

**Fort Worth Independent School District  
188 Atwood McDonald Elementary School  
2024-2025 Campus Improvement Plan**



# Mission Statement

## Mission:

Building Relationships to Promote Student Achievement

## Vision

### 2023-2024 Shared Vision:

Atwood McDonald will prepare global leaders who are socially, emotionally and occupationally ready by providing educational excellence in a growth-oriented environment.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	7
School Processes & Programs .....	9
Perceptions .....	11
Priority Problem Statements .....	13
Comprehensive Needs Assessment Data Documentation .....	15
Goals .....	17
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. ....	17
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. ....	26
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025 .....	32
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment. ....	36
Campus Funding Summary .....	40
Policies, Procedures, and Requirements .....	43

# Comprehensive Needs Assessment

Revised/Approved: February 26, 2024

## Demographics

### Demographics Summary

#### Demographics Summary

Atwood McDonald Elementary is a true neighborhood school located on the Eastside Fort Worth School. Atwood McDonald serves students in PK-5th grade. It has specialized programs such as TAP, PPCD, PK Inclusion and SPED inclusion. Atwood is 92% economically disadvantaged, we have an ELL population of 9.8% and 12% of students receive SPED services. Currently enrollment stands at 332 students, a decrease from last years' 382 students. The 2023-2024 student enrollment data broken down by race and ethnicity is as follows: African-American: 71.9%, Hispanic: 14.8%, Asian: 3.9%, White: 5.7% Two or more races: 3.9%. \*\*Atwood is not a dual language campus. During the the 2022-2023 school year, the chronic absentee rate decreased to 29% from 45% in the 2021-2022 school year. Increasing student attendance is a priority for the campus.

Grade	Enrollment
PK	39
Kinder	48
1st Grade	61
2nd Grade	39
3rd Grade	48
4th Grade	47
5th Grade	44

Our story: Atwood McDonald has come a long way instructionally and academically. Today, Atwood McDonald Elementary is a A-rated campus. In 2015, Atwood McDonald was a TEA Focus campus and there were 615 students and about 45 teachers on the campus. Upon my arrival, I learned that the staff was dedicated to students and their families despite the challenging environment and barriers. Like many schools, the instructional time loss due COVID pandemic and effected our campus in many ways. To ensure student growth we have implementation of Power Hour, PLCs, Restorative Practices, data meetings and have worked to hire

effective teachers.

## Staff

Over the past five years and with COVID, our staff data has made some changes. This year we hired six teachers. Of the six teachers hired, 50% have 5+ years of teaching experience with the remaining 50% being 1st year teachers. All of our teaching staff is fully certified by the state of Texas. With respect to staff retention, we maintained at 21 out of 26 of our instructional staff members. Moving forward and looking into next year's planning it will be critical for us to retain highly qualified staff to fill in the gaps left and perpetuated due to COVID. We have seen significant gaps in learning.

## School

School enrollment has decreased every year since 2015. In 2015, we had a campus enrollment of 615 students, two years later, our enrollment dropped to 550. Currently our enrollment sits at 332 students. There are various factors that contribute to this. One being the onset and establishment of large charter school organizations and private schools in the Meadowbrook area. Additionally, parents are seeking specialized courses and path for students; making charter schools or other FWISD Gold seal programs more appealing than a traditional school setting such as Atwood.

## Parents and Community

Atwood McDonald stakeholders include parents, teachers and members of our PTA. We are excited about the new community partnerships established in the past two years. Junior League of Fort Worth has been a community partner that has fully supported our campus this year through the JuniorMint program and through the Paint the Playground Initiative. We have also had the privilege of partnering with OutTeach and NCR to build and Outdoor Learning Lab for staff and students. This project included the donation of \$100,000 from NCR for OutTeach to build the learning space in our school courtyard. Teacher will participate in ongoing professional learning to foster exploration and hands on learning in the areas of math and science.

Stakeholders are included in our planning processes through district and campus surveys, informal conversations and SBDM where we discuss our student achievement data, campus needs and how we will increase support and enrichment for students in all grade levels. Our parents/guardians consist of working class parents or grandparents who support their students. Occupations of our parents range from call centers, fast food restaurants and auxiliary staff employees. The education level of families range between not completing high school to having a basic high school diploma. With respect to housing, most families rent in apartments nearby or homes near the campus. The community we serve is stagnant in growth and our enrollment has witnessed significant drops of the past four years. With COVID being ever-present, it has been a challenge to connect with families face to face and engage parents and guardians in meaningful ways as we have in the past through family and data nights on campus.

## Demographics Strengths

- Students live close to the school and are often eager to attend social events and interact with staff and peers.

- Enrollment in PK - 2nd grade programs have been steady although other grade level enrollment numbers are declining.
- PTA is active at the campus and supports the campus in meeting goals and often encourages the teachers and students.
- 83% of teachers perform at proficient on TTESS 2.1: Achieving Expectations and 79% proficient on TTESS 2.2 Content Knowledge

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** During the 1st Semester, African American scholars had the lowest ADA at 87% when compared to their counterparts. **Root Cause:** Teachers and staff have not received training on effective family engagement strategies.

**Problem Statement 2 (Prioritized):** During the 2023-2024 School year, 21% of PK- 5th Grade teachers performed at the developing level on TTESS 2.5 (Monitor & Adjust) **Root Cause:** Teachers need professional learning targeting effective strategies to identify and address student misconceptions in the moment.

# Student Learning

## Student Learning Summary

### Student Learning Summary

Atwood McDonald made great gains in student learning and progress during the 2021-2022 school year with an A rating and 93 STAAR-Rating for student progress. While ratings have not been received for the 2023 school, preliminary data has shown a decrease in student performance on STAAR which may impact the campus rating.

### Student Performance (Based on STAAR 2023)

Reading performance on STAAR decreased with the introduction of the STAAR 2.0 format and inclusion of writing standards. On average, performance at the approaches level or higher decreased 14% in grade 3-5 STAAR Reading.

A breakdown of STAAR performance in grades 3-5 is found below

Grade Level	Percentage of Students at Approaches or higher	RLA Avg. Achievement	Writing Avg. Achievement	ECR Performance
3rd	52%	49%	24%	78% of students received a zero
4th	53%	42%	31%	62% of students received a zero
5th	74%	59%	46%	35% of students received a zero. 85% received a score of 0-5.

### MATH:

Math Performance on STAAR has increased in Grade 3 and Grades 4 by 7% in the approaches performance band. Math performance is growing slowly. Grade 5 Math was the anomaly in math performance. 5th Grade Math is the highest performing at 65% performing at approaches or higher but decreased 20% from the previous year.

A breakdown of STAAR performance in grades 3-5 is found below

Grade Level	Performance at Approaches or higher
3rd	36%
4th	58%
5th	65%

### Student Learning Strengths

Students are responding and growing to consistent classroom instruction and are eager to learn.

5th Grade Math and Reading continue to out perform grades 3-4 in STAAR achievement.

5th Grade students out performed grades 3-4 ECR writing performance. 26% of students scored between 5-10 points.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** On the 2023 STAAR reading, 58% of students in grades 3-5 received a score of 0 on the ECR. **Root Cause:** Teachers need support and training in customizing Amplify instruction to meet the needs of large learning gaps in writing performance.

**Problem Statement 2 (Prioritized):** 47.8% of students in grades Kindergarten-Grade 5 met or exceeded their projected growth on MAP Growth Reading. **Root Cause:** Teachers need support and training in customizing Amplify instruction to meet the needs of large learning gaps while maintaining the pacing of the curriculum.

**Problem Statement 3 (Prioritized):** 76% of Kinder-2nd Grade performed at the below level in the area of Phonics and Word Recognition on the MOY MAP Fluency assessment. **Root Cause:** Root Cause: Teachers need support and training in customizing Amplify instruction to meet the needs of large learning gaps while maintaining academic rigor.

**Problem Statement 4 (Prioritized):** 53% of students in grades Kindergarten- 5th Grade met or exceeded their projected growth on MAP Growth Math. **Root Cause:** Teachers need support and professional learning in customizing Eureka's instruction to meet the needs of large learning gaps while maintaining the pacing of curriculum.



# School Processes & Programs

## School Processes & Programs Summary

### School Processes & Programs Summary

For the 2023-2024 school year, the campus decided to focus on: standards alignment, data analysis and tracking of student mastery of objectives and MTSS. PLCs have focused standards alignment and using district curriculum to effectively scaffold and teach the standard. Additionally, we studied the weekly data meeting protocols by Paul Bambrick and revised the lesson reteach based on the formative assessment data. Additionally, to get student involved in the data tracking process, teachers were expected to conduct weekly formative assessments to ensure students progress measures were taken during the lesson cycle. Teachers and students track student data on their classroom data charts as well as in individual student data folders. PLCs also focused on the student of student work, how the lesson was taught and the beginning processes and steps of lesson planning by creating the know and show charts. The know and show charts allowed teachers to start with the TEK and think through prerequisites of the lesson and what students will need to know prior to the lesson and after the lesson.

For the 2023-2024, teachers and admin will:

Continue to analyze student work, review data and student mastery levels as well as hold one another accountable for providing timely feedback for lessons to be adjusted in a timely manner. PLCs will continue to provide opportunities to collaborate, grow and develop alignment among the grade level as the teachers use the FWISD scope and sequence and lesson structure to propel students forward. The campus will continue to focus on implementing the Amplify Curriculum and launch Eureka Math. PLCs will continue to focus on lesson and unit internalization and lesson rehearsal.

Teachers will continue to plan as a team and provide one another with sound instructional strategies and resources not embedded in the scope and sequence; infusing technology for active student engagement.

Data trends indicate that we have a cohort of students that are high performing and a cohort of students that are performing below grade level. Differentiated instruction is a priority for our campus. To further support enrichment and our high performing students, data suggests that school processes should address the low number of students that have been referred for Gifted and Talented.

### School Processes and Programs

Personnel: Atwood McDonald develops instructional leaders by having them attend high quality training's, providing follow up and feedback on the training's as well as having teachers observe one another and support their instructional growth. Additionally, staff often partner with leadership team members to conduct training and professional development opportunities for the campus. This alone builds leadership capacity. Roles and responsibilities are made clear throughout the school year by the principal and assistant principal. Leadership team members and teachers understand their roles and ongoing expectations during the school year.

The process for developing a focused improvement plan to address root causes of low, inequitable performances starts with reviewing various points of school date, speaking with teachers at various grade levels as well as community members and SBDM team members. During these conversations we review the data and making notice of trends and patterns over the current school year, the last two years and beyond. In identifying root causes, we are careful not to blame students but

to identify deficient best practices and adult behaviors that give way to negative student outcomes. Through our 5 whys, we drill down to the causal factor of poor student performance or campus culture concerns. During this process we are forced to think about our individual roles and how we support or lack there of the issue at hand.

During the school year we check in through leadership team meetings and SBDM team meetings to monitor our progress and commitments towards our identified goals. To address deficiencies that deal with curriculum and instructional delivery, we meet over the summer to develop a professional development calendar for the school year. We categorize PD by content and teacher experience. We use research and data to address the root causes and further discuss strategies and pivots that must be made to stay on course or to get back on course with our goals.

Personnel - recruit/support/retain

Once a vacancy is made known on the campus, all efforts are made to fill the vacancy within a week or less. Candidates are vetted through the Frontline, Applitrack system. Once in the system, candidates are filtered by their scores on the urban fit and teacher fit assessments. Top candidate resumes are reviewed for experience as it relates to the vacancy. Interviews are scheduled and the admin team uses a rubric to calibrate candidate responses and then select the candidate for he vacancy. Based on high needs area, candidates are asked to come to the campus to present a lesson to the anticipated student group.

### **School Processes & Programs Strengths**

Teachers understand the sense of urgency to be systematic in their planning and instructional delivery.

During PLCs teachers understand that scaffolding is necessary to meet students where they are and to build up skills from that point by providing differentiated instruction.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** According to campus data in FOCUS, 8 students have been identified as Dyslexic. **Root Cause:** Root Cause: Additional training and MTSS support is needed for teachers to effectively refer students for Dyslexia evaluation.

**Problem Statement 2:** High needs Special Education classrooms (RISE & ECSE) remain difficult to staff teacher and teacher assistant positions. **Root Cause:** Teachers lack the training to fully support the extreme needs of the students

# Perceptions

## Perceptions Summary

### Perceptions Summary

Atwood McDonald believes that all students can learn and we do "whatever it takes" to ensure student learning. It is important to all staff that themselves and students feel safe at all times and that learning is the key focus. Optimal learning occurs when teachers and students are at their best. Our goal is to always narrow performance gaps and ensure at least a years plus growth in student learning. We believe in everyone taking ownership of their actions, being accountable, responsible and self aware. Students are taught characteristics traits and how to apply them to every day situations such as: integrity, honest, having characters, etc... Our school is a Restorative Practices campus where each year, at the beginning of the year, we set agreements of respect between staff and students, students and students, staff and staff and staff and admin. We hold one another accountable for these agreements and commitments learned all in the best interest of students.

Although Panorama Data is not available we have focused on improving our online presence and have received reviews and feedback from parents and community members online. On Facebook, Atwood McDonald currently has a 4.3 out of 5 star rating. One parent shared "The atmosphere is friendly and the teachers are always positive." Another grandparent stated, "Really enjoyed having grandparents day with my 1st and 2nd grad grandkids. Everything was nice and very well put together and organized. We definitely enjoyed the outside garden!"

Additionally during the 2022-2023 school our goal was to decrease our chronically absent students. To do this, we focused increasing student joy and belonging. Teachers had the opportunity to attend the Ron Clark Academy and implemented Morning Meeting. This is a time for us to begin our day each day as a school family, celebrate student achievement, birthdays and set goals for the day. We also collaborated with community partner, Out Teach Education to create an outdoor learning lab for students. Students created their designs and shared their ideas for the outdoor learning space. All of the actions lead to increased student joy, connection and positively impacted our chronic absenteeism. The chronic absenteeism rate decreased from 48% to 29%.

## Perceptions Strengths

During the 2022-2023 school we saw an increase in parent participation through schoolwide events and PTA performances.

The chronic absenteeism rate decrease from 48% to 29%.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Attendance reports show that 29% of students attending Atwood McDonald Elementary are chronically absent. **Root Cause:** The school community needs to better communicate and involve families in the educational process to ensure that parents understand the urgency and necessity for student attendance.

**Problem Statement 2 (Prioritized):** Discipline reports show a total of 35 OSS incidents with 54% of those incidents as repeating student suspensions. **Root Cause:** Staff and faculty need training on intensive supports for students consistently exhibiting Tier 3 behaviors.

# Priority Problem Statements

**Problem Statement 1:** On the 2023 STAAR reading, 58% of students in grades 3-5 received a score of 0 on the ECR.

**Root Cause 1:** Teachers need support and training in customizing Amplify instruction to meet the needs of large learning gaps in writing performance.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** 47.8% of students in grades Kindergarten-Grade 5 met or exceeded their projected growth on MAP Growth Reading.

**Root Cause 2:** Teachers need support and training in customizing Amplify instruction to meet the needs of large learning gaps while maintaining the pacing of the curriculum.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 76% of Kinder-2nd Grade performed at the below level in the area of Phonics and Word Recognition on the MOY MAP Fluency assessment.

**Root Cause 3:** Root Cause: Teachers need support and training in customizing Amplify instruction to meet the needs of large learning gaps while maintaining academic rigor.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** During the 1st Semester, African American scholars had the lowest ADA at 87% when compared to their counterparts.

**Root Cause 4:** Teachers and staff have not received training on effective family engagement strategies.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** According to campus data in FOCUS, 8 students have been identified as Dyslexic.

**Root Cause 5:** Root Cause: Additional training and MTSS support is needed for teachers to effectively refer students for Dyslexia evaluation.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Attendance reports show that 29% of students attending Atwood McDonald Elementary are chronically absent.

**Root Cause 6:** The school community needs to better communicate and involve families in the educational process to ensure that parents understand the urgency and necessity for student attendance.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** Discipline reports show a total of 35 OSS incidents with 54% of those incidents as repeating student suspensions.

**Root Cause 7:** Staff and faculty need training on intensive supports for students consistently exhibiting Tier 3 behaviors.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** During the 2023-2024 School year, 21% of PK- 5th Grade teachers performed at the developing level on TTESS 2.5 (Monitor & Adjust)

**Root Cause 8:** Teachers need professional learning targeting effective strategies to identify and address student misconceptions in the moment.

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** 53% of students in grades Kindergarten- 5th Grade met or exceeded their projected growth on MAP Growth Math.

**Root Cause 9:** Teachers need support and professional learning in customizing Eureka's instruction to meet the needs of large learning gaps while maintaining the pacing of curriculum.

**Problem Statement 9 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

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

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Campus leadership data

- Professional development needs assessment data
- T-TESS data
- T-P ESS data

#### **Parent/Community Data**

- Parent engagement rate

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data



# 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 88% to 92% 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 86% to 90% by May 2025.

**Evaluation Data Sources:** Circle Cycle 3 Assessments

**Strategy 1:** Improve the quality of Tier I instruction by developing the capacity of PK - 5th grade teachers to implement state standards, district curriculum, and approved resources, by engaging in continuous professional learning on: Creative Curriculum, Reading Academies, Literacy Framework, Amplify, and Core 5.

**Strategy's Expected Result/Impact:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 88% to 92% by May 2025.

**Staff Responsible for Monitoring:** Principal, Assistant Principal , Instructional Coach





### Title I:

2.4

#### - TEA Priorities:

Build a foundation of reading and math

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> By August 26, 2024 develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Creative Curriculum, Amplify, Reading Academies, and Core 5 and share observation cycle with staff with a goal of 100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2025.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Coach Principal Assistant Principal</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Humanities Department</p> <p><b>Delivery Method:</b> Face to Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> PK Teachers will analyze CLI data trends and participate in CLI training designed to identify CLI activities targeting Phonics and Phonological Awareness</p> <p><b>Intended Audience:</b> PK Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team</p> <p><b>Date(s) / Timeframe:</b> September 2024-May 2025</p> <p><b>Collaborating Departments:</b> Early Learning</p> <p><b>Delivery Method:</b> Face to Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Purchase High Quality Tier I Instructional Materials. ie.( I-Ready, Think Up, Measuring Up) to develop the capacity of PK -5 teachers and students to aligned to the state standards.</p> <p><b>Intended Audience:</b> Teachers and Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal, Instructional Coach and Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Humanities Department</p> <p><b>Delivery Method:</b> Computer Based, Print</p> <p><b>Funding Sources:</b> Title 1 Supplies and Materials - TITLE I (211) - 211-11-6399-04E-188-30-510-000000-25F10 - \$20,000</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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

**Problem Statement 3:** 76% of Kinder-2nd Grade performed at the below level in the area of Phonics and Word Recognition on the MOY MAP Fluency assessment. **Root Cause:** Root Cause: Teachers need support and training in customizing Amplify instruction to meet the needs of large learning gaps while maintaining academic rigor.

**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 33% to 43% 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 27.6% to 38% by May 2025.

**Evaluation Data Sources:** MAP Fluency EOY

**Strategy 1:** Improve the quality and alignment of Tier 1 and Tier 2 (intervention) instruction using Amplify, Lexia and standards aligned resources

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 33% to 43% by May 2025.

**Staff Responsible for Monitoring:** Principal

**Title I:**





2.4

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will participate in professional learning and implement instruction aligned to the Science of Teaching Reading focusing specifically on phonics, phonological awareness, and writing in order to improve the quality of Tier 1 instruction and Tier 2 interventions.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team  <b>Date(s) / Timeframe:</b> August 2024- May 2025  <b>Collaborating Departments:</b> Humanities Department  <b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> Professional Development - SCE (199 PIC 24) - 199-11-6299-001-188-24-313-000000- - \$135</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Develop a system/cycle of observation and feedback of literacy instruction aligned to Get Better Faster by Paul Bambrick and the Science of Teaching Reading.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Humanities Department</p> <p><b>Delivery Method:</b> Face to Face</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> 76% of Kinder-2nd Grade performed at the below level in the area of Phonics and Word Recognition on the MOY MAP Fluency assessment. <b>Root Cause:</b> Root Cause: Teachers need support and training in customizing Amplify instruction to meet the needs of large learning gaps while maintaining academic rigor.</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 38.2% to 48% 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 34.7 to 44% by May 2025.

**Evaluation Data Sources:** MAP Grow EOY

**Strategy 1:** Establish PLCs and data meetings to improve the quality of Tier 1 and Tier 2 instruction through the use of standards analysis, lesson internalization and progress monitoring .

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 38.2% to 48% by May 2025.

**Staff Responsible for Monitoring:** Principal , Assistant Principal, Instructional Coach, Title 1 Interventionist.

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Campus leaders and teachers leaders will facilitate and participate in data meetings aligned to the Driven by Data resource by Paul Bambrick and Lead4Ward to ensure effective progress monitoring and reteach plans. <b>Intended Audience:</b> Teacher <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team, Lead4Ward consultants <b>Date(s) / Timeframe:</b> September 2024-May 2025 <b>Collaborating Departments:</b> ADQ, math and humanities department <b>Delivery Method:</b> Face to Face and online  <b>Funding Sources:</b> PD for teachers - TITLE I (211) - 211-13-6299-04E-188-30-510-000000-25F10 - \$10,000	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 2:** Improve the quality and standards alignment of Tier1 and Tier 2 instruction for all students through explicit modeling, rigorous checks for understanding and aggressive monitoring.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 38.2% to 48% by May 2025.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**





2.4, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teacher will provide targeted Tier 2 interventions through small groups during Power Hour and during the daily instructional block. <b>Intended Audience:</b> Teacher <b>Provider / Presenter / Person Responsible:</b> Instructional Coach <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> Humanities Department <b>Delivery Method:</b> Face to Face  <b>Funding Sources:</b> Instructional Supplies and Resources - BASIC (199 PIC 11) - 199-11-6399-XXX-188-11-313-000000- - \$6,400	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Teachers will implement student engagement strategies to consistently check for understanding throughout the lesson and adjust instruction based on student needs.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, Instructional Coach, Title 1 Interventionist</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Humanities</p> <p><b>Delivery Method:</b> face to face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Teacher will analyze and track student growth and progress during data meetings and throughout the classroom.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> September 2024-May 2024</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Teacher will provide targeted Tier 2 interventions through small groups during afterschool tutoring.</p> <p><b>Intended Audience:</b> Teacher Principal</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Coach Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Humanities Department</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> Extra Duty pay - TITLE I (211) - 211-11-6116-04E-188-30-510-000000-25F10 - \$7,060.50</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> During the 2023-2024 School year, 21% of PK- 5th Grade teachers performed at the developing level on TTESS 2.5 (Monitor &amp; Adjust) <b>Root Cause:</b> Teachers need professional learning targeting effective strategies to identify and address student misconceptions in the moment.</p>



## Student Learning

**Problem Statement 2:** 47.8% of students in grades Kindergarten-Grade 5 met or exceeded their projected growth on MAP Growth Reading. **Root Cause:** Teachers need support and training in customizing Amplify instruction to meet the needs of large learning gaps while maintaining the pacing of the curriculum.

**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 80.6% to 85% 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 73.9% to 82% by May 2025.

**Evaluation Data Sources:** Circle Wave 3

**Strategy 1:** Improve the quality of Tier I instruction by developing the capacity of PK - 5th grade teachers to implement state standards, district curriculum, and approved resources, by engaging in continuous professional learning on: Creative Curriculum and Circle Assessments and Resources

**Strategy's Expected Result/Impact:** Increase the percentage of PK students who score On Track on Circle Math from 80.6% to 85% by May 2025.

**Staff Responsible for Monitoring:** Principal and Assistant Principal

**Title I:**





2.4

- **TEA Priorities:**

Improve low-performing schools

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> PK Teachers will analyze CLI data trends and participate in CLI training designed to identify CLI activities targeting math activities aligned to individual student need. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> September 2024-May 2025 <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> Face to Face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Teachers will collaborate in PLCs to ensure standards alignment and lesson internalization. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership team <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> Face to Face	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 3:</b> 76% of Kinder-2nd Grade performed at the below level in the area of Phonics and Word Recognition on the MOY MAP Fluency assessment. <b>Root Cause:</b> Root Cause: Teachers need support and training in customizing Amplify instruction to meet the needs of large learning gaps while maintaining academic rigor.

**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 53% to 58% 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 50% to 58% by May 2025.

**Evaluation Data Sources:** MAP Growth EOY

**Strategy 1:** Improve the quality and standards alignment of Tier 1 and Tier 2 instruction for all students through explicit modeling, checks for understanding and targeted teacher instructional feedback and intervention support.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 53% to 58% by May 2025.

**Staff Responsible for Monitoring:** Title 1 Interventionist

**Title I:**

2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals

**Problem Statements:** Student Learning 4

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Purchase High Quality Tier I Instructional Materials. ie.( I-Ready, Think Up, Measuring Up) to develop the capacity of PK -5 teachers and students to aligned to the state standards.</p> <p><b>Intended Audience:</b> Teachers and Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal, Instructional Coach and Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Math and Science Departments</p> <p><b>Delivery Method:</b> Computer Based, Print</p> <p><b>Funding Sources:</b> Title 1 Supplies and Materials - TITLE I (211) - 211-11-6399-04E-188-30-510-000000-25F10 - \$20,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Teachers will participate in collaborative team planning after school to support standards alignment and lesson internalization.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Math and Science Department</p> <p><b>Delivery Method:</b> Face to face</p> <p><b>Funding Sources:</b> Extra duty pay - TITLE I (211) - 211-13-6116-OPD-188-30-510-000000-25F10 - \$2,000</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Teachers will model thinking required to problem solve using multiple representations and will implement the Read, Draw, Write problem solving strategy to support mastery of 1 and 2 step word problems.</p> <p><b>Intended Audience:</b> Teacher</p> <p><b>Provider / Presenter / Person Responsible:</b> Title 1 Resource teacher Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Math and Science Department</p> <p><b>Delivery Method:</b> Face to face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Teacher will implement the use of manipulatives in targeted Tier 2 instruction (math small groups) during their math block.</p> <p><b>Intended Audience:</b> Teacher</p> <p><b>Provider / Presenter / Person Responsible:</b> Title 1 Resource teacher Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Math and Science Department</p> <p><b>Delivery Method:</b> Face to face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 5 Details	Reviews			
<p><b>Action Step 5:</b> Teachers will implement professional learning provided by OutTeach to effectively implement the Outdoor Learning Lab by providing real world opportunities for student to solve and apply scientific and mathematical concepts.</p> <p><b>Intended Audience:</b> Teacher</p> <p><b>Provider / Presenter / Person Responsible:</b> Title 1 Resource teacher Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Math and Science Department</p> <p><b>Delivery Method:</b> Face to face</p> <p><b>Funding Sources:</b> Instructional Resources - GT (199 PIC 21) - \$269, OutTeach Instructional Coaching - UNDISTRIBUTED (199 PIC 99) - 199-13-6299-XXX-188-99-313-000000- - \$2,000, OutTeach Instructional Coaching - BASIC (199 PIC 11) - 199-11-6299-XXX-188-11-313-000000- - \$10,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p><b>Action Step 6:</b> Teachers will provide targeted interventions to support growth on STAAR for targeted populations before, during and after school.</p> <p><b>Intended Audience:</b> Teacher</p> <p><b>Provider / Presenter / Person Responsible:</b> Title 1 Resource teacher Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Math and Science Department Humanities Department</p> <p><b>Delivery Method:</b> Face to face</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
<p><b>Action Step 7:</b> Teacher will provide targeted Tier 2 interventions through small groups during afterschool tutoring.</p> <p><b>Intended Audience:</b> Teacher Principal</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Coach Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Math and Science Department</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> Extra Duty pay - TITLE I (211) - 211-11-6116-04E-188-30-510-000000-25F10 - \$7,060.50</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 4:** 53% of students in grades Kindergarten- 5th Grade met or exceeded their projected growth on MAP Growth Math. **Root Cause:** Teachers need support and professional learning in customizing Eureka's instruction to meet the needs of large learning gaps while maintaining the pacing of curriculum.

**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 31% to 41% 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

**Strategy 1:** Develop and maintain a data informed culture to ensure evidence based decision making that leads to increased student achievement.

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 31% to 41% by May 2025.

**Staff Responsible for Monitoring:** Principal and Assistant Principal

**Title I:**

2.5





- **TEA Priorities:**

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

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Literacy Teachers will implement standards aligned weekly checks and analyze data to monitor student progress by standard and subpopulation (SPED, ED).</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Instructional Coach                      Title 1 Interventionist  <b>Date(s) / Timeframe:</b> September 2024- May 2025  <b>Collaborating Departments:</b> ADQ  <b>Delivery Method:</b> Face</p> <p><b>Funding Sources:</b> All in Learning - Data Analysis Program - SPED (199 PIC 23) - \$4,050</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Empty review cells			



Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Teachers will model metacognition and annotation strategies to support reading comprehension and writing development in alignment with the Science of Teaching Reading.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Coach Title 1 Interventionist</p> <p><b>Date(s) / Timeframe:</b> September 2024- May 2025</p> <p><b>Collaborating Departments:</b> Humanities Department</p> <p><b>Delivery Method:</b> Face to face</p> <p><b>Funding Sources:</b> Professional Learning Resources - TITLE I (211) - 211-11-6329-04E-188-30-510-000000-25F10 - \$2,675, Resources to Support Tier 2 &amp; Tier Interventions - SPED (199 PIC 23) - \$863, ESL Instructional resources and materials - BEA (199 PIC 25) - 199-11-6399-001-188-25-313-000000 - \$300</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><b>Problem Statement 1:</b> On the 2023 STAAR reading, 58% of students in grades 3-5 received a score of 0 on the ECR. <b>Root Cause:</b> Teachers need support and training in customizing Amplify instruction to meet the needs of large learning gaps in writing performance.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> According to campus data in FOCUS, 8 students have been identified as Dyslexic. <b>Root Cause:</b> Root Cause: Additional training and MTSS support is needed for teachers to effectively refer students for Dyslexia evaluation.</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 23% to 32% 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 22% to 32 % 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 increased student achievement.

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 23% to 32% by May 2025.

**Staff Responsible for Monitoring:** Principal and Assistant Principal

**Title I:**





2.4, 2.5

- **TEA Priorities:**

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

**Problem Statements:** Student Learning 4

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will implement standards aligned weekly checks and analyze data to monitor student progress by standard. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Coach Title 1 Interventionist <b>Date(s) / Timeframe:</b> September 2024- May 2025 <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> Face to face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Teachers will model the thinking with the RDW problem solving strategy to support daily problem solving. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Coach Title 1 Interventionist <b>Date(s) / Timeframe:</b> September 2024- May 2025 <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> Face to face	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 4:</b> 53% of students in grades Kindergarten- 5th Grade met or exceeded their projected growth on MAP Growth Math. <b>Root Cause:</b> Teachers need support and professional learning in customizing Eureka's instruction to meet the needs of large learning gaps while maintaining the pacing of curriculum.

**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 20% 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 28 % to 20% by May 2025.

**Evaluation Data Sources:** ADA reports

**Strategy 1:** Align and leverage MTSS and the Family Engagement Specialist to improve daily attendance rates.

**Strategy's Expected Result/Impact:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 28% to 20% by May 2025.

**Staff Responsible for Monitoring:** Counselor, Family Engagement Specialist

**Title I:**





4.2

- **TEA Priorities:**

Improve low-performing schools

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Counselor and Family Engagement Specialist will track and conduct home visits for students with high absentee rates in order to connect families with resources and opportunities to improve attendance. <b>Intended Audience:</b> Parents <b>Provider / Presenter / Person Responsible:</b> Counselor and Family Engagement Specialist <b>Date(s) / Timeframe:</b> September 2024- May 2025 <b>Collaborating Departments:</b> Family and Community Partnerships ADQ <b>Delivery Method:</b> Face to face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Counselor and teachers will facilitate and participate in the MTSS process to identify and create intervention plans in Branching Minds to meet the academic and social emotional needs Tier 2 and Tier 3 students.</p> <p><b>Intended Audience:</b> Teachers Parents</p> <p><b>Provider / Presenter / Person Responsible:</b> Counselor and Family Engagement Specialist</p> <p><b>Date(s) / Timeframe:</b> September 2024- May 2025</p> <p><b>Collaborating Departments:</b> Family and Community Partnerships ADQ</p> <p><b>Delivery Method:</b> Face to face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Provide materials and incentives to encourage positive relationships with parents and community.</p> <p><b>Intended Audience:</b> Parents, community, faculty and staff</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, Counselor, Parent Engagement Specialist</p> <p><b>Date(s) / Timeframe:</b> October 2024 - May 2025</p> <p><b>Collaborating Departments:</b> Family Engagement, PTA, SBDM Committee</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> Supplies and materials - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-188-30-510-000000-25F10 - \$890, Snacks and incentives for parental involvement - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-188-30-510-000000-25F10 - \$1,000</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Attendance reports show that 29% of students attending Atwood McDonald Elementary are chronically absent. <b>Root Cause:</b> The school community needs to better communicate and involve families in the educational process to ensure that parents understand the urgency and necessity for student attendance.</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 2% to 1% by May 2025.

**Evaluation Data Sources:** Suspension Cycle Reports

**Strategy 1:** Cultivate a safe, supportive and joyful learning environment that empowers and motivates high student achievement.

**Strategy's Expected Result/Impact:** 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 2% to 1% by May 2025.

**Staff Responsible for Monitoring:** Assistant Principal  
Principal

**Title I:**





2.6, 4.1

- **TEA Priorities:**

Improve low-performing schools

**Problem Statements:** Perceptions 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will receive and implemnt professional development on Restorative Practices and intensive strategies to support Tier 3 behaviors.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Counselor Assistant Principal</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Student Support Services</p> <p><b>Delivery Method:</b> Face to face</p> <p><b>Funding Sources:</b> Professional Development - Restorative Practice &amp; Social Emotional Learning - SCE (199 PIC 24) - 199-11-6299-001-188-24-313-000000- - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Students exhibiting Tier 2 and Tier 3 behaviors will receive intervention plans and staff will monitor supports through MTSS process.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers Counselor LSSP</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> MTTS</p> <p><b>Delivery Method:</b> Face to Face</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Discipline reports show a total of 35 OSS incidents with 54% of those incidents as repeating student suspensions. <b>Root Cause:</b> Staff and faculty need training on intensive supports for students consistently exhibiting Tier 3 behaviors.</p>

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3	Title 1 Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04E-188-30-510-000000-25F10	\$20,000.00
1	3	1	1	PD for teachers	Contracted professional development	211-13-6299-04E-188-30-510-000000-25F10	\$10,000.00
1	3	2	4	Extra Duty pay	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-188-30-510-000000-25F10	\$7,060.50
2	2	1	1	Title 1 Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04E-188-30-510-000000-25F10	\$20,000.00
2	2	1	2	Extra duty pay	Extra duty pay for PD after hours	211-13-6116-0PD-188-30-510-000000-25F10	\$2,000.00
2	2	1	7	Extra Duty pay	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-188-30-510-000000-25F10	\$7,060.50
3	1	1	2	Professional Learning Resources	Reading materials & Software for classroom use	211-11-6329-04E-188-30-510-000000-25F10	\$2,675.00
<b>Sub-Total</b>							\$68,796.00
<b>Budgeted Fund Source Amount</b>							\$68,796.00
<b>+/- Difference</b>							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	3	Supplies and materials	Supplies and materials for parental involvement	211-61-6399-04L-188-30-510-000000-25F10	\$890.00
4	1	1	3	Snacks and incentives for parental involvement	Snacks for parents to promote participation	211-61-6499-04L-188-30-510-000000-25F10	\$1,000.00
<b>Sub-Total</b>							\$1,890.00
<b>Budgeted Fund Source Amount</b>							\$1,890.00
<b>+/- Difference</b>							\$0.00



BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1	Instructional Supplies and Resources	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-188-11-313-000000-	\$6,400.00
2	2	1	5	OutTeach Instructional Coaching	INSTRUCTION   MISC CONTRACTED SERVICES	199-11-6299-XXX-188-11-313-000000-	\$10,500.00
<b>Sub-Total</b>							\$16,900.00
<b>Budgeted Fund Source Amount</b>							\$16,900.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	5	Instructional Resources	GENERAL SUPPLIES		\$269.00
<b>Sub-Total</b>							\$269.00
<b>Budgeted Fund Source Amount</b>							\$269.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	All in Learning - Data Analysis Program	GENERAL SUPPLIES		\$4,050.00
3	1	1	2	Resources to Support Tier 2 & Tier Interventions	INSTRUCTIONAL MATERIALS		\$863.00
<b>Sub-Total</b>							\$4,913.00
<b>Budgeted Fund Source Amount</b>							\$4,913.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Professional Development	Contracted instructional services	199-11-6299-001-188-24-313-000000-	\$135.00
4	2	1	1	Professional Development - Restorative Practice & Social Emotional Learning	Contracted instructional services	199-11-6299-001-188-24-313-000000-	\$3,000.00
<b>Sub-Total</b>							\$3,135.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Budgeted Fund Source Amount</b>							\$3,135.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	ESL Instructional resources and materials	Supplies and materials - instruction	199-11-6399-001-188-25-313-000000	\$300.00
<b>Sub-Total</b>							\$300.00
<b>Budgeted Fund Source Amount</b>							\$300.00
<b>+/- Difference</b>							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	5	OutTeach Instructional Coaching	STAFF DEVELOPMENT   MISC CONTRACTED SERVICES	199-13-6299-XXX-188-99-313-000000-	\$2,000.00
<b>Sub-Total</b>							\$2,000.00
<b>Budgeted Fund Source Amount</b>							\$2,000.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$98,203.00
<b>Grand Total Spent</b>							\$98,203.00
<b>+/- Difference</b>							\$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