

Fort Worth Independent School District
124 Leadership Academy at Maude I Logan Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning.

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Comprehensive Needs Assessment

Revised/Approved: April 5, 2024

Demographics

Demographics Summary

The Leadership Academy at Logan enrollment consists of 309 students. The demographics consists of 59% Hispanic, 37% African American, and 3% White/Other. The attendance is 94%. Student discipline consists of 18 referrals which is 3% of students. 15% of students are enrolled in special education. About 10% of teachers are new to the campus while others have been with LAN for more years. The teacher-student ratios are 11.1. Mobility rate of 24.3%

Demographics Strengths

Diversity is present for both staff and students. Diversity is celebrated and represented across the campus. The ethnic backgrounds are consistent with the previous years and continue to increase with the Hispanic population. The At-risk numbers are consistent. The campus monitors student group data and continues accelerating student group achievement. The campus has shown evidence of student growth by student groups in both reading and math achievement. Leadership Academy at Maude I Logan is a thriving neighborhood school serving all students to the highest potential.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 4% of African American students are meets grade level in math according to Interim Assessment Data **Root Cause:** Students lack foundational skills in math

Problem Statement 2: 22% of African American students are meets grade level in reading according to Interim Assessment Data **Root Cause:** Students lack foundational skills in reading

Student Learning

Student Learning Summary

MOY MAP GROWTH MATH

- Both Reading and Math saw gains in achievement relative to last year
- Growth in Math and Reading (English) was higher at all grades than comparisons
- Both Reading and Math saw a +11%pt gain at Approaches and +6% pt gain at Meets relative to last year
- Grade 5 Math was especially strong with and increase of +12% pts at Meets (from 9% to 21%) and 60% projected at Approaches; again this was almost double the percent Meets for comparisons
- Grade 4 Math saw a smaller percentage meeting growth projections, but an increase in students projected at Approaches; both were significantly higher than comparisons

MOY MAP GROWTH READING

- Both Reading and Math saw gains in achievement relative to last year
- Growth in Math and Reading (English) was higher at all grades than comparisons
- Both Reading and Math saw a +11%pt gain at Approaches and +6% pt gain at Meets relative to last year
- While Meets Grade Level for Grade 3 Reading was stagnant, it showed a large increase in students projected to reach Approaches (from 37% to 50%), a larger gain than comparisons

Student Learning Strengths

MOY MAP GROWTH MATH

- Both Reading and Math saw gains in achievement relative to last year
- Growth in Math and Reading (English) was higher at all grades than comparisons
- Both Reading and Math saw a +11%pt gain at Approaches and +6% pt gain at Meets relative to last year
- Grade 5 Math was especially strong with and increase of +12% pts at Meets (from 9% to 21%) and 60% projected at Approaches; again this was almost double the percent Meets for comparisons
- Grade 4 Math saw a smaller percentage meeting growth projections, but an increase in students projected at Approaches; both were significantly higher than comparisons

MOY MAP GROWTH READING

- Both Reading and Math saw gains in achievement relative to last year
- Growth in Math and Reading (English) was higher at all grades than comparisons
- Both Reading and Math saw a +11%pt gain at Approaches and +6% pt gain at Meets relative to last year
- While Meets Grade Level for Grade 3 Reading was stagnant, it showed a large increase in students projected to reach Approaches (from 37% to 50%), a larger gain than comparisons

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 20% of students are on meets grade level for reading according to MOY MAP Growth **Root Cause:** Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

Problem Statement 2: Only 18% of students are on meets grade level for math according to MOY MAP Growth **Root Cause:** Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

School Processes & Programs

School Processes & Programs Summary

The Leadership Academy at Maude I Logan is a part of the Leadership Academy Network. The curriculum and instruction are designed and tailored to students in the Network. Literacy and Math both have models that have been designed specifically for students in the Network. Campus Instructional Coaches work in collaboration to design Instructional Planning Calendars that outline student expectations that need to be mastered and retaught. The campus front loads professional development prior to school starting in August that is focused on best instructional practices, curriculum, and monitoring of student progress. Leadership teams work together with Master Teachers for the implementation of campus initiatives. Campus systems have been developed and established for high communication, scheduling, and support levels.

School Processes & Programs Strengths

The campus has a solid administrative and instructional team to support classroom learning. Curriculum is designed, and instructional coaches for all content areas support the growth of teachers in classrooms. Campus designs weekly assessments and tracks student learning through DOLs daily. Campus has high-performing teachers in the tested content areas who continue demonstrating growth through the coaching model. Campus utilizes the LAN Teacher Development System to improve teacher performance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student attendance is at 94% and needs to be at the 97% rate. **Root Cause:** Chronic Absenteeism is leading to the drop.

Problem Statement 2: High mobility rate of 24.3% which allows for instructional gaps of students **Root Cause:** Transient population

Perceptions

Perceptions Summary

My supervisor, or someone at work, cares about me as a person - 91%

I know what is expected of me at work. - 91%

I have the materials & equipment to do my work well.- 77%

The mission/purpose of LAN makes me feel my job is important.- 64%

Overall Org Health Avg - 70%

Perceptions Strengths

My supervisor, or someone at work, cares about me as a person - 91%

I know what is expected of me at work. - 91%

I have the materials & equipment to do my work well.- 77%

The mission/purpose of LAN makes me feel my job is important.- 64%

Overall Org Health Avg - 70%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 55% of Teachers receive feedback on their teaching, while 41% of teachers find feedback valuable. **Root Cause:** Teachers are not making connections to the feedback given from admin team or value.

Problem Statement 2: 36% of teachers feel that professional learning is valuable to them **Root Cause:** Teachers do not see the connection between why the professional learning is important and how it will impact instruction

Priority Problem Statements

Problem Statement 1: 4% of African American students are meets grade level in math according to Interim Assessment Data

Root Cause 1: Students lack foundational skills in math

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 20% of students are on meets grade level for reading according to MOY MAP Growth

Root Cause 2: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student attendance is at 94% and needs to be at the 97% rate.

Root Cause 3: Chronic Absenteeism is leading to the drop.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 55% of Teachers receive feedback on their teaching, while 41% of teachers find feedback valuable.

Root Cause 4: Teachers are not making connections to the feedback given from admin team or value.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

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

- Special education/non-special education population including discipline, progress and participation data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results

Goals

Revised/Approved: April 8, 2024

Goal 1: Early Literacy

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 90% to 92% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 67% to 75% 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 83% to 87% by May 2025.

Evaluation Data Sources: CLI Data

Strategy 1: Implementation of Scholastic Pre-K curriculum and following with fidelity.

Strategy's Expected Result/Impact: 92% of all students will be on track on Circle Phonological Awareness.

Staff Responsible for Monitoring: Leadership team, Instructional coaches, LAN leadership team.

Title I:

2.4





- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Classroom supplies and materials. Intended Audience: Students Provider / Presenter / Person Responsible: Campus Date(s) / Timeframe: On going Collaborating Departments: LAN team and district Delivery Method: School day Funding Sources: Supplies and materials - SCE (199 PIC 24) - 199-11-6399-001-124-24-313-000000- - \$3,480	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 4% of African American students are meets grade level in math according to Interim Assessment Data Root Cause: Students lack foundational skills in math
Student Learning
Problem Statement 1: Only 20% of students are on meets grade level for reading according to MOY MAP Growth Root Cause: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

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 65% to 70% 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 68% to 72% 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 65% to 70% by May 2025.

Evaluation Data Sources: MAP Data

Strategy 1: Continued implementation of Literacy model and following with fidelity.

Strategy's Expected Result/Impact: 70% of all students will meet their EOY Reading growth goal as evidence of MAP growth.

Staff Responsible for Monitoring: Leadership team, LAN leadership

Title I:

2.4

- **TEA Priorities:**





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

- **ESF Levers:**

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Campus Data Leader to lead all PLCs and data meetings to provide specific action steps for teachers. Intended Audience: K-5 teachers Provider / Presenter / Person Responsible: Campus leadership Date(s) / Timeframe: On Going Collaborating Departments: LAN team Delivery Method: Weekly PLCs and data meetings	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Campus Librarian will purchase books of various genres and grade levels for students to encourage students to read and to practice reading comprehension at home</p> <p>Intended Audience: Students and Reading teachers</p> <p>Provider / Presenter / Person Responsible: Campus Leadership team, Librarian</p> <p>Date(s) / Timeframe: On Going</p> <p>Collaborating Departments: Lan Team</p> <p>Delivery Method: Daily Instruction</p> <p>Funding Sources: Books and supplies - BEA (199 PIC 25) - 199-11-6399-001-124-25-313-000000 - \$878</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: Only 20% of students are on meets grade level for reading according to MOY MAP Growth Root Cause: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.</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 55% 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 60% to 65% 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 51% to 56% by May 2025.

Evaluation Data Sources: MAP data

Strategy 1: Design and implement structured and supportive learning plan to support desired growth by May 2025.

Strategy's Expected Result/Impact: Increased growth to 70%

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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


- ESF Levers:

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

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Purchase STAAR aligned instructional materials for teacher intervention. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: On going Collaborating Departments: LAN team Delivery Method: School day Funding Sources: Instructional support materials - TITLE I (211) - 211-11-6399-04E-124-30-510-000000-25F10 - \$10,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Purchase copy paper, instructional supplies and materials to allow teachers to support their students in the instructional process.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: On going Collaborating Departments: LAN team Delivery Method: School day</p> <p>Funding Sources: Supplies - SPED (199 PIC 23) - \$1,000, Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-124-11-313-000000- - \$5,300, Furniture - SPED (199 PIC 23) - \$1,200, Extra duty/OT for support staff - SPED (199 PIC 23) - \$200</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: 55% of Teachers receive feedback on their teaching, while 41% of teachers find feedback valuable. Root Cause: Teachers are not making connections to the feedback given from admin team or value.</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 86% to 90% 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: CLI data

Strategy 1: Continued implementation of Math model using STEM Scopes and following with fidelity.

Strategy's Expected Result/Impact: 70% of all students will meet their EOY Math growth goal as evidence on MAP Growth.

Staff Responsible for Monitoring: Leadership team

Title I:

2.4





- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Campus Data Leader to lead all PLCs and data meetings to provide specific action steps for teachers. Intended Audience: K-5 Teachers Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: On Going Collaborating Departments: LAN Team Delivery Method: Weekly PLCs and data meetings	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 4% of African American students are meets grade level in math according to Interim Assessment Data **Root Cause:** Students lack foundational skills in math

Student Learning

Problem Statement 1: Only 20% of students are on meets grade level for reading according to MOY MAP Growth **Root Cause:** Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

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 86% 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 75% to 80% by May 2025.

Evaluation Data Sources: TX-KEA

Strategy 1: Continued implementation of Math model using STEM Scopes and following with fidelity.

Strategy's Expected Result/Impact: 90% of Kinder students will score on track on TX-KEA Math.

Staff Responsible for Monitoring: Leadership team, Teachers

Title I:

2.4





- **TEA Priorities:**

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

- **ESF Levers:**

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

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Purchase copy paper, instructional supplies and materials to allow teachers to support their students in the instructional process.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: On going Collaborating Departments: LAN team Delivery Method: School day</p> <p>Funding Sources: Supplies - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-124-99-313-000000- - \$12,700, Supplies - GT (199 PIC 21) - \$269</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 4% of African American students are meets grade level in math according to Interim Assessment Data Root Cause: Students lack foundational skills in math
Student Learning
Problem Statement 1: Only 20% of students are on meets grade level for reading according to MOY MAP Growth Root Cause: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

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 55% to 65% 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 52% to 60% by May 2025.

Evaluation Data Sources: MAP Data

Strategy 1: Design and implement structured and supportive learning plan to support desired growth by May 2025.

Strategy's Expected Result/Impact: Increased growth to 65%

Staff Responsible for Monitoring: Campus Leadership Team

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Purchase STAAR aligned instructional materials for teacher intervention.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: On going</p> <p>Collaborating Departments: LAN team</p> <p>Delivery Method: School day</p> <p>Funding Sources: Instructional support materials - TITLE I (211) - 211-11-6399-04E-124-30-510-000000-25F10 - \$10,000</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>				

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 51% to 56% 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 28% to 38% by May 2025.

Evaluation Data Sources: STAAR data

Strategy 1: Provide tutoring and intervention for students.

Strategy's Expected Result/Impact: Increased percentage of students scoring MEETS to 56%.

Staff Responsible for Monitoring: Campus leadership team, teachers.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
Action Step 1: Campus will provide tutoring and intervention after school to improve number of students at MEETS as evidence on STAAR. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: On Going Collaborating Departments: Lan TEAM Delivery Method: Daily instruction Funding Sources: Tutoring to provide intervention for students - TITLE I (211) - 211-11-6116-04E-124-30-510-000000-25F10 - \$12,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Campus librarian will purchase books of various genres and frade levels for students to encourage students to read and to practice reading comprehension at home.</p> <p>Intended Audience: Students and Reading teachers</p> <p>Provider / Presenter / Person Responsible: Librarian and Campus Librarian team</p> <p>Date(s) / Timeframe: On Going</p> <p>Collaborating Departments: LAN team</p> <p>Delivery Method: Daily instruction</p> <p>Funding Sources: Library books - TITLE I (211) - 211-12-6329-04E-124-30-510-000000-25F10 - \$6,000, Librarian conference - TITLE I (211) - 211-12-6411-04E-124-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 4% of African American students are meets grade level in math according to Interim Assessment Data Root Cause: Students lack foundational skills in math</p>
Student Learning
<p>Problem Statement 1: Only 20% of students are on meets grade level for reading according to MOY MAP Growth Root Cause: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.</p>
School Processes & Programs
<p>Problem Statement 1: Student attendance is at 94% and needs to be at the 97% rate. Root Cause: Chronic Absenteeism is leading to the drop.</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 49% to 54% 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 27% to 37% by May 2025.

Evaluation Data Sources: STAAR data

Strategy 1: Provide tutoring and intervention for students.

Strategy's Expected Result/Impact: Increased percentage of students scoring MEETS to 56%.

Staff Responsible for Monitoring: Campus leadership team, teachers.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


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

- ESF Levers:


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

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


Action Step 1 Details	Reviews			
<p>Action Step 1: Campus will provide tutoring and intervention after school to improve number of students at MEETS as evidence on STAAR.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: On Going Collaborating Departments: LAN team Delivery Method: Daily instruction</p> <p>Funding Sources: Tutoring to provide intervention for students - TITLE I (211) - 211-11-6117-04E-124-30-510-000000-25F10 - \$10,000, Substitutes to cover teachers attending professional development - TITLE I (211) - 211-11-6112-0PD-124-30-510-000000-25F10 - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 4% of African American students are meets grade level in math according to Interim Assessment Data Root Cause: Students lack foundational skills in math
Student Learning
Problem Statement 1: Only 20% of students are on meets grade level for reading according to MOY MAP Growth Root Cause: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.
School Processes & Programs
Problem Statement 1: Student attendance is at 94% and needs to be at the 97% rate. Root Cause: Chronic Absenteeism is leading to the drop.

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 28% to 23% 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 38% to 33% by May 2025.

Evaluation Data Sources: Attendance data

Strategy 1: Incentives to motivate and reward students for good attendance.

Strategy's Expected Result/Impact: Decrease the percentage of students who have excessive absences to 23%.

Staff Responsible for Monitoring: Leadership team, teachers

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Improve low-performing schools


- **ESF Levers:**


Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Provide snacks and incentive to incentivize and reward students for good attendance. Intended Audience: Students Provider / Presenter / Person Responsible: Leadership team, teachers Date(s) / Timeframe: On going Collaborating Departments: LAN team Delivery Method: School day Funding Sources: Snacks and incentives for attendance - TITLE I (211) - 211-11-6499-04E-124-30-510-000000-25F10 - \$3,480, Fmaily Engagement Supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-124-30-510-000000-25F10 - \$900, Snacks for parents during family engagement events - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-124-30-510-000000-25F10 - \$900	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Student attendance is at 94% and needs to be at the 97% rate. **Root Cause:** Chronic Absenteeism is leading to the drop.

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 5% to 2% by May 2025.

Evaluation Data Sources: Discipline data

Strategy 1: Incentives to motivate and reward students for good behavior.

Strategy's Expected Result/Impact: Decrease number of school suspensions for African American students to 2%.

Staff Responsible for Monitoring: Leadership team, teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Provide snacks and incentive to incentivize and reward students for displaying campus core values. Intended Audience: Students Provider / Presenter / Person Responsible: Leadership team, teachers Date(s) / Timeframe: On going Collaborating Departments: LAN team Delivery Method: School day Funding Sources: Snacks and incentives for students displaying campus core values - TITLE I (211) - 211-11-6499-04E-124-30-510-000000-25F10 - \$8,480, Snacks and incentives for students displaying campus core values - SPED (199 PIC 23) - \$467	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Students will participate in field trips throughout the school year.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: School</p> <p>Date(s) / Timeframe: On going</p> <p>Collaborating Departments: LAN and school district</p> <p>Delivery Method: School day</p> <p>Funding Sources: Busses and admission fees - SPED (199 PIC 23) - \$800</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: 55% of Teachers receive feedback on their teaching, while 41% of teachers find feedback valuable. Root Cause: Teachers are not making connections to the feedback given from admin team or value.</p>

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Instructional support materials	Supplies and materials for instructional use	211-11-6399-04E-124-30-510-000000-25F10	\$10,000.00
2	3	1	1	Instructional support materials	Supplies and materials for instructional use	211-11-6399-04E-124-30-510-000000-25F10	\$10,000.00
3	1	1	1	Tutoring to provide intervention for students	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-124-30-510-000000-25F10	\$12,000.00
3	1	1	2	Library books	Reading materials for library use	211-12-6329-04E-124-30-510-000000-25F10	\$6,000.00
3	1	1	2	Librarian conference	Travel for Librarian (PD)	211-12-6411-04E-124-30-510-000000-25F10	\$2,000.00
3	2	1	1	Substitutes to cover teachers attending professional development	Subs for professional development	211-11-6112-0PD-124-30-510-000000-25F10	\$5,000.00
3	2	1	1	Tutoring to provide intervention for students	Tutors with degree or certified	211-11-6117-04E-124-30-510-000000-25F10	\$10,000.00
4	1	1	1	Snacks and incentives for attendance	Snacks or incentives for students	211-11-6499-04E-124-30-510-000000-25F10	\$3,480.00
4	2	1	1	Snacks and incentives for students displaying campus core values	Snacks or incentives for students	211-11-6499-04E-124-30-510-000000-25F10	\$8,480.00
Sub-Total							\$66,960.00
Budgeted Fund Source Amount							\$66,960.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Snacks for parents during family engagement events	Snacks for parents to promote participation	211-61-6499-04L-124-30-510-000000-25F10	\$900.00
4	1	1	1	Fmaily Engagement Supplies	Supplies and materials for parental involvement	211-61-6399-04L-124-30-510-000000-25F10	\$900.00
Sub-Total							\$1,800.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$1,800.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-124-11-313-000000-	\$5,300.00
Sub-Total							\$5,300.00
Budgeted Fund Source Amount							\$5,300.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	Supplies	GENERAL SUPPLIES		\$269.00
Sub-Total							\$269.00
Budgeted Fund Source Amount							\$269.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$0.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Extra duty/OT for support staff	EXTRA DUTY/OT - SUPPORT		\$200.00
1	3	1	2	Furniture	FURN&EQUIP< 5,000		\$1,200.00
1	3	1	2	Supplies	GENERAL SUPPLIES		\$1,000.00
4	2	1	1	Snacks and incentives for students displaying campus core values	MISC OPERATING COSTS		\$467.00

SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	2	Busses and admission fees	TRAVEL - STUDENT		\$800.00
Sub-Total							\$3,667.00
Budgeted Fund Source Amount							\$3,667.00
+/- 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	Supplies and materials for instructional use	199-11-6399-001-124-24-313-000000-	\$3,480.00
Sub-Total							\$3,480.00
Budgeted Fund Source Amount							\$3,480.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Books and supplies	Supplies and materials - instruction	199-11-6399-001-124-25-313-000000	\$878.00
Sub-Total							\$878.00
Budgeted Fund Source Amount							\$878.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	Supplies	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-124-99-313-000000-	\$12,700.00
Sub-Total							\$12,700.00
Budgeted Fund Source Amount							\$12,700.00
+/- Difference							\$0.00
Grand Total Budgeted							\$95,054.00
Grand Total Spent							\$95,054.00

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