

Fort Worth Independent School District
143 D. McRae Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Our mission is to foster a passion for learning by embracing diverse, backgrounds, learning styles, and values.

Vision

Inspire students to be lifelong learners to build a better tomorrow

Value Statement

D. McRae Pledge “I will act in such a way, that I will be proud of myself and others will be proud of me too! I came to school to learn, and I will learn! I will have a good day, because we promote learning at D. McRae!”

D. McRae Tigers R.O.A.R We are Responsible, Organized, Achievers, Respectful!

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Comprehensive Needs Assessment

Revised/Approved: June 24, 2024

Demographics

Demographics Summary

D. McRae Elementary is named after Duncan McRae who was the Superintendent of Fort Worth School from 1894 to 1900. D. McRae services 183 students in grades pre-K-4 through 5th grade. We are a Title I campus and 65% of the student population is emergent bilingual.

D. McRae provides regular programming, one-way dual language, gifted and talented, early childhood special education, RISE special education, resource special education, and inclusion special education classes. D. McRae also provides extracurricular activities through the City of Fort Worth's after-school programming including soccer, basketball, flag football, and tutoring. Our campus is 92% Hispanic, 6.4% African American, and 1.7% other.

* This information is found in the TAPR report



D. McRae's Mission and Vision

Theme: Four Packs One Goal. Excellence for ALL!

Mission: Our mission is to ignite our students' passion for tomorrow's world through academics, cultures, and respectful relationships.

Vision: Empowering all students to succeed in a future they create.

D. McRae elementary has an enrollment breakdown as such:

Hispanic 92%

African American 6.4%

Other 1.7%

Emergent Bilingual 65.3%

Special Education 12.8%

Economically disadvantaged 95%

Demographics Strengths

D. McRae makes sure there are programs and systems in place to meet the varying needs of our students. We provide free breakfast and lunch for our students. We have a counselor, and an interventionist from Communities in Schools to support our student's emotional needs. We also provide an afternoon snack for our 3rd – 5th grade students in our after-school program. We have an after-school program and a sports program that our students are a part of after school. We create community through the Ron Clark House system where students and staff are placed in houses to work together and build relationships. We have partnered with community organizations to support our students by, reading with them and providing family assistance. We have partnered with Texas Wesleyan to create science camps, pull-out reading interventions, and student resident teachers in our classrooms to support instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although the campus improved our TELPAS success criteria 9% the success percent is still below 50% for the campus. **Root Cause:** The campus needs to provide training for bilingual teachers in the science of reading for bilingual students.

Problem Statement 2 (Prioritized): The campus attendance rate is .3% below the district average. When diving deeper into this data 47% of our African American students experience chronic absenteeism. **Root Cause:** The D. McRae attendance committee needs specific processes and procedures to ensure we are working toward aligned attendance goals

Student Learning

Student Learning Summary

D. McRae is a B-rated campus for its extreme growth in the 2021 – 2022 school year. The campus was previously rated a D campus prior to COVID-19. To address gaps and extend the learning of our students D. McRae offers tutoring after school for students. D. McRae has a dyslexic teacher and two inclusion teachers on campus to support student learning.

Pre-K circle Data MOY 2023-2024

74% of English-tested students are on track with Phonological Awareness

81% of Spanish tested students are On-Track with Phonological Awareness

78% of English-tested students are on track with math.

73% of Spanish-tested students are on track with math.

STAAR 2023 results

STARR 3rd Grade reading	2022	2023
Approaches	43%	48%
Meets	22%	22%
Masters	6%	1%

STAAR 3rd math	2022	2023
Approaches	43%	49%
Meets	16%	22%
Masters	2%	7%

STAAR 4th Reading	2022	2023
Approaches	55%	50%
Meets	26%	22%
Masters	4%	4%

STAAR 4th Math	2022	2023
Approaches	46%	47%
Meets	16%	28%
Masters	4%	6%

STAAR 5th Reading	2022	2023
Approaches	74%	54%
Meets	40%	27%
Masters	10%	4%

STAAR 5th math	2022	2023
Approaches	57%	57%
Meets	22%	16%
Masters	10%	4%

STAAR 5th Science	2022	2023
Approaches	33%	20%
Meets	8%	4%
Masters	0%	1%

Percent met RIT Score norm by grade level in math

Kinder 45%
 1st 32%
 2nd 34%
 3rd 35%
 4th 33%
 5th 19%

Percent met RIT Score norm by grade level in reading

Kinder	48%
1 st	42%
2 nd	23%
3 rd	35%
4 th	21%
5 th	13%

Student Learning Strengths

D. McRae's 3rd-grade reading and math STAAR scores showed significant improvement from 2022 -2023.D. McRae's Pre-K students are improving on their CIRCLE assessments.

2023-24 MAP MOY - MATH

K- Observed growth of 12 RIT points

1- Observed growth of 9 RIT points

2- Observed growth of 9 RIT points

3- Observed growth of 8 RIT points

4- Observed growth of 9 RIT points

5- Observed growth of 5 RIT points

2023-24 MAP MOY - ELAR

K- Observed growth of 10 RIT points

1- Observed growth of 10 RIT points

2- Observed growth of 9 RIT points

3- Observed growth of 7 RIT points

4- Observed growth of 9 RIT points

5- Observed growth of 5 RIT points

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All 3rd through 5th grade students are under performing the district by 10% in the approaches category on the reading STAAR test. **Root Cause:** Teachers need support in understanding the depth of the standard to able to create a rigorous TEKS aligned lessons.

Problem Statement 2 (Prioritized): All 3rd through 5th grade students are under performing the district by 10% in the approaches category on the math STAAR test. **Root Cause:** Teachers need support in understanding the depth of the standard to able to create a rigorous TEKS aligned lessons

School Processes & Programs

School Processes & Programs Summary

D. McRae creates a campus culture to foster success. Teachers turn in lesson plans that follow the FWISD curriculum two weeks in advance. Teacher lesson Plans include The state TEKS, Daily lesson objectives, Student exit ticket and worked out teacher exemplar of the exit ticket. Teachers post their objective and the TEKS everyday in their classroom. Bilingual teachers post the objective in both languages. Teachers utilize formative assessments and randomized calling to daily to monitor and adjust instruction.

To Create culture at D. McRae we created the schools first ever PTA. The PTA along with school staff have one monthly family event hosted at the school to bring the community into the building.

Students are celebrated once a week through the student of the week.

Students who are not making adequate progress are targeted through MTSS.

Administrators and instructional coaches conduct walkthroughs and provide individualized support to teachers.

School Processes & Programs Strengths

- The school supports students who need school supplies, backpacks, and school uniforms.
- Staff is supported instructionally through PLC's with the support of our two instructional coaches.
- The school has implemented the Ron Clark House System to ensure the students feel connected to the campus.
- The school has created a campus playbook to ensure every staff member understands the procedures and expectations of the school.
- The school has implemented family activities once a month to create community in the school.
- With the support of the City of Fort Worth we have an after school program for 3rd-5th grade that provides evening nutrition.
- D. McRae has a counselor and a community in school internationalist to support students with needs.
- Students are rewarded on a weekly basis from their teachers to celebrate the student of the week.
- Teachers are positively recognized through informal shout outs and by recognizing the teacher of the month.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 29% of African American D. McRae students were chronically absent for the 2023-2024 school year. **Root Cause:** The campus needs to adapt and change their attendance committee to ensure students attend school.

Problem Statement 2 (Prioritized): In math at the MOY MAP assessment only 22% of African Americans met their grade level RIT compared to 31% for 32% for the schools Hispanic population. **Root Cause:** The campus needs to develop tutoring systems and extra support for this population.

Perceptions

Perceptions Summary

D. McRae Elementary School is determined to grow our campus and community culture. This year we have implemented the Ron Clark House system. Teachers and students have been put together in teams to work together for common goals. Through the House System we strive to instill our Values of Empathy, leadership, perseverance, creativity, and integrity to our students.

D. McRae had made it a priority to bring families into the the school culture. We have created a PTA where parents can support school activities and teacher celebrations. The School holds one family style night per month on the campus including, Fall Festival, Winter Concert, Black History Month celebration, Father Daughter dance and more. D. McRae has partnered with local community organizations to provide support for our families in need and to read to our students.

D. McRae has rekindled a relationship with Texas Wesleyan. Texas Wesleyan is working with D. McRae to have science camps, and reading intervention on campus. We also have 10 Resident teachers at D. McRae supporting students in their learning.

D. McRae also is proud to have a partnership with Communities in Schools to add more support for our students and families who are in need.

Perceptions Strengths

- D. McRae has built a strong faculty culture that continues to grow and improve
- D. McRae has created community relationships to bring the community into the building and support our students and staff.
- D. McRae makes it a priority to celebrate student and teacher accomplishments.
- D. McRae has improved communication with parents and families to ensure parents know what is happening at the school and what their student is learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 21% of D. McRae students are chronically absent **Root Cause:** D. McRae needs to upgrade our attendance plan to ensure all students are attending school.

Problem Statement 2 (Prioritized): D. McRae has suspended 19 students this school year. **Root Cause:** The campus needs to train staff in restorative practices to mitigate situations and keep students on campus to maximize instruction.

Priority Problem Statements

Problem Statement 1: Although the campus improved our TELPAS success criteria 9% the success percent is still below 50% for the campus.

Root Cause 1: The campus needs to provide training for bilingual teachers in the science of reading for bilingual students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The campus attendance rate is .3% below the district average. When diving deeper into this data 47% of our African American students experience chronic absenteeism.

Root Cause 2: The D. McRae attendance committee needs specific processes and procedures to ensure we are working toward aligned attendance goals

Problem Statement 2 Areas: Demographics

Problem Statement 3: All 3rd through 5th grade students are under performing the district by 10% in the approaches category on the reading STAAR test.

Root Cause 3: Teachers need support in understanding the depth of the standard to able to create a rigorous TEKS aligned lessons.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: All 3rd through 5th grade students are under performing the district by 10% in the approaches category on the math STAAR test.

Root Cause 4: Teachers need support in understanding the depth of the standard to able to create a rigorous TEKS aligned lessons

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 29% of African American D. McRae students were chronically absent for the 2023-2024 school year.

Root Cause 5: The campus needs to adapt and change their attendance committee to ensure students attend school.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: In math at the MOY MAP assessment only 22% of African Americans met their grade level RIT compared to 31% for 32% for the schools Hispanic population.

Root Cause 6: The campus needs to develop tutoring systems and extra support for this population.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: D. McRae has suspended 19 students this school year.

Root Cause 7: The campus needs to train staff in restorative practices to mitigate situations and keep students on campus to maximize instruction.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: 21% of D. McRae students are chronically absent

Root Cause 8: D. McRae needs to upgrade our attendance plan to ensure all students are attending school.

Problem Statement 8 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

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 73% to 85% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 81% to 90% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 50% by May 2025.

High Priority

Evaluation Data Sources: Circle Phonological Awareness, Grade PK, by English & Spanish

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through Data Driven instruction 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: Support teacher skill and knowledge to plan and execute effective STAAR aligned rigorous effective lessons.

Staff Responsible for Monitoring: Leadership team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: The instructional leadership team will support teachers by supporting their understanding of adjusting the curriculum to ensure high quality exit tickets are created for student learning that hit the rigor of the state standard and match the STAAR test.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional leadership team Date(s) / Timeframe: August - December Collaborating Departments: Reading Delivery Method: In- person through faculty meetings and PLC's</p> <p>Funding Sources: Supplies and Materials for instructional use to implement standard aligned instruction - TITLE I (211) - 211-11-6399-04E-143-30-510-000000-25F10 - \$3,189.60, Supplies and materials to support Special education population - SCE (199 PIC 24) - 199-11-6399-001-143-24-313-000000- - \$7,290, Teacher Training for TEKS - TITLE I (211) - 211-13-6411-04E-143-30-510-000000-25F10 - \$5,000, Principal Training for TEKS - TITLE I (211) - 211-23-6411-04E-143-30-510-000000-25F10 - \$4,000, Supplies and materials - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-143-99-313-000000- - \$7,602, Technology for Principal - UNDISTRIBUTED (199 PIC 99) - 199-23-6249-XXX-143-99-313-000000- - \$2,000, pay for subs - BASIC (199 PIC 11) - 199-11-6116-XXX-143-11-313-000000- - \$2,500, Nearpod - UNDISTRIBUTED (199 PIC 99) - 199-12-6299-XXX-143-99-313-000000- - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: The instructional leadership team will model, train, and build teacher capacity in creating a teacher exemplar and success criteria to compliment the exit ticket for the lesson.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional leadership team Date(s) / Timeframe: August - May Collaborating Departments: The teaching and learning department Delivery Method: Faculty Meetings, PLCs, and coaching conversations.</p> <p>Funding Sources: Supplies and materials - BASIC (199 PIC 11) - 199-11-6399-XXX-143-11-313-000000- - \$9,792</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: The principal and assistant principal will use the Paul Bambrick walkthrough waterfall to conduct walkthroughs that include timely coaching conversations.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal/ Assistant Principal Date(s) / Timeframe: August - May Delivery Method: In -person through eduphoria</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: All 3rd through 5th grade students are under performing the district by 10% in the approaches category on the reading STAAR test. **Root Cause:** Teachers need support in understanding the depth of the standard to able to create a rigorous TEKS aligned lessons.

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 55% to 75% 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 36% to 50% by May 2025.

Increase the percentage socioeconomically disadvantaged students from 38.5% to 45% by May 2025.

Evaluation Data Sources: MAP Fluency

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through Data Driven instruction 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: Support teacher skill and knowledge to plan and execute effective STAAR aligned rigorous effective lessons.

Staff Responsible for Monitoring: Leadership team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: The instructional leadership team will support teachers by supporting their understanding of adjusting the curriculum to ensure high quality exit tickets are created for student learning that hit the rigor of the state standard and match the STAAR test.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional leadership team</p> <p>Date(s) / Timeframe: August - December</p> <p>Collaborating Departments: Reading</p> <p>Delivery Method: In- person through faculty meetings and PLC's</p> <p>Funding Sources: Bilingual classroom supplies and materials - BEA (199 PIC 25) - 199-11-6399-001-143-25-313-000000 - \$2,783, Library books - TITLE I (211) - 211-12-6329-04E-143-30-510-000000-25F10 - \$8,000, Subs for teachers - TITLE I (211) - 211-11-6112-0PD-143-30-510-000000-25F10 - \$1,500, Library books - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-143-99-313-000000- - \$4,600, Supplies and materials for GT classroom - GT (199 PIC 21) - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: The instructional leadership team will model, train, and build teacher capacity in creating a teacher exemplar and success criteria to compliment the exit ticket for the lesson.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional leadership team</p> <p>Date(s) / Timeframe: August - May</p> <p>Collaborating Departments: The teaching and learning department</p> <p>Delivery Method: Faculty Meetings, PLCs, and coaching conversations.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: The principal and assistant principal will use the Paul Bambrick walkthrough waterfall to conduct walkthroughs that include timely coaching conversations.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Principal/ Assistant Principal</p> <p>Date(s) / Timeframe: August - May</p> <p>Delivery Method: In -person through eduphoria</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<p>Action Step 4: The Title I reading specialist and Title I TA will work with struggling readers to ensure that all students are improving their reading fluency and reading comprehension.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Title I teacher Principal</p> <p>Date(s) / Timeframe: August - May</p> <p>Collaborating Departments: Teaching and learning</p> <p>Delivery Method: in -person</p> <p>Funding Sources: Title I Reading Teacher - TITLE I (211) - 211-11-6119-04E-143-30-510-000000-25F10 - \$76,000 , Title I TA - TITLE I (211) - 211-11-6129-04E-143-30-510-000000-25F10 - \$23,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: All 3rd through 5th grade students are under performing the district by 10% in the approaches category on the reading STAAR test. Root Cause: Teachers need support in understanding the depth of the standard to able to create a rigorous TEKS aligned lessons.</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% to 65% 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 50% to 70% by May 2025.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 44% to 65% by May 2025.

Evaluation Data Sources: MAP Growth

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/SAVVAS/Estrellita/Esperanza/Lunita/Escalera/Lexia/Neuhaus) and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Support Teachers with skill and knowledge of lessons

Staff Responsible for Monitoring: Instructional leadership team

Title I:

2.4, 2.6





- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: The instructional leadership team will support teachers by supporting their understanding of adjusting the curriculum to ensure high quality exit tickets are created for student learning that hit the rigor of the state standard and match the STAAR test.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional leadership team Date(s) / Timeframe: August - December Collaborating Departments: Reading Delivery Method: In- person through faculty meetings and PLC's</p> <p>Funding Sources: Accelerated Reader - TITLE I (211) - 211-11-6329-04E-143-30-510-000000-25F10 - \$7,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: The instructional leadership team will model, train, and build teacher capacity in creating a teacher exemplar and success criteria to compliment the exit ticket for the lesson.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional leadership team Date(s) / Timeframe: August - May Collaborating Departments: The teaching and learning department Delivery Method: Faculty Meetings, PLCs, and coaching conversations.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: The principal and assistant principal will use the Paul Bambrick walkthrough waterfall to conduct walkthroughs that include timely coaching conversations.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal/ Assistant Principal Date(s) / Timeframe: August - May Delivery Method: In -person through eduphoria</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: All 3rd through 5th grade students are under performing the district by 10% in the approaches category on the reading STAAR test. Root Cause: Teachers need support in understanding the depth of the standard to able to create a rigorous TEKS aligned lessons.</p>

Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 80% to 95% by May 2025.
Increase the percentage Emergent Bilingual students from 72% to 85% by May 2025.

Evaluation Data Sources: PK Circle 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: Train and support teachers in creating Tier I instruction

Staff Responsible for Monitoring: Instructional leadership team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: The instructional leadership team will support teachers by supporting their understanding of adjusting the curriculum to ensure high quality exit tickets are created for student learning that hit the rigor of the state standard and match the STAAR test. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional leadership team Date(s) / Timeframe: August - December Collaborating Departments: Reading Delivery Method: In- person through faculty meetings and PLC's	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: The instructional leadership team will model, train, and build teacher capacity in creating a teacher exemplar and success criteria to compliment the exit ticket for the lesson.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional leadership team Date(s) / Timeframe: August - May Collaborating Departments: The teaching and learning department Delivery Method: Faculty Meetings, PLCs, and coaching conversations.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: The principal and assistant principal will use the Paul Bambrick walkthrough waterfall to conduct walkthroughs that include timely coaching conversations.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal/ Assistant Principal Date(s) / Timeframe: August - May Delivery Method: In -person through eduphoria</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:

Student Learning
<p>Problem Statement 2: All 3rd through 5th grade students are under performing the district by 10% in the approaches category on the math STAAR test. Root Cause: Teachers need support in understanding the depth of the standard to able to create a rigorous TEKS aligned lessons</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 from 51% to 70% by May 2025.

Increase the percentage of economically disadvantaged students from 23% to 70% by May 2025.

Evaluation Data Sources: TX-KEA

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

Strategy's Expected Result/Impact: Support for teachers to provide quality Tier I math instruction

Staff Responsible for Monitoring: Instructional leadership team

Title I:

2.4, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: The instructional leadership team will support teachers by supporting their understanding of adjusting the curriculum to ensure high quality exit tickets are created for student learning that hit the rigor of the state standard and match the STAAR test.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional leadership team Date(s) / Timeframe: August - December Collaborating Departments: Reading Delivery Method: In- person through faculty meetings and PLC's</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: The instructional leadership team will model, train, and build teacher capacity in creating a teacher exemplar and success criteria to compliment the exit ticket for the lesson.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional leadership team Date(s) / Timeframe: August - May Collaborating Departments: The teaching and learning department Delivery Method: Faculty Meetings, PLCs, and coaching conversations.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: The principal and assistant principal will use the Paul Bambrick walkthrough waterfall to conduct walkthroughs that include timely coaching conversations.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal/ Assistant Principal Date(s) / Timeframe: August - May Delivery Method: In -person through eduphoria</p>	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: All 3rd through 5th grade students are under performing the district by 10% in the approaches category on the math STAAR test. Root Cause: Teachers need support in understanding the depth of the standard to able to create a rigorous TEKS aligned lessons</p>

Goal 2: Early Math

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

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 47% to 60% by May 2025.

Increase the percentage of African American from 40% to 55% by May 2025.

Evaluation Data Sources: MAP Growth data

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

Strategy's Expected Result/Impact: Support or teachers to implement more effective Tier I instruction

Staff Responsible for Monitoring: Instructional Leadership team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: The instructional leadership team will support teachers by supporting their understanding of adjusting the curriculum to ensure high quality exit tickets are created for student learning that hit the rigor of the state standard and match the STAAR test.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional leadership team Date(s) / Timeframe: August - December Collaborating Departments: Reading Delivery Method: In- person through faculty meetings and PLC's</p> <p>Funding Sources: Supplies for GT - GT (199 PIC 21) - \$588, SPED Supplies - SPED (199 PIC 23) - \$6,658</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: The instructional leadership team will model, train, and build teacher capacity in creating a teacher exemplar and success criteria to compliment the exit ticket for the lesson.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional leadership team Date(s) / Timeframe: August - May Collaborating Departments: The teaching and learning department Delivery Method: Faculty Meetings, PLCs, and coaching conversations.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: The principal and assistant principal will use the Paul Bambrick walkthrough waterfall to conduct walkthroughs that include timely coaching conversations.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal/ Assistant Principal Date(s) / Timeframe: August - May Delivery Method: In -person through eduphoria</p>	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: All 3rd through 5th grade students are under performing the district by 10% in the approaches category on the math STAAR test. Root Cause: Teachers need support in understanding the depth of the standard to able to create a rigorous TEKS aligned lessons</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 27% to 50% by May 2025. Increase the percentage of Emergent Bilingual students from 24% to 50% by May 2025.

Evaluation Data Sources: Map Growth

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: Students receiving rigorous Tier I instruction that is aligned to the standard

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: The instructional leadership team will support teachers by supporting their understanding of adjusting the curriculum to ensure high quality exit tickets are created for student learning that hit the rigor of the state standard and match the STAAR test. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional leadership team Date(s) / Timeframe: August - December Collaborating Departments: Reading Delivery Method: In- person through faculty meetings and PLC's	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: The instructional leadership team will model, train, and build teacher capacity in creating a teacher exemplar and success criteria to compliment the exit ticket for the lesson.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional leadership team Date(s) / Timeframe: August - May Collaborating Departments: The teaching and learning department Delivery Method: Faculty Meetings, PLCs, and coaching conversations.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: The principal and assistant principal will use the Paul Bambrick walkthrough waterfall to conduct walkthroughs that include timely coaching conversations.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal/ Assistant Principal Date(s) / Timeframe: August - May Delivery Method: In -person through eduphoria</p>	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: All 3rd through 5th grade students are under performing the district by 10% in the approaches category on the reading STAAR test. Root Cause: Teachers need support in understanding the depth of the standard to able to create a rigorous TEKS aligned lessons.</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 22% to 40% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 21% to 40% by May 2025.

Evaluation Data Sources: Map Growth Data

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

Strategy's Expected Result/Impact: Tracking student growth to fill in gaps and ensure all students are growing

Staff Responsible for Monitoring: Instructional Leadership team

Title I:

2.4, 2.6

- TEA Priorities:





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

- ESF Levers:

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: The instructional leadership team will support teachers by supporting their understanding of adjusting the curriculum to ensure high quality exit tickets are created for student learning that hit the rigor of the state standard and match the STAAR test.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional leadership team Date(s) / Timeframe: August - December Collaborating Departments: Reading Delivery Method: In- person through faculty meetings and PLC's</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: The instructional leadership team will model, train, and build teacher capacity in creating a teacher exemplar and success criteria to compliment the exit ticket for the lesson.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional leadership team Date(s) / Timeframe: August - May Collaborating Departments: The teaching and learning department Delivery Method: Faculty Meetings, PLCs, and coaching conversations.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: The principal and assistant principal will use the Paul Bambrick walkthrough waterfall to conduct walkthroughs that include timely coaching conversations.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal/ Assistant Principal Date(s) / Timeframe: August - May Delivery Method: In -person through eduphoria</p>	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: All 3rd through 5th grade students are under performing the district by 10% in the approaches category on the math STAAR test. Root Cause: Teachers need support in understanding the depth of the standard to able to create a rigorous TEKS aligned lessons</p>

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

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 23% to 15% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 36% to 15% by May 2025.

Evaluation Data Sources: Focus attendance reports

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: Increase student attendance reduce student discipline situations and increase parent involvement.

Staff Responsible for Monitoring: Principal, Counselor, SST

Title I:

2.4, 2.6, 4.1

- TEA Priorities:





Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
<p>Action Step 1: The leadership team will create a new attendance protocol manual for the school year that includes systems to track students attendance and meetings with parents to support student absences.</p> <p>Intended Audience: Teachers. SST team, Parents</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal</p> <p>Date(s) / Timeframe: August - May</p> <p>Collaborating Departments: Data clerk, parent engagement specialist Counselor CIC.</p> <p>Delivery Method: In Person - Handbook</p> <p>Funding Sources: Parent engagement supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-143-30-510-000000-25F10 - \$1,500, Parent engagement snacks - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-143-30-510-000000-25F10 - \$996, General health supplies - UNDISTRIBUTED (199 PIC 99) - 199-33-6399-XXX-143-99-313-000000- - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Empty review cells			

Action Step 2 Details	Reviews			
<p>Action Step 2: At the beginning of the year the staff will be trained on MTSS expectations, requirements and deadlines. Staff will understand how the MTSS system on the campus will operate, including attendance procedures student behavior documentation and instructional intervention procedures.</p> <p>Intended Audience: Teachers, Campus Leaders Provider / Presenter / Person Responsible: Principal, assistant principal Date(s) / Timeframe: August - October Collaborating Departments: Counselor Delivery Method: in-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Throughout the year there will be clear pausing points for teachers to update MTSS and ensure that students are receiving the support they need.</p> <p>Intended Audience: teachers, instructional leadership team, counselor Provider / Presenter / Person Responsible: Principal, assistant principal Date(s) / Timeframe: August -May Collaborating Departments: Counseling Delivery Method: in person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 29% of African American D. McRae students were chronically absent for the 2023-2024 school year. Root Cause: The campus needs to adapt and change their attendance committee to ensure students attend school.</p>
Perceptions
<p>Problem Statement 1: 21% of D. McRae students are chronically absent Root Cause: D. McRae needs to upgrade our attendance plan to ensure all students are attending school.</p>
<p>Problem Statement 2: D. McRae has suspended 19 students this school year. Root Cause: The campus needs to train staff in restorative practices to mitigate situations and keep students on campus to maximize instruction.</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 2: Increase positive response by students to the learning environment on the district's climate survey from ___% to ___% by May 2025.

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

Strategy 1: 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: Increase parent engagement int the school community and decrease student absences

Staff Responsible for Monitoring: Principal, Counselor, SST

Title I:

4.1, 4.2

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: The principal will create a monthly newsletter to parents to let them know about all of the instructional and family engagement opportunities that will be held on the campus for that particular month. The family engagement specialist will send reminders via email and social media to ensure families attend events.</p> <p>Intended Audience: Campus stakeholders, parents, staff Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August - May Collaborating Departments: Family engagement Delivery Method: Via email, phone call, social media</p> <p>Funding Sources: Science Night - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-143-30-510-000000-25F10 - \$900</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: 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: Families, stakeholders Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August - May Delivery Method: In -person, through email	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: 21% of D. McRae students are chronically absent Root Cause: D. McRae needs to upgrade our attendance plan to ensure all students are attending school.

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

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

Performance Objective 3: Decrease the number of out of school suspensions for African American students from 11% to 3% by May 2025.

Evaluation Data Sources: Focus discipline reports

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: Increase student attendance decrease behavioral situations and increase parent engagement

Staff Responsible for Monitoring: Principal, Counselor, SST

Title I:

2.4, 2.6, 4.1, 4.2

- TEA Priorities:





Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: At the beginning of the year the staff will be trained on MTSS expectations, requirements and deadlines. Staff will understand how the MTSS system on the campus will operate, including attendance procedures student behavior documentation and instructional intervention procedures.</p> <p>Intended Audience: Teachers, Campus Leaders Provider / Presenter / Person Responsible: Principal, assistant principal Date(s) / Timeframe: August - October Collaborating Departments: Counselor Delivery Method: in-person</p> <p>Funding Sources: supplies for calming corners - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-143-99-313-000000- - \$500, services for student support - UNDISTRIBUTED (199 PIC 99) - 199-31-6299-XXX-143-99-313-000000- - \$466</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Empty review cells			

Action Step 2 Details	Reviews			
<p>Action Step 2: Throughout the year there will be clear pausing points for teachers to update MTSS and ensure that students are receiving the support they need.</p> <p>Intended Audience: teachers, instructional leadership team, counselor Provider / Presenter / Person Responsible: Principal, assistant principal Date(s) / Timeframe: August -May Collaborating Departments: Counseling Delivery Method: in person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 2: D. McRae has suspended 19 students this school year. Root Cause: The campus needs to train staff in restorative practices to mitigate situations and keep students on campus to maximize instruction.</p>

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Supplies and Materials for instructional use to implement standard aligned instruction	Supplies and materials for instructional use	211-11-6399-04E-143-30-510-000000-25F10	\$3,189.60
1	1	1	1	Teacher Training for TEKS	Travel for Teachers (PD)	211-13-6411-04E-143-30-510-000000-25F10	\$5,000.00
1	1	1	1	Principal Training for TEKS	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-143-30-510-000000-25F10	\$4,000.00
1	2	1	1	Library books	Reading materials for library use	211-12-6329-04E-143-30-510-000000-25F10	\$8,000.00
1	2	1	1	Subs for teachers	Subs for professional development	211-11-6112-0PD-143-30-510-000000-25F10	\$1,500.00
1	2	1	4	Title I Reading Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04E-143-30-510-000000-25F10	\$76,000.00
1	2	1	4	Title I TA	Title I Teacher Assistant	211-11-6129-04E-143-30-510-000000-25F10	\$23,000.00
1	3	1	1	Accelerated Reader	Reading materials & Software for classroom use	211-11-6329-04E-143-30-510-000000-25F10	\$7,000.00
Sub-Total							\$127,689.60
Budgeted Fund Source Amount							\$127,689.60
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Parent engagement supplies	Supplies and materials for parental involvement	211-61-6399-04L-143-30-510-000000-25F10	\$1,500.00
4	1	1	1	Parent engagement snacks	Snacks for parents to promote participation	211-61-6499-04L-143-30-510-000000-25F10	\$996.00
4	2	1	1	Science Night	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-143-30-510-000000-25F10	\$900.00
Sub-Total							\$3,396.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$3,396.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	pay for subs	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-143-11-313-000000-	\$2,500.00
1	1	1	2	Supplies and materials	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-143-11-313-000000-	\$9,792.00
Sub-Total							\$12,292.00
Budgeted Fund Source Amount							\$12,292.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Supplies and materials for GT classroom	GENERAL SUPPLIES		\$1,000.00
2	3	1	1	Supplies for GT	GENERAL SUPPLIES		\$588.00
Sub-Total							\$1,588.00
Budgeted Fund Source Amount							\$1,588.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1	SPED Supplies	GENERAL SUPPLIES		\$6,658.00
Sub-Total							\$6,658.00
Budgeted Fund Source Amount							\$6,658.00
+/- Difference							\$0.00

SCE (199 PIC 24)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Supplies and materials to support Special education population	Supplies and materials for instructional use	199-11-6399-001-143-24-313-000000-	\$7,290.00
Sub-Total							\$7,290.00
Budgeted Fund Source Amount							\$7,290.00
+/- Difference							\$0.00

BEA (199 PIC 25)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Bilingual classroom supplies and materials	Supplies and materials - instruction	199-11-6399-001-143-25-313-000000	\$2,783.00
Sub-Total							\$2,783.00
Budgeted Fund Source Amount							\$2,783.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Nearpod	INSTRCTNL RES/MED SVCS MISC CONTRACTED SERVICES	199-12-6299-XXX-143-99-313-000000-	\$5,000.00
1	1	1	1	Technology for Principal	SCHOOL LEADERSHIP MNT/RPR FURN/ COMPUT/EQUIP	199-23-6249-XXX-143-99-313-000000-	\$2,000.00
1	1	1	1	Supplies and materials	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-143-99-313-000000-	\$7,602.00
1	2	1	1	Library books	INSTRCTNL RES/MED SVCS OTHER READING MATERIALS	199-12-6329-XXX-143-99-313-000000-	\$4,600.00
4	1	1	1	General health supplies	HEALTH SERVICE GENERAL SUPPLIES	199-33-6399-XXX-143-99-313-000000-	\$500.00
4	3	1	1	supplies for calming corners	GUIDANCE & COUNSELING SVC GENERAL SUPPLIES	199-31-6399-XXX-143-99-313-000000-	\$500.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	services for studentt support	GUIDANCE & COUNSELING SVC MISC CONTRACTED SERVICES	199-31-6299-XXX-143-99-313-000000-	\$466.00
Sub-Total							\$20,668.00
Budgeted Fund Source Amount							\$20,668.00
+/- Difference							\$0.00
Grand Total Budgeted							\$182,364.60
Grand Total Spent							\$182,364.60
+/- 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