

Fort Worth Independent School District
123 S.S. Dillow Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Create a learning environment that promotes academic and social success in college, career, and beyond.

Vision

To empower our students to be critical thinkers, life-long learners and leaders in their community.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
Goals	16
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.	16
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.	24
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025	31
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	37
Campus Funding Summary	44
Policies, Procedures, and Requirements	48

Comprehensive Needs Assessment

Revised/Approved: February 26, 2024

Demographics

Demographics Summary

S.S. Dillow is an Elementary School which is part of Fort Worth ISD and opened in 1937. With approximately 410 students, S.S. Dillow Elementary School is a neighborhood school without bus transportation and educates students in grades Pre-K 3 through 5th grade.

S.S. Dillow is located in the 76105 zip code in Fort Worth. More than 98% of students at S.S. Dillow are economically disadvantaged. 100% of S.S. Dillow students qualify for free lunch. Our campus is high transit with many of our students leaving S.S. Dillow at some point between the grade levels of Pre-K to 5.

We provide regular programming, one-way dual language, ESL, gifted and talented, and inclusion special education classes.

Our staff is diverse in terms of years of experience and race/ethnicity.

Student Attendance:

93.17% (2022-2023)

94.51% (2023-2024)

School Demographic Breakdown:

Data Source: PEIMS

Total Students	410		
Students by Race/Ethnicity		Students by Grade Level	
Black/African American	71	EE	2
Hispanic	335	Pre-K 3	17
Multiple	2	Pre-K 4	49
White	2	Kindergarten	56
Student Groups		1st grade	59
Female	195	2nd grade	54

Total Students	410		
Male	215	3rd grade	64
English Learners	247	4th grade	55
Gifted and Talented	20	5th grade	54
Special Education	43		

Demographics Strengths

- We provide multiple resources to support the economic needs of students and families including: free breakfast and lunch for all students, iPads for all students,
- and school supplies, school uniforms, winter coats, etc. to those in need. We also provide an after school program with dinner to students in grades 3-5.
- We have one PreK 3 class offered for students who qualify through district requirements.
- We have several SEL supports in place to assist students including: a full-time certified counselor.
- We also are signed up through the district to be a Restorative Practices Campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) to 81.7% (in 2024) requiring a shift in training teachers on additional instructional strategies for English Learners. **Root Cause:** Students are more transit due to many of the properties in the community being rental properties.

Problem Statement 2: The student enrollment of S.S. Dillow Elementary School has continued to decline from 536 (in 2019), 408 (in 2023), to 412 (in 2024) requiring the campus to lose teachers and support staff. **Root Cause:** There has been an increase in Charter Schools opening with the most recent only 2.4 miles away from our campus giving parents more options to enroll their students.

Student Learning

Student Learning Summary

Our STAAR data from the spring of 2023 showed growth from the STAAR data from the spring of 2022. We increased in the subjects of reading, math, and science. We have analyzed the STAAR data and the number of students not passing as well as not scored.

Students in kindergarten through 5th grade were assessed using NWEA MAP. As a campus, S.S. Dillow Elementary reached projected growth in the area of math in grades kindergarten, 2, and 3 based on MOY MAP data. Students in 3rd grade made projected growth in the area of English reading based on MOY MAP data. Our campus data points directly to reading in grades K-5 as an area where we need to focus.

Through many observations and various pieces of data, it is evident that reading is an area of concern. A major focus on our campus this school year and going forward will be achieving grade level expectations in math and literacy instruction.

Our campus believes by targeting math and literacy instruction with an emphasis on grades 4 and 5, we can improve our campus rating by achieving grade level expectations and student growth.

MAP Growth:

- 38% of S.S. Dillow K-5 students met national grade level norms in English Math compared to the average of 39% of district students.
- 35% of S.S. Dillow K-5 students met national grade level norms in Spanish Math compared to the average of 37% of district students.
- 33% of S.S. Dillow K-5 students met national grade level norms in English Reading compared to the average of 37% of district students.
- 46% of S.S. Dillow K-5 students met national grade level norms in Spanish Reading compared to the average of 45% of district students.

Pre-K Circle Data:

- 86% of English tested students are On-Track with Phonological Awareness skills.
- 94% of Spanish tested students are On-Track with Phonological Awareness skills.
- 86% of English tested students are On-Track with Math skills.
- 94% of Spanish tested students are On-Track with Math skills.

STAAR Breakdown:

		Spring 2021		Spring 2022		Spring 2023
All Grades	Reading Approaches	45%	Reading Approaches	52%	Reading Approaches	56%
All Grades	Reading Meets	16%	Reading Meets	26%	Reading Meets	26%

		Spring 2021		Spring 2022		Spring 2023
All Grades	Reading Masters	6%	Reading Masters	9%	Reading Masters	7%
All Grades	Math Approaches	40%	Math Approaches	49%	Math Approaches	58%
All Grades	Math Meets	16%	Math Meets	20%	Math Meets	29%
All Grades	Math Masters	8%	Math Masters	6%	Math Masters	9%
All Grades	Science Approaches	27%	Science Approaches	22%	Science Approaches	53%
All Grades	Science Meets	9%	Science Meets	5%	Science Meets	17%
All Grades	Science Masters	3%	Science Masters	3%	Science Masters	4%

Student Learning Strengths

- Based on the MAP Growth data, S.S. Dillow students are performing at or above the district level in Spanish Reading on MAP Growth. (46% of S.S. Dillow K-5 students met national grade level norms in Spanish Reading compared to the average of 45% of district students).
- Students in Pre-K are out performing the district in Circle Phonological Awareness Skills. (86% of English tested students are On-Track with Phonological Awareness skills, 94% of Spanish tested students are On-Track with Phonological Awareness skills.)
- Students in Pre-K are out performing the district in Circle Math Skills. (86% of English tested students are On-Track with Math skills, 94% of Spanish tested students are On-Track with Math skills.)
- Through observations and PLCs it is evident that our Pre-K has a strong focus on literacy and math.
 - STAAR Reading in all grades increased in the amount of students in approaches, and meets categories.
 - Students in Kindergarten are consistently increasing in English vocabulary skills.
 - Students in Kindergarten are consistently increasing in Spanish vocabulary skills.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Kindergarten through 5th grade had 33% of S.S. Dillow K-5 students met national grade level norms in English Reading compared to the average of 37% of district students. **Root Cause:** Students that struggled learning their foundational reading skills in grades K-2 have not been receiving the appropriate amount of intervention time to close gaps. This is causing bigger gaps in grades 3-5.

Problem Statement 2 (Prioritized): Kindergarten through 5th grade had 38% of S.S. Dillow K-5 students met national grade level norms in English Math compared to the average of 39% of district students. **Root Cause:** Students that struggled learning their foundational reading skills in grades K-2 have not been receiving the appropriate amount of intervention time to close gaps. This is causing bigger gaps in grades 3-5.

Problem Statement 3 (Prioritized): Third grade through 5th grade had 11.1% of students in Special Education scoring meets of above on STAAR Math compared to 30.3% of students in General Education. **Root Cause:** Teachers that serve students in Special Education need opportunities to receive trainings on best practices, IEPs, and co-teaching.

School Processes & Programs

School Processes & Programs Summary

Lesson planning at S.S. Dillow follows the FWISD scope and sequence, curriculum, and resources as well as the FWISD lesson plan framework. Daily lesson plan expectations include: the state TEKS, learning objective(s), ELPS, language objective(s), aligned activities and formative assessment(s) to ensure students mastered the TEKS aligned learning objective(s).

The instructional focus at S.S. Dillow is high-quality tier 1 instruction. Within the framework of tier 1 instruction, our campus is prioritizing modeling and checking for understanding during instruction. Improvement with modeling will provide students with a deeper understanding of how to understand the standard being taught. It will also give students an example to refer back to when working collaboratively and independently. Checking for understanding is also an important focus as it will provide teachers with a view of where students are so that they can monitor and adjust instruction as needed. It also will support teachers with knowing exactly where students are with the understanding of the TEKS so that they can provide additional support as needed.

PLC has been a place where the work has begun with improving high-quality tier 1 instruction. Our meetings have grown in structure with a strong emphasis on lesson alignment, formative assessments, and exit tickets. Exit tickets and assessments are then reviewed at our Data Analysis Meetings to find student misconceptions. We have also used data from MAP, formative assessments and benchmarks to help guide instruction. Teachers are learning and understanding more about the impact of lesson alignment and data and how it drive instruction. The instructional leadership team has been working closely and in classrooms daily to support teachers. The team meets weekly to address what was observed in classrooms to refine our plan and approach on how we support and grow teachers.

Programs:

- Our campus helps to provide school supplies, school uniforms, etc. to those in need. We also provide an after school program with dinner to students in grades 3-5.
- We have a Pre-K 3 class that is offered for students who qualify through the district.
- We have several SEL supports in place to assist students including a counselor and a Restorative Practices Specialist.
- Students utilize a one-to-one technology device for instructional use.

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	45.0	100.0%	100.0%	100.0%
Professional Staff:	36.7	81.7%	70.4%	64.1%
Teachers	26.7	59.5%	49.5%	48.7%
Professional Support	6.0	13.3%	15.7%	10.9%
Campus Administration (School Leadership)	4.0	8.9%	4.4%	3.3%
Educational Aides:	8.2	18.3%	7.7%	11.3%

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	110.0	4,258.0
Part-time Librarians	0.0	n/a	6.0	646.0
Full-time Counselors	1.0	n/a	191.0	13,815.0
Part-time Counselors	0.0	n/a	19.0	1,240.0
Total Minority Staff:				
	32.0	71.1%	61.9%	53.2%
Teachers by Ethnicity:				
African American	4.7	17.7%	21.1%	11.8%
Hispanic	12.0	44.9%	27.0%	29.6%
White	10.0	37.4%	49.2%	54.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.7%	1.2%
Teachers by Sex:				
Males	0.0	0.0%	28.6%	24.4%
Females	26.7	100.0%	71.4%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	20.7	77.5%	68.4%	72.2%
Masters	6.0	22.5%	29.6%	25.0%
Doctorate	0.0	0.0%	1.2%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.0	11.2%	9.5%	9.7%
1-5 Years Experience	8.0	29.9%	24.4%	26.3%
6-10 Years Experience	3.0	11.2%	19.0%	20.5%
11-20 Years Experience	8.7	32.7%	28.9%	27.2%
21-30 Years Experience	2.0	7.5%	14.3%	13.3%
Over 30 Years Experience	2.0	7.5%	4.0%	2.9%
Number of Students per Teacher				
	14.8	n/a	14.7	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.5	6.1
Average Years Experience of Principals with District	2.0	7.3	5.3
Average Years Experience of Assistant Principals	10.0	6.7	5.2
Average Years Experience of Assistant Principals with District	10.0	6.4	4.4
Average Years Experience of Teachers:	11.6	11.6	11.0
Average Years Experience of Teachers with District:	8.7	8.7	6.9

----- Campus -----				
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	5.6	20.9%	14.2%	5.9%
Career and Technical Education	0.0	0.0%	4.5%	5.4%
Compensatory Education	4.0	14.9%	6.7%	3.2%
Gifted and Talented Education	0.0	0.0%	0.1%	1.7%
Regular Education	17.1	64.0%	59.3%	70.6%
Special Education	0.1	0.2%	7.4%	9.7%
Other	0.0	0.0%	7.7%	3.5%

Data Source: STAAR, MAP, Master Schedule, TEA, and TIPWebIT

School Processes & Programs Strengths

- Collaboration and culture are two areas where we have shown growth as a campus.
- Our campus has focused more on the whole child and teacher with emphasis on Restorative Practices.
- We positively recognize teachers and students monthly for their achievements.
- Teachers receive praise during staff meetings, weekly newsletters, a special email, PLCs, and during face to face conversations.

- Students are rewarded based on teacher nomination each month.
- Students are also rewarded by their teachers and staff with incentives.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus has continued the use of Restorative Practices, however, classroom and campus observations do not indicate consistency with implementation to encourage appropriate student behavior. **Root Cause:** Restorative Practices has been a practice on campus for two years. Teachers need continuous training and modeling by campus leadership. Teachers that are new to the campus have not received training.

Problem Statement 2 (Prioritized): The campus has consistently been having PLCs every week, however, not all teachers see value in meeting for PLC and have not bought in to the process. **Root Cause:** The purpose with a structured plan for PLCs has been rolled out but needs to be consistent with the message.

Perceptions

Perceptions Summary

S.S Dillow Elementary his growing it's culture and climate as it pertains to students and staff. Working together is a key component of what we do at S.S. Dillow on a daily basis. That primarily comes in the form of collaboration. Teachers collaborate to plan, create lessons, and share ideas. Students collaborate during instruction to share their thinking and support their classmates.

Our staff is working on prioritizing SEL and making sure students not only receive the education they need but that they are taken care of socially and emotionally. Teachers hold class meetings where students discuss and share experiences and concerns. Our guidance counselor conducts weekly class meetings where students learn how to be better students, be better people, share their thoughts and feelings, how to problem solve, and how to seek help when needed.

S.S. Dillow Elementary is student centered with everything we do being centered around what is best for students. We evaluate our students needs and work together on how to provide. Most needs are met through instruction but our teachers and staff also dig deeper to know students and what they may need outside of instruction as well. Our teachers and staff communicate with parents weekly. Home visits, supports and supplies are offered to those families in need.

As a campus, our discipline concerns have taken a deep decline as we have begun implementing Restorative Practices. Students feel more comfortable and safe in school. We have incorporated more interaction opportunities between instructional programs that has helped with student referrals.

Data Source: Teacher Focus Group & Parent Feedback

Perceptions Strengths

- The culture at S.S. Dillow is strong and continues to grow. Students holds guidance lessons weekly to promote a positive culture.
- Through daily positive interactions, celebration of teachers and students achievement and prioritizing caring for and respecting others. Staff nominates for outstanding staff and students once a month.
- Teachers and staff care about and prioritize the whole child.
- Our campus centers all of what we do about what is best for students. Teachers utilize a Relational Agreement with weekly goals in 100% of classroom.
- Some of our teachers put student learning first by staying after school for tutoring

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Restorative Practices continues to be in the beginning stages and is needed to build campus relationships. Relational Agreements are posted in 100% of classrooms but teachers need training on next steps. **Root Cause:** More training on Restorative Practices is needed to improve building relationships. Teachers need consistent training on Restorative Practices to move past the begging stages of the program.

Problem Statement 2 (Prioritized): Teachers roll out procedures and routines at the beginning of the year, however, student culture has not been a priority and remained constant. **Root Cause:** All staff need to continue holding high expectations for procedures and routines throughout the year.

Priority Problem Statements

Problem Statement 1: The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) to 81.7% (in 2024) requiring a shift in training teachers on additional instructional strategies for English Learners.

Root Cause 1: Students are more transit due to many of the properties in the community being rental properties.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Kindergarten through 5th grade had 33% of S.S. Dillow K-5 students met national grade level norms in English Reading compared to the average of 37% of district students.

Root Cause 2: Students that struggled learning their foundational reading skills in grades K-2 have not been receiving the appropriate amount of intervention time to close gaps. This is causing bigger gaps in grades 3-5.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Kindergarten through 5th grade had 38% of S.S. Dillow K-5 students met national grade level norms in English Math compared to the average of 39% of district students.

Root Cause 3: Students that struggled learning their foundational reading skills in grades K-2 have not been receiving the appropriate amount of intervention time to close gaps. This is causing bigger gaps in grades 3-5.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The campus has continued the use of Restorative Practices, however, classroom and campus observations do not indicate consistency with implementation to encourage appropriate student behavior.

Root Cause 4: Restorative Practices has been a practice on campus for two years. Teachers need continuous training and modeling by campus leadership. Teachers that are new to the campus have not received training.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The campus has consistently been having PLCs every week, however, not all teachers see value in meeting for PLC and have not bought in to the process.

Root Cause 5: The purpose with a structured plan for PLCs has been rolled out but needs to be consistent with the message.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers roll out procedures and routines at the beginning of the year, however, student culture has not been a priority and remained constant.

Root Cause 6: All staff need to continue holding high expectations for procedures and routines throughout the year.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Third grade through 5th grade had 11.1% of students in Special Education scoring meets of above on STAAR Math compared to 30.3% of students in General

Education.

Root Cause 7: Teachers that serve students in Special Education need opportunities to receive trainings on best practices, IEPs, and co-teaching.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Goals

Revised/Approved: June 18, 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 86.5% to 95% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 94.1% to 98% by May 2025.

Increase the percentage of PK Hispanic students who score On Track on Circle Phonological Awareness in English from 80% to 90% by May 2025.

High Priority

Evaluation Data Sources: CLI

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Our campus will increase students ready to learn the fundamentals of reading in PK4 and Kindergarten.

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

- Targeted Support Strategy

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team supports teachers in delivering aligned instruction, activities, and assessments by using professional development time to teach teachers how to fully unpack standards and evaluate lessons for alignment and/or make adjustments as needed to ensure alignment to the tier 1 level of rigor outlined in the TEKS.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Leading and Learning</p> <p>Delivery Method: PLCs and Individual Coaching</p> <p>Funding Sources: - BEA (199 PIC 25) - 199-11-6329-001-123-25-313-000000 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Professional Developments for Bilingual and ESL teachers to incorporate strategies to increase student achievement.</p> <p>Intended Audience: Bilingual Teachers</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Leading and Learning Multicultural Department</p> <p>Delivery Method: Training</p> <p>Funding Sources: - BEA (199 PIC 25) - 199-13-6116-001-123-25-313-000000 - \$898</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) to 81.7% (in 2024) requiring a shift in training teachers on additional instructional strategies for English Learners. Root Cause: Students are more transit due to many of the properties in the community being rental properties.</p>

Student Learning

Problem Statement 1: Kindergarten through 5th grade had 33% of S.S. Dillow K-5 students met national grade level norms in English Reading compared to the average of 37% of district students. **Root Cause:** Students that struggled learning their foundational reading skills in grades K-2 have not been receiving the appropriate amount of intervention time to close gaps. This is causing bigger gaps in grades 3-5.

School Processes & Programs

Problem Statement 2: The campus has consistently been having PLCs every week, however, not all teachers see value in meeting for PLC and have not bought in to the process. **Root Cause:** The purpose with a structured plan for PLCs has been rolled out but needs to be consistent with the message.

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 51.5% to 65% 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 45.8% to 55% by May 2025.

Increase the percentage of Kindergarten - Grade 3 Special Education students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 30.8% to 40% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Fluency

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Our campus will increase the percentage of students in Kindergarten-Grade 3 who meet or exceed grade level expectations on key MAP Fluency indicators.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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





- ESF Levers:

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

- Targeted Support Strategy

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team supports teachers in delivering aligned instruction, activities, and assessments by using professional development time to teach teachers how to fully unpack standards and evaluate lessons for alignment and/or make adjustments as needed to ensure alignment to the tier 1 level of rigor outlined in the TEKS.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Leading and Learning</p> <p>Delivery Method: PLCs and individual coaching</p> <p>Funding Sources: - TITLE I (211) - 211-11-6399-04E-123-30-510-000000-25F10 - \$1,000, - SPED (199 PIC 23) - \$900, - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-123-99-313-000000- - \$4,595, - BASIC (199 PIC 11) - 199-11-6321-XXX-123-11-313-000000- - \$1,345</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Writing Teacher will assess, instruct using Summit K-12 RLA Mastery Program, and/or intervene with students on their writing score to improve TELPAS and STAAR scores.</p> <p>Intended Audience: Teachers and students</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal Reading Teacher</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Leading and Learning</p> <p>Delivery Method: Classroom</p> <p>Funding Sources: Title 1 Literacy Teacher - TITLE I (211) - 211-11-6119-04E-123-30-510-000000-25F10 - \$72,991.20, Summit K-12 RLA Mastery Program - TITLE I (211) - 211-11-6329-04E-123-30-510-000000-25F10 - \$7,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: Teachers that serve students in Special Education will attend professional development to improve instruction for Special Education Students.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Administration Teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Training locations</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) to 81.7% (in 2024) requiring a shift in training teachers on additional instructional strategies for English Learners. Root Cause: Students are more transit due to many of the properties in the community being rental properties.</p>
Student Learning
<p>Problem Statement 1: Kindergarten through 5th grade had 33% of S.S. Dillow K-5 students met national grade level norms in English Reading compared to the average of 37% of district students. Root Cause: Students that struggled learning their foundational reading skills in grades K-2 have not been receiving the appropriate amount of intervention time to close gaps. This is causing bigger gaps in grades 3-5.</p>
Perceptions
<p>Problem Statement 2: Teachers roll out procedures and routines at the beginning of the year, however, student culture has not been a priority and remained constant. Root Cause: All staff need to continue holding high expectations for procedures and routines throughout the year.</p>

Goal 1: Early Literacy

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

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 44.8% to 55% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 61.9% to 72% by May 2025.

Increase the percentage of Special Education students who meet or exceed projected growth on MAP Growth Reading in English from 30.4% to 40% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Reading

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Our campus will increase the percentage of students in grades 3-5 who meet or exceed projected growth on MAP Growth Reading.

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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


- ESF Levers:

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


- Targeted Support Strategy

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


Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team supports teachers in delivering aligned instruction, activities, and assessments by using professional development time to teach teachers how to fully unpack standards and evaluate lessons for alignment and/or make adjustments as needed to ensure alignment to the tier 1 level of rigor outlined in the TEKS.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Leading and Learning</p> <p>Delivery Method: PLCs and individual coaching</p> <p>Funding Sources: - GT (199 PIC 21) - \$150, - SPED (199 PIC 23) - \$675, - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-123-99-313-000000- - \$4,595, - BASIC (199 PIC 11) - 199-11-6321-XXX-123-11-313-000000- - \$1,345</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) to 81.7% (in 2024) requiring a shift in training teachers on additional instructional strategies for English Learners. Root Cause: Students are more transit due to many of the properties in the community being rental properties.</p>
Student Learning
<p>Problem Statement 1: Kindergarten through 5th grade had 33% of S.S. Dillow K-5 students met national grade level norms in English Reading compared to the average of 37% of district students. Root Cause: Students that struggled learning their foundational reading skills in grades K-2 have not been receiving the appropriate amount of intervention time to close gaps. This is causing bigger gaps in grades 3-5.</p>
School Processes & Programs
<p>Problem Statement 2: The campus has consistently been having PLCs every week, however, not all teachers see value in meeting for PLC and have not bought in to the process. Root Cause: The purpose with a structured plan for PLCs has been rolled out but needs to be consistent with the message.</p>

Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math English from 86.5% to 96% by May 2025.

Increase the percentage of PK students who score On Track on Circle Math Spanish from 84.4% to 94% by May 2025.

Increase the percentage of PK Emergent Bilingual students who score On Track on Circle Math English from 80% to 90% by May 2025.

High Priority

Evaluation Data Sources: CLI

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: Our campus will increase students ready to learn the basics of math in PK4 and Kindergarten.

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coach

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





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

- **ESF Levers:**

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

- **Targeted Support Strategy**

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Leading and Learning</p> <p>Delivery Method: PLCs and individual Coaching</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) to 81.7% (in 2024) requiring a shift in training teachers on additional instructional strategies for English Learners. Root Cause: Students are more transit due to many of the properties in the community being rental properties.</p>
Student Learning
<p>Problem Statement 2: Kindergarten through 5th grade had 38% of S.S. Dillow K-5 students met national grade level norms in English Math compared to the average of 39% of district students. Root Cause: Students that struggled learning their foundational reading skills in grades K-2 have not been receiving the appropriate amount of intervention time to close gaps. This is causing bigger gaps in grades 3-5.</p>
School Processes & Programs
<p>Problem Statement 2: The campus has consistently been having PLCs every week, however, not all teachers see value in meeting for PLC and have not bought in to the process. Root Cause: The purpose with a structured plan for PLCs has been rolled out but needs to be consistent with the message.</p>

Goal 2: Early Math

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

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math English from 33% to 45% by May 2025.
Increase the percentage of Kinder students who score On Track on TX-KEA Math Spanish from 60% to 70% by May 2025.

High Priority

Evaluation Data Sources: TX-KEA reports from ADQ

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: Our campus will increase students ready to learn the basics of math in Kindergarten.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson. Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Leading and Learning Delivery Method: PLCs and Individual Coaching	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Kindergarten through 5th grade had 38% of S.S. Dillow K-5 students met national grade level norms in English Math compared to the average of 39% of district students. **Root Cause:** Students that struggled learning their foundational reading skills in grades K-2 have not been receiving the appropriate amount of intervention time to close gaps. This is causing bigger gaps in grades 3-5.

School Processes & Programs

Problem Statement 2: The campus has consistently been having PLCs every week, however, not all teachers see value in meeting for PLC and have not bought in to the process. **Root Cause:** The purpose with a structured plan for PLCs has been rolled out but needs to be consistent with the message.

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 Math from 52% to 62% by May 2025.

Increase the percentage of Kindergarten - Grade 5 Special Education students who Meet or Exceed projected growth on MAP Growth Math from 36.7% to 47% by May 2025.

High Priority

Evaluation Data Sources: MAP Growth Math

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: Our campus will increase the percentage of Kindergarten- Grade 5 who meet or exceed growth on MAP Growth Math.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Leading and Learning</p> <p>Delivery Method: PLCs and individual coaching</p> <p>Funding Sources: - TITLE I (211) - 211-11-6399-04E-123-30-510-000000-25F10 - \$2,000, - SCE (199 PIC 24) - 199-11-6399-001-123-24-313-000000- - \$2,000, - GT (199 PIC 21) - \$220, - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-123-99-313-000000- - \$6,090, - BASIC (199 PIC 11) - 199-11-6321-XXX-123-11-313-000000- - \$6,090</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers that serve students in Special Education will attend professional development to improve instruction for Special Education Students.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Teachers Principals</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: Training Locations</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:

Demographics
<p>Problem Statement 1: The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) to 81.7% (in 2024) requiring a shift in training teachers on additional instructional strategies for English Learners. Root Cause: Students are more transit due to many of the properties in the community being rental properties.</p>

Student Learning

Problem Statement 2: Kindergarten through 5th grade had 38% of S.S. Dillow K-5 students met national grade level norms in English Math compared to the average of 39% of district students. **Root Cause:** Students that struggled learning their foundational reading skills in grades K-2 have not been receiving the appropriate amount of intervention time to close gaps. This is causing bigger gaps in grades 3-5.

School Processes & Programs

Problem Statement 2: The campus has consistently been having PLCs every week, however, not all teachers see value in meeting for PLC and have not bought in to the process. **Root Cause:** The purpose with a structured plan for PLCs has been rolled out but needs to be consistent with the message.

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 English from 27.7% to 38% by May 2025.

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading Spanish from 20.9% to 41% by May 2025.

Increase the percentage of 3-5 grade Emergent Bilingual students at MEETS or above on STAAR Reading from 20.9% to 41% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading

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

Strategy's Expected Result/Impact: Our campus will increase the percentage of 3-5 grade students scoring at meets or above on STAAR Reading.

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coach

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

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

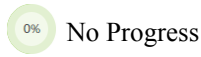
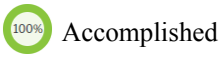
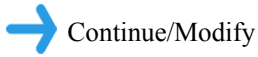

- **ESF Levers:**

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

- **Targeted Support Strategy**

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Leading and Learning</p> <p>Delivery Method: PLCs and individual coaching</p> <p>Funding Sources: - TITLE I (211) - 211-11-6116-04E-123-30-510-000000-25F10 - \$2,000, - SCE (199 PIC 24) - 199-11-6399-001-123-24-313-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

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

Strategy's Expected Result/Impact: Our campus will increase the percentage of 3-5 grade students scoring at meets or above on STAAR Reading.





Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Targeted Support Strategy**

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Back-to-school professional development will emphasize the importance of a data-informed culture to foster student ownership of learning outcomes and goal setting.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Leading and Learning</p> <p>Delivery Method: back to school presentation</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) to 81.7% (in 2024) requiring a shift in training teachers on additional instructional strategies for English Learners. Root Cause: Students are more transit due to many of the properties in the community being rental properties.</p>
Student Learning
<p>Problem Statement 1: Kindergarten through 5th grade had 33% of S.S. Dillow K-5 students met national grade level norms in English Reading compared to the average of 37% of district students. Root Cause: Students that struggled learning their foundational reading skills in grades K-2 have not been receiving the appropriate amount of intervention time to close gaps. This is causing bigger gaps in grades 3-5.</p>
School Processes & Programs
<p>Problem Statement 2: The campus has consistently been having PLCs every week, however, not all teachers see value in meeting for PLC and have not bought in to the process. Root Cause: The purpose with a structured plan for PLCs has been rolled out but needs to be consistent with the message.</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 30.3% to 40% by May 2025.
Increase the percentage of 3-5 grade Special Education students from 11.1% to 21% by May 2025.

High Priority

Evaluation Data Sources: STAAR Math

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

Strategy's Expected Result/Impact: Our campus will increase the percentage of 3-5 grade students scoring at meets or above on STAAR Math.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

- Targeted Support Strategy

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Leading Learning</p> <p>Delivery Method: PLCs and individual coaching</p> <p>Funding Sources: - TITLE I (211) - 211-13-6399-04E-123-30-510-000000-25F10 - \$3,000, - TITLE I (211) - 211-11-6116-04E-123-30-510-000000-25F10 - \$3,000, - SCE (199 PIC 24) - 199-11-6399-001-123-24-313-000000- - \$450</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: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Our campus will increase the percentage of 3-5 grade students scoring at meets or above on STAAR Math.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

- Targeted Support Strategy

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

Action Step 1 Details	Reviews			
<p>Action Step 1: During PLCs and individual planning time, teachers and staff analyze student data for the purpose of identifying student learning gaps, adjusting instruction to close the identified gaps, and creating assessments to ensure the gaps were closed.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal Instructional Coach</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Leading and Learning</p> <p>Delivery Method: PLCs and individual coaching</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-123-24-313-000000- - \$1,000, - TITLE I (211) - 211-11-6399-04E-123-30-510-000000-25F10 - \$2,500, - SPED (199 PIC 23) - \$250</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 1: The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) to 81.7% (in 2024) requiring a shift in training teachers on additional instructional strategies for English Learners. Root Cause: Students are more transit due to many of the properties in the community being rental properties.</p>
Student Learning
<p>Problem Statement 2: Kindergarten through 5th grade had 38% of S.S. Dillow K-5 students met national grade level norms in English Math compared to the average of 39% of district students. Root Cause: Students that struggled learning their foundational reading skills in grades K-2 have not been receiving the appropriate amount of intervention time to close gaps. This is causing bigger gaps in grades 3-5.</p>
School Processes & Programs
<p>Problem Statement 2: The campus has consistently been having PLCs every week, however, not all teachers see value in meeting for PLC and have not bought in to the process. Root Cause: The purpose with a structured plan for PLCs has been rolled out but needs to be consistent with the message.</p>

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

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences from 14.5% to 10% by May 2025.

Decrease the number and percentage of African American students who have excessive absences from 23% to 18% by May 2025.

High Priority

Evaluation Data Sources: FOCUS

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: Our campus will decrease the number and percentage of students who are chronically absent.

Staff Responsible for Monitoring: Principal
Assistant Principal
Family Engagement Specialist
Counselor

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

Problem Statements: School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: At the start of the year, timelines and expectations will be determined and communicated to relevant stakeholders by campus leadership on the following topics: the MTSS process, student attendance procedures, student behavior documentation and intervention procedures, and student culture and expectations. Intended Audience: Teachers Teacher Assistants Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August 2024- May 2025 Collaborating Departments: Leading and Learning Delivery Method: Back to school faculty meeting	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: The campus has continued the use of Restorative Practices, however, classroom and campus observations do not indicate consistency with implementation to encourage appropriate student behavior. **Root Cause:** Restorative Practices has been a practice on campus for two years. Teachers need continuous training and modeling by campus leadership. Teachers that are new to the campus have not received training.

Perceptions

Problem Statement 2: Teachers roll out procedures and routines at the beginning of the year, however, student culture has not been a priority and remained constant. **Root Cause:** All staff need to continue holding high expectations for procedures and routines throughout the year.

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

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

Performance Objective 2: Decrease the number of out of school suspensions for African American students that are disproportionately referred for disciplinary action from 4.2% to 2% by May 2025.

High Priority

Evaluation Data Sources: FOCUS

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 percentage of out-of-school suspensions for African American students that are disproportionately referred for disciplinary action.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

Problem Statements: School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: At the start of the year, timelines and expectations will be determined and communicated to relevant stakeholders by campus leadership on the following topics: the MTSS process, student attendance procedures, student behavior documentation and intervention procedures, and student culture and expectations.</p> <p>Intended Audience: Teachers Teacher Assistants</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Leading and Learning</p> <p>Delivery Method: Back to school faculty meeting</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Professional development will be offered to new staff members for documenting parent contacts, student behaviors, interventions in Branching Minds, and Restorative Practices.</p> <p>Intended Audience: Teachers Teacher Assistants</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal Counselor</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Leading and Learning MTSS Department Restorative Practices Department</p> <p>Delivery Method: PLCs and faculty meetings</p> <p>Funding Sources: - TITLE I (211) - 211-13-6116-OPD-123-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Teachers will develop a Relational Agreement with their class and to post in their classrooms as well as Restorative Circles to build relationships. Relational Agreement will be used to guide and redirect classroom behavior for student culture.</p> <p>Intended Audience: Teachers Teacher Assistants</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal Counselor</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Leading and Learning Restorative Practices Department</p> <p>Delivery Method: PLCs and Faculty Meeting</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-123-24-313-000000- - \$85, - TITLE I (211) - 211-11-6499-04E-123-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Counselor will provide guidance lessons for stakeholders on the following topics:</p> <ul style="list-style-type: none"> - Drug and Violence Prevention - Suicide Prevention - Conflict Resolution - Discipline Management/ Program - Violence Prevention and Intervention 	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: The campus has continued the use of Restorative Practices, however, classroom and campus observations do not indicate consistency with implementation to encourage appropriate student behavior. **Root Cause:** Restorative Practices has been a practice on campus for two years. Teachers need continuous training and modeling by campus leadership. Teachers that are new to the campus have not received training.

Perceptions

Problem Statement 2: Teachers roll out procedures and routines at the beginning of the year, however, student culture has not been a priority and remained constant. **Root Cause:** All staff need to continue holding high expectations for procedures and routines throughout the year.

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

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

Performance Objective 3: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 5 to 10 by May 2024.

High Priority

Evaluation Data Sources: Sign-in sheets and surveys

Strategy 1: Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

Strategy's Expected Result/Impact: Our campus will increase the number of student and parent engagement activities to increase parent involvement on campus and academics.

Staff Responsible for Monitoring: Principal
Assistant Principal
Family Engagement Specialist
Counselor

Title I:

2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: The campus principal will follow district policies to create the campus SBDM and will determine and communicate to relevant stakeholders the dates for meetings at the start of the school year. Intended Audience: Stakeholders Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Leading and Learning Delivery Method: Community Meetings	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: The campus Family Engagement Specialist in consultation with campus leadership will create a year-long Parent Engagement plan to be communicated out at the start of the school year. Funds will be used to provide snacks, supplies, and materials at parent events.</p> <p>Intended Audience: Stakeholders</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal Family Engagement Specialist</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Leading and Learning Family Engagement</p> <p>Delivery Method: Community Meetings</p> <p>Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-123-30-510-000000-25F10 - \$1,000, - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-123-30-510-000000-25F10 - \$500, - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-123-30-510-000000-25F10 - \$436</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Notifying parents of important information including academics, warning letters, test scores, and events.</p> <p>Intended Audience: Stakeholders</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal Family Engagement Specialist</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Leading and Learning Family Engagement</p> <p>Delivery Method: Mail</p> <p>Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-123-30-510-000000-25F10 - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: The demographics of S.S. Dillow Elementary School continue to increase enrollment of Hispanic from 69.9% (in 2018) to 76.5% (in 2022) to 81.7% (in 2024) requiring a shift in training teachers on additional instructional strategies for English Learners. Root Cause: Students are more transit due to many of the properties in the community being rental properties.</p>

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		Supplies and materials for instructional use	211-11-6399-04E-123-30-510-000000-25F10	\$1,000.00
1	2	1	2	Title 1 Literacy Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04E-123-30-510-000000-25F10	\$72,991.20
1	2	1	2	Summit K-12 RLA Mastery Program	Reading materials & Software for classroom use	211-11-6329-04E-123-30-510-000000-25F10	\$7,000.00
2	3	1	1		Supplies and materials for instructional use	211-11-6399-04E-123-30-510-000000-25F10	\$2,000.00
3	1	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-123-30-510-000000-25F10	\$2,000.00
3	2	1	1		Supplies and materials for professional development	211-13-6399-04E-123-30-510-000000-25F10	\$3,000.00
3	2	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-123-30-510-000000-25F10	\$3,000.00
3	2	2	1		Supplies and materials for instructional use	211-11-6399-04E-123-30-510-000000-25F10	\$2,500.00
4	2	1	2		Extra duty pay for PD after hours	211-13-6116-0PD-123-30-510-000000-25F10	\$1,000.00
4	2	1	3		Snacks or incentives for students	211-11-6499-04E-123-30-510-000000-25F10	\$1,000.00
Sub-Total							\$95,491.20
Budgeted Fund Source Amount							\$95,491.20
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	2		Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-123-30-510-000000-25F10	\$436.00

FAMILY ENGAGEMENT (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	2		Supplies and materials for parental involvement	211-61-6399-04L-123-30-510-000000-25F10	\$500.00
4	3	1	2		Snacks for parents to promote participation	211-61-6499-04L-123-30-510-000000-25F10	\$1,000.00
4	3	1	3		Supplies and materials for parental involvement	211-61-6399-04L-123-30-510-000000-25F10	\$500.00
Sub-Total							\$2,436.00
Budgeted Fund Source Amount							\$2,436.00
+/- Difference							\$0.00

BASIC (199 PIC 11)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-123-11-313-000000-	\$1,345.00
1	3	1	1		INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-123-11-313-000000-	\$1,345.00
2	3	1	1		INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-123-11-313-000000-	\$6,090.00
Sub-Total							\$8,780.00
Budgeted Fund Source Amount							\$8,780.00
+/- Difference							\$0.00

GT (199 PIC 21)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1		GENERAL SUPPLIES		\$150.00
2	3	1	1		GENERAL SUPPLIES		\$220.00
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
1	2	1	1		INSTRUCTIONAL MATERIALS		\$900.00
1	3	1	1		GENERAL SUPPLIES		\$675.00
3	2	2	1		INSTRUCTIONAL MATERIALS		\$250.00
Sub-Total							\$1,825.00
Budgeted Fund Source Amount							\$1,825.00
+/- Difference							\$0.00

SCE (199 PIC 24)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1		Supplies and materials for instructional use	199-11-6399-001-123-24-313-000000-	\$2,000.00
3	1	1	1		Supplies and materials for instructional use	199-11-6399-001-123-24-313-000000-	\$2,000.00
3	2	1	1		Supplies and materials for instructional use	199-11-6399-001-123-24-313-000000-	\$450.00
3	2	2	1		Supplies and materials for instructional use	199-11-6399-001-123-24-313-000000-	\$1,000.00
4	2	1	3		Supplies and materials for instructional use	199-11-6399-001-123-24-313-000000-	\$85.00
Sub-Total							\$5,535.00
Budgeted Fund Source Amount							\$5,535.00
+/- Difference							\$0.00

BEA (199 PIC 25)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Reading materials - instruction	199-11-6329-001-123-25-313-000000	\$1,000.00
1	1	1	2		Extra duty - professional development after hours	199-13-6116-001-123-25-313-000000	\$898.00
Sub-Total							\$1,898.00
Budgeted Fund Source Amount							\$1,898.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-123-99-313-000000-	\$4,595.00
1	3	1	1		INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-123-99-313-000000-	\$4,595.00
2	3	1	1		INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-123-99-313-000000-	\$6,090.00
Sub-Total							\$15,280.00
Budgeted Fund Source Amount							\$15,280.00
+/- Difference							\$0.00
Grand Total Budgeted							\$131,615.20
Grand Total Spent							\$131,615.20
+/- 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