

Fort Worth Independent School District

162 Sagamore Hill Elementary School

2024-2025 Campus Improvement Plan



Mission Statement

We the faculty and staff at Sagamore Hill Elementary, along with the parents and community, will create a nurturing environment that builds our students' confidence and promotes academic success.

Vision

Sagamore Hill Elementary will be an exemplary campus where parents, faculty, and the community work together to increase student achievement, promote excellent standards of citizenship, and appreciate cultural diversity.

Value Statement

Excellence - We strive for excellence in everything we do and say.

Growth - We have growth mindsets. We always believe we can improve and work every day to learn something new.

Leadership - We strive to become the leaders of tomorrow by practicing leadership in our school community today.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.	12
Goal 2: Early Math Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.	18
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025	22
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	26
Campus Funding Summary	29
Policies, Procedures, and Requirements	33

Comprehensive Needs Assessment

Revised/Approved: May 13, 2024

Demographics

Demographics Summary

Sagamore Hill is a small neighborhood school with a total enrollment of 455.

54 African Americans

27 White

374 Hispanics.

97.1% Eco. Dis.

At Risk indicator is at 67%

GT: 8%

SPED: 7% with an Early Childhood Special Education classroom

Dyslexia: 7%

Sagamore Hill Has a turn-over rate at about 17%. It is in a rooted community and is a true neighborhood school. Generations of families attended (PK-5th) Sagamore Hill and they want their children and grandchildren to have the same experience. There are few discipline concerns that impede instruction. Teachers and staff are supported when discipline concerns arise. Sagamore Hill currently has 49 staff members: 25 Hispanic, 1 Pacific Islander, 7 A-A, and 16 White staff members.

According to the Focus incident report, In 2019- 2020 the discipline infractions was at 90. This went down to 10 infractions for 2021-2022. This past school year we had 48 infractions that were 80% repeated students from 2 classrooms

According to the disaggregation of PEIMS student data, in 2017-2018, we had a total enrollment of 700 students. In 2021-2022, we had a total enrollment of 456 students. The decline in enrollment is based on the opening of the charter school one block

away from our campus. This school year we had approximately 20 students that withdrew to attend the charter school and approximately 25 students to enroll here from the charter school.

Our Attendance rate has increased from 92% in 2021-2022 from 94% in 2022-2023.

We have seen an increase of 80% of the new students to our campus coming from another country.

Demographics Strengths

Demographics have been consistent through all ethnicities and economic disadvantaged students. We are at 97% ED. Our school community is supportive of Sagamore Hill. We did not have a high turn over rate in teachers for the 2023- 2024 school year and we grew our school enrollment from 433 to 455 students. This school year, we have a PTO board of parents and staff that planned activities and fundraisers. We also have community support through Clayton Child Care and Good News Club.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We currently have 11 students, 2% identified as Dyslexic. **Root Cause:** Teachers need additional support in intervening and campus needs a strategic plan in place to monitor and track student learning needs.

Problem Statement 2 (Prioritized): According to EOY MAP Math data only 65% of Hispanic students in kinder through 5th grade met projected growth. **Root Cause:** Teachers need additional support in intervening and campus needs a strategic plan in place to monitor and track student learning needs.

Student Learning

Student Learning Summary

On MAP Math, 51% of students met projected growth. Overall in Math, our grade levels made double digit gains in grades Kinder and 4th grades. On MOY MAP Reading, 45% of students met projected growth for the fall 2023 school year. Overall in Reading MAP, we made double digit gains in Kindergarten and 2nd grade dual Language. Kindergarten made the greatest gains over all other grade levels in Math and in Reading.

Student Learning Strengths

Students are receptive to learning. Students use computer based district programs to enhance learning and minimize gaps with all students having 1 to 1 devices.

This is our 3rd year with our new reading program called Amplify. This will be our 2nd year with the math program called Eureka.

We have regularly scheduled PLC time weekly with teachers. Teachers have been trained in the DDI process and use this to drive instruction. We currently have 4 TIA teachers on our campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than 50% of 3rd grade students are meeting Approaches on STAAR **Root Cause:** Professional Development is needed for Standard Alignment in grades Kinder through 3rd grades

Problem Statement 2 (Prioritized): 1st-3rd grade English students have 43% growth in MOY MAP reading **Root Cause:** Leadership needs systems in place for intervention and progress monitoring of students

School Processes & Programs

School Processes & Programs Summary

Below is the current data for Sagamore Hill student programs:

Gifted and Talented: 11%

SPED: 8% with an Early Childhood Special Education classroom

Dual Language Program: 60%

PreK Program: 9%

After School Program can serve up to 50 students, currently has 25 students. In the past this program was serving 45 students regularly Monday through Thursday.

School Processes & Programs Strengths

Sagamore Hill has a strong bilingual program with 60% of our students being served. 100% of our bilingual staff are fully certified and have at least 2 or more years experience in teaching.

According to informal feedback and observation, most of the staff at Sagamore Hill feel it is a positive culture and motivated to learn in order to fine tune their teaching skills and craft. We have a full time instructional coach that is experienced in coaching teachers and data driven instruction. The instructional coach also mentors new teachers on the campus. We have regularly scheduled PLCs with grade levels and the instructional team working through the DDI process.

Teachers have also responded that our school feels safer with arrival and dismissal procedures.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As of 2022-2023, we have 20 out of 450 students identified with a specific learning disability or other health impairment. **Root Cause:** Teachers need professional development in identifying students for MTSS.

Problem Statement 2: We provide equity services (DL, GT, SPED, etc) however, we do not know if all students are receiving their services equally and at the highest levels for learning. **Root Cause:** Less effective system is in place for students to receive needed interventions and to track progress towards intended outcomes or performance objectives.

Perceptions

Perceptions Summary

Sagamore Hill Elementary is in an established neighborhood who has many parents and their children attending Sagamore Hill at one point in time. Parents are supportive and want the best education for their children. Parents have expressed that they enjoy the family nights and activities here on campus. Feedback was given by our SBDM, PTO, and individual parents. We also used discipline, attendance, and community outreach numbers data to determine Perceptions.

Perceptions Strengths

Sagamore Hill has strong ties to the community. Students and parents have a positive perception of Sagamore Hill Elementary. Our enrollment has gone up by 30 students this past year, many wanting to come from Charter Schools or other campuses due to word of mouth. The Ron Clark House System was started this past school year and has been a positive culture builder. This school year we have teacher and student leaders in each House. We also post House Points in the hallway to encourage student participation in attendance, grades, behavior, and growth. Attendance Rates went up this past year by 2 points showing students want to come to school and be apart. Teachers have responded that the few volunteers have made positive impacts on their classrooms. Teachers have also responded that students have better self-regulation.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have had less than half of the families attend our Family Nights. **Root Cause:** Communications to families needs to match the needs of the families.

Problem Statement 2: Student Leadership positions is few. We do not have a safety patrol, student council, etc. **Root Cause:** Leadership team has not established these clubs and given Teachers leadership positions over them.

Priority Problem Statements

Problem Statement 1: According to EOY MAP Math data only 65% of Hispanic students in kinder through 5th grade met projected growth.

Root Cause 1: Teachers need additional support in intervening and campus needs a strategic plan in place to monitor and track student learning needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Less than 50% of 3rd grade students are meeting Approaches on STAAR

Root Cause 2: Professional Development is needed for Standard Alignment in grades Kinder through 3rd grades

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 1st-3rd grade English students have 43% growth in MOY MAP reading

Root Cause 3: Leadership needs systems in place for intervention and progress monitoring of students

Problem Statement 3 Areas: Student Learning

Problem Statement 4: As of 2022-2023, we have 20 out of 450 students identified with a specific learning disability or other health impairment.

Root Cause 4: Teachers need professional development in identifying students for MTSS.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We have had less than half of the families attend our Family Nights.

Root Cause 5: Communications to families needs to match the needs of the families.

Problem Statement 5 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)
- 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

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Professional development needs assessment data
- T-TESS data

Support Systems and Other Data

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

Goals

Revised/Approved: April 29, 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 81% to 85% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 95% to 98% by May 2025.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 75% to 80% by May 2025.

Evaluation Data Sources: Circle

Strategy 1: Improve the quality of Tier I and Tier 2 (intervention) instruction by developing the capacity of PK teachers to implement district curriculum and approved resources by engaging in continuous professional learning on: Creative Curriculum and CLI activities.

Strategy's Expected Result/Impact: Ensure students are provided high quality instructions that meets their social-emotional and academic needs.

Staff Responsible for Monitoring: Teachers and Leadership team

Title I:





2.4

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will be:</p> <ol style="list-style-type: none"> 1. Trained in CLI/Circle assessments and interventions 2. Track student learning through the CLI and Circle assessments 3. Progress monitor students using the Circle/CLI Activities and plan tier 1 and tier 2 instruction based on the needs of the students. <p>Intended Audience: PreK Teachers</p> <p>Provider / Presenter / Person Responsible: Early Learning Instructional Coach, campus instructional coaches, administrators</p> <p>Date(s) / Timeframe: September 2024- May 2025</p> <p>Collaborating Departments: Early Learning</p> <p>Delivery Method: In-person</p> <p>Funding Sources: snacks for students in ECSE and resource classrooms - SPED (199 PIC 23) - \$400, general supplies for ECSE classroom - SPED (199 PIC 23) - \$2,400</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: According to EOY MAP Math data only 65% of Hispanic students in kinder through 5th grade met projected growth. Root Cause: Teachers need additional support in intervening and campus needs a strategic plan in place to monitor and track student learning needs.</p>

Goal 1: Early Literacy

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

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 40% to 45% 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 46% to 51% by May 2025.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 42% to 47% by May 2025.

Evaluation Data Sources: MAP Fluency

Strategy 1: Improve the quality of Tier I and Tier 2 (intervention) instruction by developing the capacity of K-3rd grade teachers to implement district curriculum and approved resources by engaging in continuous professional learning communities and using the DDI process and backward planning.

Strategy's Expected Result/Impact: Improved Tier I and Tier 2 instruction resulting in students meeting and exceeding grade level expectations on MAP.

Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators





Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Set regularly scheduled PLCs to develop engaging and rigorous lessons based on student needs with district approved resources. Ensure PLCs give time for the disaggregation of data for progress monitoring. Teachers will track data inside and outside classrooms</p> <p>Intended Audience: All Teachers Provider / Presenter / Person Responsible: Teachers, Instructional Coach, Leadership Date(s) / Timeframe: September 2024-May2025 Collaborating Departments: Humanities Delivery Method: In person</p> <p>Funding Sources: Title I instructional teacher for reading and math - TITLE I (211) - 211-11-6119-04E-162-30-510-000000-25F10 - \$88,000, general supplies - TITLE I (211) - 211-11-6399-04E-162-30-510-000000-25F10 - \$500</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 2: According to EOY MAP Math data only 65% of Hispanic students in kinder through 5th grade met projected growth. Root Cause: Teachers need additional support in intervening and campus needs a strategic plan in place to monitor and track student learning needs.</p>
Student Learning
<p>Problem Statement 2: 1st-3rd grade English students have 43% growth in MOY MAP reading Root Cause: Leadership needs systems in place for intervention and progress monitoring of students</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 47% to 52% 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 59% to 64% by May 2025.

Increase the percentage of Hispanic students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 45% to 50% by May 2025.

Evaluation Data Sources: MAP Growth Reading

Strategy 1: Improve the quality of Tier I and Tier 2 (intervention) instruction by developing the capacity of K-5th grade teachers to implement progress monitoring, district curriculum and approved resources by engaging in continuous professional learning communities.

Strategy's Expected Result/Impact: Improved Tier I and Tier 2 instruction resulting in students meeting and exceeding grade level expectations on MAP.

Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators





Title I:

2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: 1. Campus instructional leaders and teachers review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. 2. Student progress toward measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting</p> <p>Intended Audience: Teachers, Campus Instructional leaders Provider / Presenter / Person Responsible: Instructional Coach, Administrators Date(s) / Timeframe: September 2024-May 2025 Collaborating Departments: Humanities Delivery Method: in person</p> <p>Funding Sources: general supplies - GT (199 PIC 21) - \$588, general supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-162-11-313-000000- - \$3,280, books for the library - BASIC (199 PIC 11) - 199-11-6329-XXX-162-11-313-000000- - \$3,300, supplies for librarian - BASIC (199 PIC 11) - 199-11-6399-XXX-162-11-313-000000- - \$1,420, general supplies - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-162-99-313-000000- - \$4,720</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: Less than 50% of 3rd grade students are meeting Approaches on STAAR Root Cause: Professional Development is needed for Standard Alignment in grades Kinder through 3rd grades</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 81% to 88% 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 100% to 100% by May 2025.

Evaluation Data Sources: Circle Math

Strategy 1: Improve the quality of Tier I and Tier 2 (intervention) instruction by developing the capacity of PK teachers to implement district curriculum and approved resources by engaging in continuous professional learning on: Creative Curriculum and CLI activities.

Strategy's Expected Result/Impact: Ensure students are provided high quality instructions that meets their social-emotional and academic needs.

Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators, district instructional coach

Title I:


2.4, 2.5


- TEA Priorities:


Build a foundation of reading and math


Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: 1. Develop and implement a cycle of observation with action steps of classroom instruction. 2. Give feedback on teacher's instructional plans using district approved resources Intended Audience: Teachers Provider / Presenter / Person Responsible: Early Learning coaches, Instructional Coaches, Administrators Date(s) / Timeframe: September 2024-May 2025 Collaborating Departments: Early Learning Delivery Method: in-person	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Less than 50% of 3rd grade students are meeting Approaches on STAAR **Root Cause:** Professional Development is needed for Standard Alignment in grades Kinder through 3rd grades

Goal 2: Early Math

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

Performance Objective 2: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 52% to 57% by May 2025.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 55% by May 2025.

Evaluation Data Sources: MAP Growth

Strategy 1: Ensure Professional Learning Communities are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5 teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Improved Tier I and Tier 2 instruction resulting in students meeting and exceeding grade level expectations on MAP.

Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators

Title I:

2.4, 2.5

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers have scheduled time for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach, Administrators</p> <p>Date(s) / Timeframe: September 2024-May 2025</p> <p>Collaborating Departments: Math</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Materials for student use for accelerated instruction - BEA (199 PIC 25) - 199-11-6399-001-162-25-313-000000 - \$2,123</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: According to EOY MAP Math data only 65% of Hispanic students in kinder through 5th grade met projected growth. **Root Cause:** Teachers need additional support in intervening and campus needs a strategic plan in place to monitor and track student learning needs.

Goal 3: CCMR

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

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 28% to 33% 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 25% to 30% by May 2025.

Evaluation Data Sources: STAAR

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: Ensure students are provided high quality instructions that meets their social-emotional and academic needs


Staff Responsible for Monitoring: Principal, AP, Leadership Team, Teachers


Title I:
2.4, 2.5, 2.6


- TEA Priorities:
Build a foundation of reading and math


Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Develop a student goal-setting and data driven system that will allow teachers, students, and parents to set goals to measure and respond to students' academic needs.</p> <p>Intended Audience: teachers, students</p> <p>Provider / Presenter / Person Responsible: Instructional Coach, Administrators</p> <p>Date(s) / Timeframe: September 2024-May 2025</p> <p>Collaborating Departments: Humanities</p> <p>Delivery Method: In-person</p> <p>Funding Sources: materials - TITLE I (211) - 211-11-6329-04E-162-30-510-000000-25F10 - \$7,154.40, materials - SCE (199 PIC 24) - 199-11-6329-001-162-24-313-000000- - \$5,610, reading materials - SPED (199 PIC 23) - \$396, color copy machine - UNDISTRIBUTED (199 PIC 99) - 199-61-6264-XXX-162-99-313-000000- - \$1,900, shredding services - UNDISTRIBUTED (199 PIC 99) - 199-61-6299-XXX-162-99-313-000000- - \$250</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
--

Problem Statement 1: As of 2022-2023, we have 20 out of 450 students identified with a specific learning disability or other health impairment. Root Cause: Teachers need professional development in identifying students for MTSS.
--

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 28% to 33% 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 17% to 25% by May 2025.

Evaluation Data Sources: STAAR

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: Ensure students are provided high quality instructions that meets their social-emotional and academic needs.

Staff Responsible for Monitoring: Principal, AP, Leadership Team, Teachers

Title I:


2.5


- **TEA Priorities:**


Build a foundation of reading and math


Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Develop a student goal-setting and data driven system that will allow teachers, students, and parents to set goals to measure and respond to students' academic needs.</p> <p>Intended Audience: Teachers, students</p> <p>Provider / Presenter / Person Responsible: Instructional Coach, Administrators</p> <p>Date(s) / Timeframe: September 2024-May 2025</p> <p>Collaborating Departments: Math</p> <p>Delivery Method: In-person</p> <p>Funding Sources: laptop computer - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-162-99-313-000000- - \$2,500, general supplies - UNDISTRIBUTED (199 PIC 99) - 199-13-6116-XXX-162-99-313-000000- - \$580</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: According to EOY MAP Math data only 65% of Hispanic students in kinder through 5th grade met projected growth. **Root Cause:** Teachers need additional support in intervening and campus needs a strategic plan in place to monitor and track student learning needs.

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 15% to 10% by May 2025.

Decrease the number and percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 14% to 10% by May 2025.

Strategy 1: Campus Attendance Committee (CAC) reviews all students below 90% threshold every six weeks

Strategy's Expected Result/Impact: Identified students will have an increase in attendance and increase in academic and social emotional learning.

Staff Responsible for Monitoring: Campus Attendance Committee (CAC), Student Support Team, Administrators

Title I:

2.5

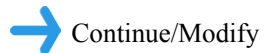
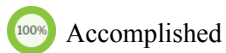
- **TEA Priorities:**

Improve low-performing schools

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: 1. By September 4, convene initial Student Support Team meeting and develop Student Support Plans (SSP) for students in lowest quadrant in MAP reading and math, and for students below 90% in attendance. 2. Monitor the progress of the students on support plans and revise as needed 3. CAC begins to meet and implements plans to support students who become absent</p> <p>Intended Audience: students, parents, teachers Provider / Presenter / Person Responsible: Campus Attendance Committee (CAC) ,Student Support Team (SST), Administrators Date(s) / Timeframe: September 2024-May 2025</p> <p>Funding Sources: Cafeteria monitor - UNDISTRIBUTED (199 PIC 99) - 199-51-6127-XXX-162-99-313-000000- - \$7,000, counselor supplies - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-162-99-313-000000- - \$240, Nurse Supplies - UNDISTRIBUTED (199 PIC 99) - 199-61-6399-XXX-162-99-313-000000- - \$250</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: We will have monthly grade level meetings with parents and community after which, students will perform a musical. We will also open our Market on these nights.</p> <p>Intended Audience: Parents, Teachers, Community</p> <p>Provider / Presenter / Person Responsible: Students, Teachers, Administrators</p> <p>Date(s) / Timeframe: September 2024-May 2025</p> <p>Collaborating Departments: Fine Arts</p> <p>Delivery Method: In-person</p> <p>Funding Sources: staff - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-162-30-510-000000-25F10 - \$500, materials - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-162-30-510-000000-25F10 - \$1,000, staff - FAMILY ENGAGEMENT (211) - 211-61-6116-04L-162-30-510-000000-25F10 - \$1,044</p>	Formative		Summative	
	Nov	Jan	Mar	June



Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: We have had less than half of the families attend our Family Nights. Root Cause: Communications to families needs to match the needs of the families.</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: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 1.2 to 0 by May 2025.

Strategy 1: Convene initial Student Support Team meeting and develop Student Support Plans (SSP) for students.

Strategy's Expected Result/Impact: Students will feel a sense of belonging and excitement and have a desire to be apart of our school community and therefore improved attendance and increased academic performance and reduced discipline referrals.

Staff Responsible for Monitoring: Student Support Team, Administrators





Title I:

2.5

- TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Develop a system for follow-up on Student Support Plans for all students with out-of- school suspensions. Intended Audience: Teachers, Parents, students Provider / Presenter / Person Responsible: Student Support Team, teachers, administrators, ILT Date(s) / Timeframe: September 2024- May 2025	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:

School Processes & Programs
<p>Problem Statement 1: As of 2022-2023, we have 20 out of 450 students identified with a specific learning disability or other health impairment. Root Cause: Teachers need professional development in identifying students for MTSS.</p>

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Title I instructional teacher for reading and math	Title I Reading/ Mathematics Teacher	211-11-6119-04E-162-30-510-000000-25F10	\$88,000.00
1	2	1	1	general supplies	Supplies and materials for instructional use	211-11-6399-04E-162-30-510-000000-25F10	\$500.00
3	1	1	1	materials	Reading materials & Software for classroom use	211-11-6329-04E-162-30-510-000000-25F10	\$7,154.40
Sub-Total							\$95,654.40
Budgeted Fund Source Amount							\$95,654.40
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	2	staff	Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-162-30-510-000000-25F10	\$500.00
4	1	1	2	materials	Supplies and materials for parental involvement	211-61-6399-04L-162-30-510-000000-25F10	\$1,000.00
4	1	1	2	staff	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-162-30-510-000000-25F10	\$1,044.00
Sub-Total							\$2,544.00
Budgeted Fund Source Amount							\$2,544.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	books for the library	INSTRUCTION OTHER READING MATERIALS	199-11-6329-XXX-162-11-313-000000-	\$3,300.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	general supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-162-11-313-000000-	\$3,280.00
1	3	1	1	supplies for librarian	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-162-11-313-000000-	\$1,420.00
Sub-Total							\$8,000.00
Budgeted Fund Source Amount							\$8,000.00
+/- 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	GENERAL SUPPLIES		\$588.00
Sub-Total							\$588.00
Budgeted Fund Source Amount							\$588.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	general supplies for ECSE classroom	GENERAL SUPPLIES		\$2,400.00
1	1	1	1	snacks for students in ECSE and resource classrooms	PURCHASING CARD		\$400.00
3	1	1	1	reading materials	OTHER READING MATERIALS		\$396.00
Sub-Total							\$3,196.00
Budgeted Fund Source Amount							\$3,196.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	materials	Reading materials for classroom use	199-11-6329-001-162-24-313-000000-	\$5,610.00
Sub-Total							\$5,610.00
Budgeted Fund Source Amount							\$5,610.00
+/- Difference							\$0.00

BEA (199 PIC 25)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	Materials for student use for accelerated instruction	Supplies and materials - instruction	199-11-6399-001-162-25-313-000000	\$2,123.00
Sub-Total							\$2,123.00
Budgeted Fund Source Amount							\$2,123.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	general supplies	INSTRCTNL RES/MED SVCS OTHER READING MATERIALS	199-12-6329-XXX-162-99-313-000000-	\$4,720.00
3	1	1	1	shredding services	COMMUNITY SERVICES MISC CONTRACTED SERVICES	199-61-6299-XXX-162-99-313-000000-	\$250.00
3	1	1	1	color copy machine	COMMUNITY SERVICES RENTALS-FURN/ COMPUT/EQUIP	199-61-6264-XXX-162-99-313-000000-	\$1,900.00
3	2	1	1	laptop computer	SCHOOL LEADERSHIP TECHNOLOGY < \$5000	199-23-6396-XXX-162-99-313-000000-	\$2,500.00
3	2	1	1	general supplies	STAFF DEVELOPMENT EXTRA DUTY - PROFESSIONAL	199-13-6116-XXX-162-99-313-000000-	\$580.00
4	1	1	1	Cafeteria monitor	PLANT MAINT & OPERATION NON-CONTRACT - SUPPORT	199-51-6127-XXX-162-99-313-000000-	\$7,000.00
4	1	1	1	counselor supplies	SCHOOL LEADERSHIP GENERAL SUPPLIES	199-23-6399-XXX-162-99-313-000000-	\$240.00
4	1	1	1	Nurse Supplies	COMMUNITY SERVICES GENERAL SUPPLIES	199-61-6399-XXX-162-99-313-000000-	\$250.00
Sub-Total							\$17,440.00
Budgeted Fund Source Amount							\$17,440.00
+/- Difference							\$0.00
Grand Total Budgeted							\$135,155.40
Grand Total Spent							\$135,155.40

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- 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