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

    Problem Statements: Student Learning 9, 10 - School Processes & Programs 3, 5

Action Step 1 Details	Reviews			
Action Step 1: All teachers will participate in Data Driven Instruction (DDI) weekly data/planning meetings. Teachers will also participate in weekly grade level collaborative meetings during common planning time. Library time will provide an additional planning block each week.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

Intended Audience: All K-5 classroom teachers, SPED teacher
    Provider / Presenter / Person Responsible: Administrators, Instructional Coach, Lead Teachers
    Date(s) / Timeframe: Tuesdays and Thursdays
    Collaborating Departments: District Content Departments
    Delivery Method: In person				

Action Step 2 Details	Reviews			
Action Step 2: Common data tracking system for K-2 and 3-5, to support students and regularly check progress towards end of year goals for math. Special education teachers, GT teachers, and dyslexia teachers will also implement a data tracker for their students.	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: K-5 Students **Provider / Presenter / Person Responsible:** Classroom teachers, SPED teachers, GT teachers, dyslexia teachers **Date(s) / Timeframe:** Ongoing throughout the year **Collaborating Departments:** None **Delivery Method:** Data folders				

Action Step 3 Details	Reviews			
Action Step 3: Interventions will be entered into Branching Minds for any K-5 students scoring below 50th achievement percentile in MAP Growth Math. Interventions will be updated after each testing window.	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: K-5 students scoring below 50th achievement percentile **Provider / Presenter / Person Responsible:** Classroom teacher **Date(s) / Timeframe:** BOY and MOY **Collaborating Departments:** Counseling and MTSS **Delivery Method:** small groups during WIN time **Funding Sources:** Counseling Supplies - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-172-99-313-000000- - $500				

Action Step 4 Details	Reviews			
Action Step 4: Challenge 1st-5th grade Gifted and Talented students with a Dreambox assignment based on BOY and MOY MAP Growth RIT scores and check progress regularly. GT teachers to also follow up with students on their progress.	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: 1st-5th grade Gifted and Talented students **Provider / Presenter / Person Responsible:** Classroom teachers and GT teachers **Date(s) / Timeframe:** After each testing window and periodical checks in between **Collaborating Departments:** GT Dept. **Delivery Method:** Online **Funding Sources:** Supplies - GT (199 PIC 21) - $588				

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

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 9: 30% of K-1 students meet or exceed projected growth for MOY MAP Growth Math in Spanish. **Root Cause**: There's a need for more training on providing instruction on standards related to Numerical Representations and Relationships.

Problem Statement 10: 43% of K-5 students meet or exceed projected growth for MOY MAP Growth Math in English. **Root Cause**: There's a need for more training on providing instruction on standards related to Numerical Representations and Relationships.

School Processes & Programs

Problem Statement 3: 39% of K-5 students are on grade level or above on Dreambox. **Root Cause**: Students have to complete a lesson before exiting the program otherwise the lesson starts over the next time they log in.

Problem Statement 5: 44% of 1st-5th grade Gifted and Talented students met projected growth on MOY MAP Growth Math. **Root Cause**: There's no collaboration between GT department/teachers and classroom teachers.

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 Hispanic students scoring at MEETS or above on STAAR Reading from 33% to 43 % by May 2025.
Increase the percentage of Special Education students scoring MEETS or above on STAAR Reading from 28% to 32% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1: Daily instruction is provided at the depth and complexity of the literacy grade level student expectations, including Data Driven Instruction (DDI), classroom activities, formative and summative assessments in alignment with high leverage standards for all students.

Strategy's Expected Result/Impact: Increase number of students leveling up in STAAR (ie Approaches Low to Approaches High)

Staff Responsible for Monitoring: Administrators and teachers

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **Targeted Support Strategy** - **Results Driven Accountability**

Problem Statements: Demographics 2, 3, 5, 7 - Student Learning 2, 4

Action Step 1 Details		Reviews			
Action Step 1: Intentionally plan lessons for high leverage reading standards where there's alignment between the TEKS, learning objective, resources used, and the assessment.		**Formative**		**Summative**	
Intended Audience: K-5 students **Provider / Presenter / Person Responsible:** Classroom teachers **Date(s) / Timeframe:** Ongoing throughout the school year **Collaborating Departments:** Literacy **Delivery Method:** Tier 1 instruction	**Nov**	**Jan**	**Mar**	**June**
Funding Sources: Spanish Test Practice materials - BEA (199 PIC 25) - 199-11-6399-001-172-25-313-000000 - $1,395					

Action Step 2 Details	Reviews			
Action Step 2: Include writing instruction as a response to reading in lesson plans and post the student writings in the hallway and switch out monthly.	Formative		Summative	
Intended Audience: K-5 students	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Classroom teachers				
Date(s) / Timeframe: Four times in the Fall and four times in the Spring				
Collaborating Departments: Literacy				
Delivery Method: Part of classroom work				

Action Step 3 Details	Reviews			
Action Step 3: Tutoring for enrichment and to close the achievement gap.	Formative		Summative	
Intended Audience: 3rd, 4th, and 5th grade students	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Teachers				
Date(s) / Timeframe: After school and on Saturdays				
Collaborating Departments: Content departments				
Delivery Method: In-person				
Funding Sources: Tutoring outside of normal school hours - SCE (199 PIC 24) - 199-11-6116-001-172-24-313-000000- - $4,470, Tutoring Saturday Academy - TITLE I (211) - 211-11-6116-04E-172-30-510-000000-25F10 - $4,702.20				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 53% of Emergent Bilinguals have scored Beginning on writing according to TELPAS scores 2023.   **Root Cause**: There has been a higher focus on reading than writing.
Problem Statement 3: 51% of Emergent Bilinguals have scored Beginning in reading according to TELPAS scores 2023.   **Root Cause**: There has been inconsistency in the language of instruction and bridging activities.
Problem Statement 5: Based on 2023 STAAR data, 33% of Hispanic students in 3-5 grade scored MEETS or higher on STAAR Reading.   **Root Cause**: Tier one instruction needs to be aligned to the rigor of the grade level standards.
Problem Statement 7: Based on 2023 STAAR data, 28% of Special Education students in 3-5 grade scored MEETS or higher on STAAR Reading   **Root Cause**: There's a gap between IEP goals and grade level standards.

Student Learning
Problem Statement 2: Based on 2023 STAAR data, 33% of Hispanic students in 3-5 grade scored MEETS or higher on STAAR Reading. **Root Cause**: Tier one instruction needs to be aligned to the rigor of the grade level standards.
Problem Statement 4: Based on 2023 STAAR data, 28% of Special Education students in 3-5 grade scored MEETS or higher on STAAR Reading **Root Cause**: There's a gap between IEP goals and grade level standards.

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 Hispanic students scoring at MEETS or above on STAAR Math from 36% to 46 % by May 2025.
Increase the percentage of Special Education students scoring MEETS or above on STAAR Math from 30% to 35% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1: Daily instruction is provided at the depth and complexity of the mathematical grade level student expectations, including Data Driven Instruction (DDI), classroom activities, formative and summative assessments in alignment with high leverage standards for all students.

Strategy's Expected Result/Impact: Increase the number of students leveling up in STAAR (ie Approaches Low to Approaches High)

Staff Responsible for Monitoring: Administrators

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 4, 6 - Student Learning 1, 3

Action Step 1 Details	Reviews			
Action Step 1: Include gradual release model within Math lesson plans to increase intentional student discourse by incorporating Habits of Discussion strategies during math instruction.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

Intended Audience: K-5 students
   Provider / Presenter / Person Responsible: Classroom teachers
   Date(s) / Timeframe: Ongoing throughout the year
   Collaborating Departments: Emergent Bilingual Dept.
   Delivery Method: During tier 1 instruction				

Action Step 2 Details	Reviews			
Action Step 2: Include special education teacher in grade level weekly data/planning meetings.	Formative		Summative	
Intended Audience: Classroom teachers and special education teacher	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Administrators, instructional coach				
Date(s) / Timeframe: Weekly				
Collaborating Departments: SPED				
Delivery Method: In person				
Funding Sources: Snacks for SPED students - SPED (199 PIC 23) - $300, Furniture for SPED classrooms - SPED (199 PIC 23) - $1,500, Books for SPED - SPED (199 PIC 23) - $200, Supplies for SPED - SPED (199 PIC 23) - $2,171				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Based on 2023 STAAR data, 36% of Hispanic students in 3-5 grade scored MEETS or higher on STAAR Math.   **Root Cause**: There's a need for students to engage in collaborative practice of math skills before working on math problems by themselves.
Problem Statement 6: Based on 2023 STAAR data, 30% of Special Education students in 3-5 grade scored MEETS or higher on STAAR Math.   **Root Cause**: There's a gap between IEP goals and grade level standards.
Student Learning
Problem Statement 1: Based on 2023 STAAR data, 36% of Hispanic students in 3-5 grade scored MEETS or higher on STAAR Math.   **Root Cause**: There's a need for students to engage in collaborative practice of math skills before working on math problems by themselves.
Problem Statement 3: Based on 2023 STAAR data, 30% of Special Education students in 3-5 grade scored MEETS or higher on STAAR Math.   **Root Cause**: There's a gap between IEP goals and grade level standards.

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 (below 90% attendance) from 11% to 8% by May 2025.

Decrease the number and percentage of Economically Disadvantage who have excessive absences (below 90% attendance) from 12% to 9% by May 2025.

    Evaluation Data Sources: PEIMS

Strategy 1: High attendance expectations are held for all students. We will cultivate safe, supportive and equitable learning environments using Minute by Minute routines and the Common Schools Culture rubric.

    Strategy's Expected Result/Impact: Students will perform better academically when they don't miss explicit, systematic instruction.

    Staff Responsible for Monitoring: Administrators, Data Clerk, Family Engagement Specialist

    Title I:

2.4, 2.5, 2.6, 4.1, 4.2

 - **TEA Priorities:**

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

    Problem Statements: Demographics 1 - Perceptions 2, 3

Action Step 1 Details	Reviews			
Action Step 1: After 8:00 AM, students that are tardy must be sign in by a parent or guardian in the front office and provide a reason for the tardy. Data will be used to provide support to students.	**Formative**		**Summative**	

Intended Audience: Parents and students
    Provider / Presenter / Person Responsible: Campus Monitor, office staff
    Date(s) / Timeframe: Daily
    Collaborating Departments: Parent Partnerships
    Delivery Method: In person
	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			
Action Step 2: Master schedule will take into consideration not scheduling math or reading instruction first thing in the morning.	Formative		Summative	
Intended Audience: K-5 students **Provider / Presenter / Person Responsible:** Administration, classroom teachers **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** N/A **Delivery Method:** online, in-person	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Parent engagement activities will be provided throughout the year to increase awareness of the importance to be in school. Tea with a Tigers, Tiger Talks, All-Pro Dads, Tremendous Tiger Nights, Museum Night. During night performance, have classroom teachers present to parents on matters of grade level importance.	Formative		Summative	
Intended Audience: All stakeholders **Provider / Presenter / Person Responsible:** Administrators, FES, teachers **Date(s) / Timeframe:** Six opportunities in the year **Collaborating Departments:** Parent Partnerships **Delivery Method:** In person **Funding Sources:** Museum Night - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-172-30-510-000000-25F10 - $800, Snacks for parents and volunteers - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-172-30-510-000000-25F10 - $300, Extra duty FES - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-172-30-510-000000-25F10 - $300, Supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-172-30-510-000000-25F10 - $576, speaker with microphone - FAMILY ENGAGEMENT (211) - 211-61-6396-04L-172-30-510-000000-25F10 - $100	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 15% of economically disadvantaged students miss instruction in the morning.   **Root Cause**: Students are arriving to school after 8:00 AM

Perceptions
Problem Statement 2: 15% of economically disadvantaged students miss instruction in the morning.   **Root Cause**: Students are arriving to school after 8:00 AM
Problem Statement 3: The percent of students on attendance has remained below 96%   **Root Cause**: Not enough communication on why attendance matters.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

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

Evaluation Data Sources: PEIMS

Strategy 1: Students need to be in school to learn. We will cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework.

Strategy's Expected Result/Impact: Highly engaged students will focus on learning and not get distracted with poor choices.

Staff Responsible for Monitoring: Assistant Principal, classroom teachers

Title I:
2.5, 2.6, 4.1
 - TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools

Problem Statements: Perceptions 4, 5

Action Step 1 Details	Reviews			
Action Step 1: Provide training to staff on PBIS expectations to include discipline matrix and documentation into Focus and/or Branching Minds.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: All staff **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** Beginning of school year and middle of the year **Collaborating Departments:** Counseling **Delivery Method:** In-person				

Action Step 2 Details	Reviews			
Action Step 2: Provide celebrations for academic accomplishments in Lexia, Dreambox, attendance, meeting growth in MAP and Awards Assembly. Provide opportunities for students to participate in Spelling Bee, Math Bee, History Fair, Science Fair, and Battle of the Books.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: K-5 students **Provider / Presenter / Person Responsible:** Administrators, classroom teachers **Date(s) / Timeframe:** Several opportunities throughout the school year **Collaborating Departments:** PTA, FES **Delivery Method:** In person **Funding Sources:** Student Awards - BASIC (199 PIC 11) - 199-11-6399-XXX-172-11-313-000000- - $530, Books for Battle of the Books competition - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-172-99-313-000000- - $800				

Action Step 3 Details	Reviews			
Action Step 3: Provide supplies and instructional materials to support the goals of the school.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: All stakeholders **Provider / Presenter / Person Responsible:** Principal and Administrative Assistant **Date(s) / Timeframe:** Ongoing throughout the school year **Collaborating Departments:** Purchasing **Delivery Method:** varies **Funding Sources:** Books for school library - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-172-99-313-000000- - $2,800, General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-172-11-313-000000- - $6,250, General Supplies - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-172-99-313-000000- - $7,630, Furniture - UNDISTRIBUTED (199 PIC 99) - 199-23-6398-XXX-172-99-313-000000- - $2,000				

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

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 4: Teachers report that students have too many assessments which cause them not to do their best on growth measures such as MAP Growth. **Root Cause**: Student motivation is lacking.
Problem Statement 5: It's been difficult to pinpoint trends in students behavior incidents in order to schedule MTSS behavior meetings. **Root Cause**: Teachers are sending students to the office for discipline but are not consistent in entering the referral into Focus and/or Branching Minds

Title I Personnel

Name	Position	Program	FTE
Humberto Cantu	Title 1 Teacher	Intervention	yes

Campus Funding Summary

TITLE I (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Instructional Leadership Team	Extra duty pay for PD after hours	211-13-6116-0PD-172-30-510-000000-25F10	$3,000.00
1	3	1	3	Title 1 Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04E-172-30-510-000000-25F10	$69,525.00
3	1	1	3	Tutoring Saturday Academy	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-172-30-510-000000-25F10	$4,702.20
						Sub-Total	$77,227.20
						Budgeted Fund Source Amount	$77,227.20
						+/- Difference	$0.00

FAMILY ENGAGEMENT (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	3	Snacks for parents and volunteers	Snacks for parents to promote participation	211-61-6499-04L-172-30-510-000000-25F10	$300.00
4	1	1	3	Extra duty FES	Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-172-30-510-000000-25F10	$300.00
4	1	1	3	speaker with microphone	Technology for family engagement	211-61-6396-04L-172-30-510-000000-25F10	$100.00
4	1	1	3	Supplies	Supplies and materials for parental involvement	211-61-6399-04L-172-30-510-000000-25F10	$576.00
4	1	1	3	Museum Night	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-172-30-510-000000-25F10	$800.00
						Sub-Total	$2,076.00
						Budgeted Fund Source Amount	$2,076.00
						+/- Difference	$0.00

BASIC (199 PIC 11)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	2	Student Awards	INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-172-11-313-000000-	$530.00
4	2	1	3	General Supplies	INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-172-11-313-000000-	$6,250.00
						Sub-Total	$6,780.00
						Budgeted Fund Source Amount	$6,780.00
						+/- Difference	$0.00

GT (199 PIC 21)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	4	Supplies	GENERAL SUPPLIES		$588.00
						Sub-Total	$588.00
						Budgeted Fund Source Amount	$588.00
						+/- Difference	$0.00

SPED (199 PIC 23)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2	Furniture for SPED classrooms	FURN&EQUIP < $5000		$1,500.00
3	2	1	2	Snacks for SPED students	PURCHASING CARD		$300.00
3	2	1	2	Supplies for SPED	GENERAL SUPPLIES		$2,171.00
3	2	1	2	Books for SPED	OTHER READING MATERIALS		$200.00
						Sub-Total	$4,171.00
						Budgeted Fund Source Amount	$4,171.00
						+/- Difference	$0.00

SCE (199 PIC 24)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	3	Tutoring outside of normal school hours	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-172-24-313-000000-	$4,470.00
						Sub-Total	$4,470.00
						Budgeted Fund Source Amount	$4,470.00

				SCE (199 PIC 24)			
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						+/- Difference	$0.00

				BEA (199 PIC 25)			
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Spanish Test Practice materials	Supplies and materials - instruction	199-11-6399-001-172-25-313-000000	$1,395.00
						Sub-Total	$1,395.00
						Budgeted Fund Source Amount	$1,395.00
						+/- Difference	$0.00

				UNDISTRIBUTED (199 PIC 99)			
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	3	Counseling Supplies	GUIDANCE & COUNSELING SVC | GENERAL SUPPLIES	199-31-6399-XXX-172-99-313-000000-	$500.00
4	2	1	2	Books for Battle of the Books competition	INSTRCTNL RES/MED SVCS | OTHER READING MATERIALS	199-12-6329-XXX-172-99-313-000000-	$800.00
4	2	1	3	Furniture	SCHOOL LEADERSHIP | FURN&EQUIP < $5000	199-23-6398-XXX-172-99-313-000000-	$2,000.00
4	2	1	3	Books for school library	INSTRCTNL RES/MED SVCS | OTHER READING MATERIALS	199-12-6329-XXX-172-99-313-000000-	$2,800.00
4	2	1	3	General Supplies	SCHOOL LEADERSHIP | GENERAL SUPPLIES	199-23-6399-XXX-172-99-313-000000-	$7,630.00
						Sub-Total	$13,730.00
						Budgeted Fund Source Amount	$13,730.00
						+/- Difference	$0.00
						Grand Total Budgeted	$110,437.20
						Grand Total Spent	$110,437.20
						+/- 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