

Fort Worth Independent School District
160 Maudrie M. Walton Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Here at Maudrie M. Walton Elementary School, every Jet WILL soar through student-centered aligned lessons, student engagement, and authentic professional learning communities.

Vision

Inspiring students to be their best in EVERYTHING, all the time!

Value Statement

Through increased reading levels of all students, Increased performance levels of all students in all contents, and an increased use of positive behavior intervention system and restorative practices our students will soar!

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
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.	15
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.	28
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025	38
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	45
State Compensatory	54
Budget for 160 Maudrie M. Walton Elementary	54
Title I Personnel	55
Campus Funding Summary	56
Policies, Procedures, and Requirements	60

Comprehensive Needs Assessment

Revised/Approved: April 3, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Overall our campus works hard to gain the necessary growth to meet accountability measures guided by the state. We do however need to build the capacity of students for them to be on grade level as we have only 35% of our students reading on grade level. Despite the high mobility rate of our students, they really enjoy coming to school and even provide insight on how to improve systems. We have minimal staff turn-over and work hard to implement campus systems.

Demographics

Demographics Summary

M. M. Walton Elementary is a pre-kindergarten through fifth grade school located in the Stop Six community of Fort Worth, TX. The campus is named after a World War II veteran and former Fort Worth ISD educator, Maudrie M. Walton. The campus has been featured on a PBS special called *The Tale of Two Schools*. We strive for excellence in all stakeholders to ensure student success which is our number one priority. Our campus has an enrollment of 295 students that is comprised of 70% African American students, 25% Hispanic students, 3% Caucasian students, and 2% Mixed Race students. Our enrollment is constantly changing as we enroll and with draw students each month. We have a high mobility rate at 35.7%. We have recently added and additional Early Childhood Special Education (ECSE) class. The attendance averages at 92%. We currently have and are continuing to build community partnerships to enhance the support of our students.

Student Sub-groups

English Language Learners: 15%

Gifted and Talented: 9%

Special Education: 21%

Economically Disadvantaged: 95%

We recognize that a 95% economically disadvantaged rate poses some challenges that our staff are ready and willing to take on to ensure students get what they need. Our teachers attend hours of training sessions at the beginning, middle, and end of the year to provide them with skills and strategies to work with **all** students. We have a family engagement specialist who leads the work in supporting the whole child for each and every one of our students.

Demographics Strengths

We have several teachers on our campus who have been at M.M. Walton for more than ten years. This creates stability in a highly mobile campus. It brings a sense of comfort for our students to continuously see familiar faces on campus. We have also done well with identifying the needs of students including factors like English Language Learners, special education, economically disadvantaged students to ensure that we are meeting them where they are. We recognize the need of various groups and put programs and partnerships in place to service the student need. We have created a strong social and emotional learning committee that supports with special factors that may affect students' academic progress on campus. This team meets collectively with campus administration weekly to determine any next steps of support.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 9% of students are identified gifted and talented. **Root Cause:** There is a lack of understanding in the areas that students can be identified gifted and talented. The determination of gifted and talented can vary depending on the area of the students gifts and how they exhibit them.

Problem Statement 2 (Prioritized): M.M. Walton Elementary School's Average Daily Attendance Rate is 92% which is a drop from the previous school year of 93% and the school goal being 96%. **Root Cause:** We have not incentivized student attendance and implemented accountability for all stakeholders due to the changes in administration during the first semester of the school year.

Student Learning

Student Learning Summary

At M.M. Walton Elementary we continue to use Amplify for reading and Eureka for math as our standard curriculum for first-line instruction. Our campus participated in unit assessments, district benchmark assessments, and STAAR for both reading and math, and science in 5th grade. This was the third year for Eureka and second year for Amplify implementation. These curriculum resources utilize a full scripted method to guide teachers with reaching student mastery. Various unforeseen circumstances caused inconsistent growth in our students throughout the course of this school year. Student growth has been a continual focus for our campus as we have determined to grow students at least one full school year or more.

Lexia:

NWEA MAP: students meeting grade level

Reading update with EOY data

1st (Eng): 14%

1st (Spn): 75%

2nd (Eng): 19%

2nd (Spn): 42%

3rd (Eng): 64%

3rd (Spn): 42%

4th (Eng): 29%

4th (Spn): N/A

5th (Eng): 38%

Math

1st (Eng): 6%

2nd (Eng): 30%

3rd (Eng): 52%

4th (Eng): 27%

5th (Eng): 35%

The dual language program has moved to Sunrise-McMillan starting the 2024-2025 school year.

STAAR: waiting results, will be updated this summer

Student Learning Strengths

The state of Texas has identified three areas in which they rate an elementary campus to determine the overall campus rating. Domain I is student achievement, did the student pass the STAAR test and at which level (approaches, meets, or masters). Domain II is student growth. The state looks at how our 4th and 5th grade students performed from one year to the next on the STAAR test, and did they achieve higher than what they did the year before. Domain III is closing the gaps. The state looks at how each of our sub-categories performed on the STAAR test. M.M. Walton Elementary students historically show significant growth on state assessments. This allows us to meet accountability with students' growth being the anchor. The campus consistently uses Lexia and Dreambox for intervention support. We have incentivized the accomplishments for students as they complete Lexia and Dreambox lessons to encourage the usage for intervention support. We held a contest for the most Dreambox lesson completions to promote March Mathness, a family engagement event for the campus. This helped to improve the usage of the district digital intervention tool. Teachers also provide intervention time at the start of their instructional block as well as small group instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Across all grade levels, only 35% of our students are currently reading on grade level as evidenced by CIRCLE Assessment, NWEA MAP, Unit Assessment, and STAAR. **Root Cause:** Teachers struggle with knowing how to close gaps, specifically during tier II and tier III interventions; while still teaching the current grade level content, and target moving students from the knowledge level of comprehension to creative critical thinking.

Problem Statement 2 (Prioritized): Feedback from walkthroughs and observations indicate the implementation of high-quality, engaging, tier I (initial instruction) TEKS-based instruction using the gradual release model is lacking with 40% of teachers using the gradual release model consistently. **Root Cause:** Alignment of success criteria for students to TEKS and the Amplify/Eureka curriculum is a struggle for teachers as they continue to build capacity with lesson internalization that adjusts the lesson to fit the needs of the students in their classes as evidenced from professional learning community (PLC) meetings.

School Processes & Programs

School Processes & Programs Summary

Teachers currently utilize district curriculum resources which are Eureka for math and Amplify for reading. Since this is the second and third year of implementation, teachers are more familiar with the resource and are becoming more consistent with the implementation during first-line of instruction. We continue to use the Lexia Core 5 and Dreambox programs. Students get excited about using them and work to earn achievement certificates. The teachers are continually gaining insight on the proper use of the curriculum programs used on our campus, mandated by Fort Worth ISD through continuous professional development.

During the course of the 2023-2024 school year, we have implemented a new to us, but heavily research-based Data-Driven Instructional protocol (Paul Bambrick-Santoyo). This protocol has required teachers to reflect on their instructional practices through completing deep data dives. This method requires teachers to unpack TEKS so they understand the depth of understanding students need to master the standard. The Data-Driven Instructional protocol has also required teachers to complete a "Know and Show" protocol that provides a sequence of instruction that supports student mastery.

Our Social & Emotional Crew consist of the counselor, the behavior interventionist, and community in schools (CIS) liaison. Each one of them meets with students in group settings, with our counselor conducting individual sessions with students. Our Social & Emotional Crew support the non-academic needs of our students that affect their ability to complete their daily work in class. We have seen inconsistency with behavior across grade levels during the transition of leadership and systems in place. This is an ongoing struggle as we work to rebuild strong systems back to where they were pre-transition. We had a Family Engagement Specialist for half of the school year who worked to ensure our parents were involved on campus at various events. The family engagement specialist also supported with attendance making sure students were consistently coming to school. We have brought in a new family engagement specialist for the 2024-2025 school year.

We have an instructional coach who is assigned to our campus Monday through Thursday, and sometimes on Fridays. The instructional coach supported teachers through instructional coaching, modeling lessons, planning, training, and collaborative meetings. We had a data analyst who also served as the campus testing coordinator. In this role, the data analyst scheduled, planned, and facilitated testing for formative district assessments and STAAR (summative assessments). The data analyst would then run all data reports and provide support to teachers with analyzing their data after each assessment.

To support behavior, students are given incentives by their classroom teachers. We have a referral process to the Social & Emotional Crew for struggling students to receive interventions. We also have partnerships with Academy 4 for 4th grade, 5th grade boys mentorship, and Junior League MINTS who provided volunteer hours.

School Processes & Programs Strengths

Our Social & Emotional Crew is very strong and the students have built relationships with these staff members. This allows for smoother meetings of support for the students. This has tremendously cut down on our discipline as students have tools that they are beginning to use more consistently to solve their conflicts. We are seeing gains in NWEA MAP scores as teachers are using the campus processes to drive instruction.

Teachers are beginning to find the benefits of the Data-Driven protocols and how it supports their deeper understanding of the grade level state standards. Many teachers are consistently seeking feedback and implementing the feedback to build their capacity.

Continuing partnerships with various community organizations that support the whole child. Organizations reach out to the school and offer to partner with us because of the school culture.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Consistent data tracking and goal setting is implemented with fidelity by 50% of teachers and 10% of students as evidenced through professional learning community (PLC) meetings and walkthrough/observations. **Root Cause:** Campus administration has not developed, implemented, communicated, and monitored a comprehensive data tracking system for staff and students that supports ownership of learning from all stakeholders as the principal was new to the campus mid-year.

Problem Statement 2: The campus has seen a 3% increase in discipline infractions from students discipline throughout the grade levels. **Root Cause:** There is not a campus-wide system/common language regarding campus behavior expectations that sets consistent guidelines for students to follow and teachers to hold students accountable with rewards and consequences.

Perceptions

Perceptions Summary

Here at Maudrie M. Walton, we work to ensure students are meeting their intended goals. We strive for our students to S.O.A.R. (strive for excellence, own their learning, achieve their goal, and respect themselves and others) each day. Our focus for the school year is literacy, student engagement, and data-driven instruction. Students are celebrated each six weeks for their accomplishments in academics, behavior, and attendance.

We currently have a total of 51 highly qualified teachers, teaching assistants, clerical staff, custodial staff and administrators. We were able to hire a full time Family Engagement Specialist this year and are looking forward to the work she will do on our campus to strengthen our family engagement. Maudrie M. Walton is a Title I school that thrives off community partnerships. The partnerships we create allow us to connect our families with resources that help them to be able to support the whole child to ensure student success. Our staff works to keep open lines of communication with our parents through Class Dojo, flyers, the school marquee, phone calls, emails, text messages, and social media post to ensure the daily needs of their child are met. We make a concerted effort to provide all communication in English and Spanish which are the most dominate languages spoken on her campus. We are increasing our methods of communication this school year after feedback from parents to receive multiple forms to get the message to them rather than relying on flyers only.

Maudrie M. Walton has a Site-Based Decision-Making committee in which we partner with staff members, parents, community members, and business partners to make major decisions about the campus. This allows the principal to get feedback from various stakeholders who have a vested interest in the campus. The variety of viewpoints gives opportunity to the principal to see different perspectives to ensure the decisions made support the campus as well as the community students live in. We strive to provide a safe and positive learning environment here at Maudrie M. Walton elementary. Our first priority is to make sure students are feeling safe when they come to school and they are able to be comfortable so they are able to learn. We started the House point system back up for the 2024-2025 school year using the Ron Clark Academy model. Students are excited about belonging to the Houses and are constantly checking the board for their points. Our guidance counselor provides guidance lessons to all classrooms, small groups, and individuals monthly and sometimes weekly on campus. We are very big on restorative practices on the campus as well. All of these measures are methods we use to create a positive environment in which students learn to get along and positively interact with each other. Another way we work with the students to create positive dialogue, is we implement Habits of Discussion in each classroom. We also implement the Positive Behavior Intervention Supports (PBIS) schoolwide through minute-by-minute expectations for the campus. We reward students for making good choices. By implementing positive reinforcements, it has allowed us to keep our discipline referrals down to 1%.

Feedback is given consistently by students, staff, parents, and community members to campus administration via phone calls, conferences, face to face conversations, and emails. It has been slightly difficult through the transitions this school year that has caused a small decline in school culture. Staff were feeling uncertain about the new leadership coming in which caused some anxiety. Students were very curious about the new leader coming in as well because they were accustomed to certain policies, celebrations, activities, and support and wanted to ensure they would continue to receive them.

The administration team provides consistent feedback to teachers through walkthroughs and observations. They also provide weekly positive praise during the staff weekly communication to showcase the great things they are doing on campus. The administration also finds fun ways to reward the teachers each month to keep them excited and motivated at work.

Perceptions Strengths

Students view the campus in a positive light. They are inquisitive about the happenings of the school. They like to share their thoughts on best ways to improve the campus. They are also very excited about the House System. Students are checking for the number of points their team has almost each day. We have a low turn-over rate for staff that allows us the ability to build campus traditions. The following are more of our campus strengths:

- Identifying student needs and forming a plan to address them.
- Students come ready to engage in learning.
- Strong community support. Area churches and businesses partner with us to support us on a regular bases.

- Positive Behavior Intervention System (PBIS)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to staff feedback during one-on-one conferences and the completion of a campus needs questionnaire, campus morale has been low at M.M. Walton. Teachers reported unhappy feelings due to not being communicated with and not having their voices heard regarding important campus decisions. **Root Cause:** M.M. Walton has gone through a few leadership changes during the 2023-2024 school year, which has led to some uneasy feelings, unclear expectations, and inconsistency for staff and students.

Problem Statement 2: Based on feedback from stakeholders, there is a breakdown in ongoing two-way communication between the school and home to increase parent engagement as a way to further support student learning. **Root Cause:** There is a lack of consistent, multiple sources of communication utilized by the campus administration to inform parents of upcoming campus special dates and events.

Priority Problem Statements

Problem Statement 1: According to staff feedback during one-on-one conferences and the completion of a campus needs questionnaire, campus morale has been low at M.M. Walton. Teachers reported unhappy feelings due to not being communicated with and not having their voices heard regarding important campus decisions.

Root Cause 1: M.M. Walton has gone through a few leadership changes during the 2023-2024 school year, which has led to some uneasy feelings, unclear expectations, and inconsistency for staff and students.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Across all grade levels, only 35% of our students are currently reading on grade level as evidenced by CIRCLE Assessment, NWEA MAP, Unit Assessment, and STAAR.

Root Cause 2: Teachers struggle with knowing how to close gaps, specifically during tier II and tier III interventions; while still teaching the current grade level content, and target moving students from the knowledge level of comprehension to creative critical thinking.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Feedback from walkthroughs and observations indicate the implementation of high-quality, engaging, tier I (initial instruction) TEKS-based instruction using the gradual release model is lacking with 40% of teachers using the gradual release model consistently.

Root Cause 3: Alignment of success criteria for students to TEKS and the Amplify/Eureka curriculum is a struggle for teachers as they continue to build capacity with lesson internalization that adjusts the lesson to fit the needs of the students in their classes as evidenced from professional learning community (PLC) meetings.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Consistent data tracking and goal setting is implemented with fidelity by 50% of teachers and 10% of students as evidenced through professional learning community (PLC) meetings and walkthrough/observations.

Root Cause 4: Campus administration has not developed, implemented, communicated, and monitored a comprehensive data tracking system for staff and students that supports ownership of learning from all stakeholders as the principal was new to the campus mid-year.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: M.M. Walton Elementary School's Average Daily Attendance Rate is 92% which is a drop from the previous school year of 93% and the school goal being 96%.

Root Cause 5: We have not incentivized student attendance and implemented accountability for all stakeholders due to the changes in administration during the first semester of the school year.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

- Gifted and talented 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent engagement rate
- Community 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

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 94% to 100% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from N/A% to N/A% 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 94% to 100% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Circle assessment, observations, walkthroughs, student daily performance

Strategy 1: Teachers will provide word study lessons that include phonological awareness during whole group daily instruction that exposes them to grade level standards and rigor.

Strategy's Expected Result/Impact: The expected results of this strategy is to raise the students ability to understand and manipulate word parts to support decoding there by increasing their performance on the Circle assessment.

Staff Responsible for Monitoring: Campus administration, teachers

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: During pre-service, campus administration will provide teachers with word study expectations for that portion of the literacy block using the Creative Curriculum curriculum materials.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Administration, Instructional Specialist</p> <p>Date(s) / Timeframe: August 5th-9th, 2024, ongoing</p> <p>Collaborating Departments: Curriculum-Literacy</p> <p>Delivery Method: Professional Development presentation, collaborative meetings (PLC)</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Teachers will provide word study lessons that include phonological awareness during small group daily instruction that is differentiated and leveled to meet the students where they are.

Strategy's Expected Result/Impact: The expected outcome of daily small group word study instruction is to provide students with instruction that is on their level to close gaps and/or stretch students further.

Staff Responsible for Monitoring: Teacher, Administration, Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:


Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus administration will provide teachers with the expectations for the campus on small group instruction and data tracking.</p> <p>Intended Audience: teachers</p> <p>Provider / Presenter / Person Responsible: administration, instructional coach</p> <p>Date(s) / Timeframe: August 2024, ongoing throughout the school year</p> <p>Collaborating Departments: district curriculum department</p> <p>Delivery Method: Professional Development presentation, collaborative meetings (PLC)</p> <p>Funding Sources: binders, paper - BASIC (199 PIC 11) - 199-11-6399-XXX-160-11-313-000000- - \$60</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Across all grade levels, only 35% of our students are currently reading on grade level as evidenced by CIRCLE Assessment, NWEA MAP, Unit Assessment, and STAAR. **Root Cause:** Teachers struggle with knowing how to close gaps, specifically during tier II and tier III interventions; while still teaching the current grade level content, and target moving students from the knowledge level of comprehension to creative critical thinking.

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 20% to 35% 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 N/A% to N/A% 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 20% to 35% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP, observations

Strategy 1: Implement daily word study instruction that encompasses phonological awareness, word recognition, vocabulary, and listening comprehension that supports student growth in reading fluency.

Strategy's Expected Result/Impact: The intended outcome of the daily word study is to increase student performance in reading fluency by at least 9%.

Staff Responsible for Monitoring: Teachers, administrators

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math


- ESF Levers:


Lever 1: Strong School Leadership and Planning, 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: During pre-service, campus administration will provide teachers with word study expectations for that portion of the literacy block using the Amplify curriculum materials. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration, Instructional Specialist Date(s) / Timeframe: August 5th-9th, 2024, ongoing Collaborating Departments: Curriculum-Literacy Delivery Method: Professional Development presentation, collaborative meetings (PLC)	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 2: Teachers will provide word study lessons that include phonological awareness during small group daily instruction that is differentiated and leveled to meet the students where they are.

Strategy's Expected Result/Impact: The expected outcome of daily small group word study instruction is to provide students with instruction that is on their level to close gaps and/or stretch students further.

Staff Responsible for Monitoring: Teacher, Administration, Instructional Coach

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math


- **ESF Levers:**


Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: During pre-service, campus administration will provide teachers with word study expectations for that portion of the literacy block using the Amplify curriculum materials.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Administration, Instructional Specialist</p> <p>Date(s) / Timeframe: August 5th-9th, 2024, ongoing</p> <p>Collaborating Departments: Curriculum-Literacy</p> <p>Delivery Method: Professional Development presentation, collaborative meetings (PLC)</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Across all grade levels, only 35% of our students are currently reading on grade level as evidenced by CIRCLE Assessment, NWEA MAP, Unit Assessment, and STAAR. **Root Cause:** Teachers struggle with knowing how to close gaps, specifically during tier II and tier III interventions; while still teaching the current grade level content, and target moving students from the knowledge level of comprehension to creative critical thinking.

Goal 1: Early Literacy

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

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 47% to 57% 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 N/A% to N/A% 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 46% to 56% by May 2025.

Evaluation Data Sources: Students will take the NWEA MAP assessment at the beginning of the year, middle of the year, and end of the year and the data will be tracked to ensure there is movement in student growth.

Strategy 1: We will implement an independent reading time into the literacy block to provide students with time to practice the skills taught during the reading lesson.

Strategy's Expected Result/Impact: Independent reading will impact the campus by increasing student stamina, interest and reading ability by 15%.

Staff Responsible for Monitoring: Classroom teachers will be the first line of accountability as they will implement the independent reading in their classrooms. Campus administration will hold teachers accountable through walkthroughs/observations, providing teachers with feedback

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will use the "First 15 Days of School" to implement routines for daily independent reading during the literacy block.</p> <p>Intended Audience: Teachers, Administration,</p> <p>Provider / Presenter / Person Responsible: Teachers will be responsible for the implementation and administrators will be responsible for holding teachers accountable through observations, walkthroughs, and coaching.</p> <p>Date(s) / Timeframe: August 2024 - September 2024</p> <p>Collaborating Departments: The campus administration will collaborate with the district curriculum department, specifically the literacy department. The campus administration will also collaborate with the early childhood department.</p> <p>Delivery Method: Campus administration will provide training on the expectations and implementation process during pre-service at the beginning of the 2024-2025 school year.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: The campus will work to restock classroom libraries to provide students with more opportunities to read during independent reading time.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: administration</p> <p>Date(s) / Timeframe: July 2024 to June 2025</p> <p>Collaborating Departments: literacy curriculum department</p> <p>Delivery Method: professional development, teacher work time</p> <p>Funding Sources: leveled books - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-160-99-313-000000- - \$6,825</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: The campus will implement a daily reading log campus-wide expectation for students to read each night at home with a baseline minute requirement equivalent to their grade level expectation.

Strategy's Expected Result/Impact: The expected outcome of this is to increase family engagement and parent support for students working towards reading on grade level.

Staff Responsible for Monitoring: teacher, administration

Title I:





2.4, 2.5, 2.6, 4.1

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Administration, with the input from teachers, will develop and implement a campus-wide reading log for students.</p> <p>Intended Audience: students, parents, teachers</p> <p>Provider / Presenter / Person Responsible: administration, teacher</p> <p>Date(s) / Timeframe: May 2024-August 2024 development, Aug. 2024-May 2025 implementation</p> <p>Collaborating Departments: curriculum-literacy</p> <p>Delivery Method: shared during pre-service, checkpoints in PLC</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: The campus will incentivize students for completing their reading logs each six weeks.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: teachers, administration</p> <p>Date(s) / Timeframe: October 2024 - May 2024</p> <p>Collaborating Departments: humanities department</p> <p>Delivery Method: in-person, at-home</p> <p>Funding Sources: supplies for incentives - TITLE I (211) - 211-11-6499-04E-160-30-510-000000-25F10 - \$700</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 3: The campus will offer afterschool tutoring to support closing gaps for students to read on grade level.

Strategy's Expected Result/Impact: Increase students ability to read on grade level.

Staff Responsible for Monitoring: campus admin, teachers

Title I:

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers with the guidance of campus administration will collaborate to identify student need using BOY assessment results.</p> <p>Intended Audience: students Provider / Presenter / Person Responsible: campus admin, teachers Date(s) / Timeframe: September 2024 Collaborating Departments: MTSS, curriculum Delivery Method: PLC</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Campus personnel will provide tutoring for two 60min session a week.</p> <p>Intended Audience: students Provider / Presenter / Person Responsible: teachers Date(s) / Timeframe: October 2024 - April 2025 Collaborating Departments: MTSS Delivery Method: afterschool</p> <p>Funding Sources: Personnel - TITLE I (211) - 211-11-6116-04E-160-30-510-000000-25F10 - \$8,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Campus teaching assistants will provide tutorial services to students for 60 minutes twice a week.</p> <p>Intended Audience: students Provider / Presenter / Person Responsible: campus teaching assistants Date(s) / Timeframe: October 2024 - April 2025 Collaborating Departments: MTSS Delivery Method: afterschool tutorial sessions</p> <p>Funding Sources: Personnel - TITLE I (211) - 211-11-6121-04E-160-30-510-000000-25F10 - \$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>				

Strategy 4: Target the support given to emergent bilingual students to increase students' ability to read, write, speak, and listen using the English language.

Strategy's Expected Result/Impact: Increase student performance

Staff Responsible for Monitoring: campus administration, teachers

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide teachers with expectations using sheltered instruction resources to support increasing literacy achievement in students.</p> <p>Intended Audience: teachers</p> <p>Provider / Presenter / Person Responsible: campus administration</p> <p>Date(s) / Timeframe: August - May</p> <p>Collaborating Departments: emergent bilingual department</p> <p>Delivery Method: pre-service, collaborative meetings (PLC)</p> <p>Funding Sources: resource books - BEA (199 PIC 25) - 199-11-6399-001-160-25-313-000000 - \$450</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide teachers with talking/sentence stems to encourage student achievement in speaking and writing.</p> <p>Intended Audience: teachers, students</p> <p>Provider / Presenter / Person Responsible: campus administration</p> <p>Date(s) / Timeframe: daily, August - May</p> <p>Collaborating Departments: emergent bilingual department</p> <p>Delivery Method: pre-service, collaborative meetings (PLC)</p> <p>Funding Sources: talking stems - BEA (199 PIC 25) - 199-11-6399-001-160-25-313-000000 - \$90</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 5: Ensure small group instruction is implemented daily to close gaps students may exhibit.

Strategy's Expected Result/Impact: increase student performance on formative and summative assessments

Staff Responsible for Monitoring: campus administration, teachers

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide teachers with resource to conduct tier II and III interventions with students.</p> <p>Intended Audience: teachers, students</p> <p>Provider / Presenter / Person Responsible: campus administration</p> <p>Date(s) / Timeframe: August - May</p> <p>Collaborating Departments: curriculum</p> <p>Delivery Method: pre-service, collaborative meetings (PLC)</p> <p>Funding Sources: intervention toolkit - SCE (199 PIC 24) - 199-11-6399-001-160-24-313-000000- - \$3,180</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Target the intervention small groups for students in special education to meet their needs.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: teachers</p> <p>Date(s) / Timeframe: August - May</p> <p>Collaborating Departments: special education</p> <p>Delivery Method: daily small group</p> <p>Funding Sources: intervention toolkits - SPED (199 PIC 23) - \$1,000</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>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Across all grade levels, only 35% of our students are currently reading on grade level as evidenced by CIRCLE Assessment, NWEA MAP, Unit Assessment, and STAAR. Root Cause: Teachers struggle with knowing how to close gaps, specifically during tier II and tier III interventions; while still teaching the current grade level content, and target moving students from the knowledge level of comprehension to creative critical thinking.</p>

School Processes & Programs

Problem Statement 1: Consistent data tracking and goal setting is implemented with fidelity by 50% of teachers and 10% of students as evidenced through professional learning community (PLC) meetings and walkthrough/observations. **Root Cause:** Campus administration has not developed, implemented, communicated, and monitored a comprehensive data tracking system for staff and students that supports ownership of learning from all stakeholders as the principal was new to the campus mid-year.

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 85% to 94% 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 85% to 94% by May 2025.

High Priority

Evaluation Data Sources: Circle Assessment, observations

Strategy 1: Implementation of small group instruction daily to meet students where they are to build number fluency, computations, geometry, and data analysis.

Strategy's Expected Result/Impact: The expected results from small group instruction for math is to build student knowledge in all math categories that will increase student performance on the Circle assessment.

Staff Responsible for Monitoring: Teachers, administration

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Campus administration will provide teachers with the expectations for the campus on small group instruction and data tracking. Intended Audience: teachers Provider / Presenter / Person Responsible: administration Date(s) / Timeframe: August 2024, ongoing Collaborating Departments: curriculum Delivery Method: pre-service professional development	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Students will participate in instructional, inquiry-based activities to build number sense and skills.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: campus administration</p> <p>Date(s) / Timeframe: July 2024-June 2025</p> <p>Collaborating Departments: math curriculum department</p> <p>Delivery Method: whole group number sense, small group instruction</p> <p>Funding Sources: resource books for number sense activities - BASIC (199 PIC 11) - 199-11-6321-XXX-160-11-313-000000- - \$800</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Increase teacher capacity in lesson internalization of Creative Curriculum to ensure the level of rigor during implementation aligns with the Texas PK guidelines (student expectations).

Strategy's Expected Result/Impact: The expected outcome of this strategy is to build the capacity of teachers in lesson design.

Staff Responsible for Monitoring: administration, instructional coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math


- ESF Levers:

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus administration will provide training on lesson internalization at a deeper level using the know/show chart from "Leverage Leadership" (Paul Bambrick-Santoyo) and lesson internalization protocol.</p> <p>Intended Audience: teachers</p> <p>Provider / Presenter / Person Responsible: administration</p> <p>Date(s) / Timeframe: August 2024, ongoing throughout the year</p> <p>Collaborating Departments: curriculum-math</p> <p>Delivery Method: professional development training, collaborative meetings (PLC)</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Feedback from walkthroughs and observations indicate the implementation of high-quality, engaging, tier I (initial instruction) TEKS-based instruction using the gradual release model is lacking with 40% of teachers using the gradual release model consistently. **Root Cause:** Alignment of success criteria for students to TEKS and the Amplify/Eureka curriculum is a struggle for teachers as they continue to build capacity with lesson internalization that adjusts the lesson to fit the needs of the students in their classes as evidenced from professional learning community (PLC) meetings.

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 60% 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 __% to __% by May 2025.

High Priority

Evaluation Data Sources: TX-KEA, observations, daily exit tickets

Strategy 1: Implementation of small group instruction daily to meet students where they are to build number fluency, computations, geometry, and data analysis.

Strategy's Expected Result/Impact: The expected results from small group instruction for math is to build student knowledge in all math categories that will increase student performance on the Circle assessment.

Staff Responsible for Monitoring: Teachers, Administration

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: With support of the campus administration, teachers will identify student needs for support. Intended Audience: students Provider / Presenter / Person Responsible: teachers, administration Date(s) / Timeframe: August/September Collaborating Departments: MTSS department Delivery Method: collaborative meeting (PLC)	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Teachers will participate in collaborative meetings throughout the school year to continue lesson internalization work. Intended Audience: teachers Provider / Presenter / Person Responsible: campus administration, teachers Date(s) / Timeframe: ongoing throughout the school year Collaborating Departments: leadership and development office Delivery Method: pre-service, collaborative meetings	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Increase teacher capacity in lesson internalization of Eureka to ensure the level of rigor during implementation aligns with the Texas kindergarten TEKS (student expectations).

Strategy's Expected Result/Impact: The expected outcome of this strategy is to build the capacity of teachers in lesson design.

Staff Responsible for Monitoring: administration, instructional coach

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Action Step 1 Details	Reviews			
Action Step 1: Administration will check lesson plans or lesson internalization and provide feedback to teachers weekly. Intended Audience: teachers Provider / Presenter / Person Responsible: teachers, administration Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: curriculum department Delivery Method: email and coaching conversations	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Feedback from walkthroughs and observations indicate the implementation of high-quality, engaging, tier I (initial instruction) TEKS-based instruction using the gradual release model is lacking with 40% of teachers using the gradual release model consistently. **Root Cause:** Alignment of success criteria for students to TEKS and the Amplify/Eureka curriculum is a struggle for teachers as they continue to build capacity with lesson internalization that adjusts the lesson to fit the needs of the students in their classes as evidenced from professional learning community (PLC) meetings.

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 49% 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 31% to 40% by May 2025.

Evaluation Data Sources: NWEA MAP, observations, daily exit tickets

Strategy 1: During grade-level planning time and in PLCs, teachers will utilize the data analysis protocol process for formative assessments to make adjustments to instructional and intervention practices to improve and increase student proficiency on standards (TEKS) in math.

Strategy's Expected Result/Impact: Increased student achievement as measured by formative assessments

Staff Responsible for Monitoring: Teachers, Administration

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


Build a foundation of reading and math


- ESF Levers:


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


Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will track student data using a campus-wide tracking system to monitor student progress daily.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: campus administration</p> <p>Date(s) / Timeframe: ongoing, year-long</p> <p>Collaborating Departments: curriculum, data</p> <p>Delivery Method: professional development - pre-service, collaborative meetings</p> <p>Funding Sources: data tracking system - BASIC (199 PIC 11) - 199-11-6299-XXX-160-11-313-000000- - \$4,050</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 2: Students will track their own performance data on unit assessments and benchmarks to monitor how they are progressing in their class.

Strategy's Expected Result/Impact: The expected outcome of student data tracking is to build the capacity of students to take ownership of their own learning to increase their achievement.

Staff Responsible for Monitoring: teachers, administration

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p>Action Step 1: Administration, with input from teachers, will create data tracking sheets for students to use to track their assessment data.</p> <p>Intended Audience: students, parents Provider / Presenter / Person Responsible: administration, teachers Date(s) / Timeframe: August 2024 Collaborating Departments: FWISD curriculum department Delivery Method: pre-service professional development</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Students will use a folder to keep their tracking sheets for their data.</p> <p>Intended Audience: students Provider / Presenter / Person Responsible: teacher, campus administration Date(s) / Timeframe: August - May Collaborating Departments: MTSS Delivery Method: in-person, daily</p> <p>Funding Sources: braded folders - BASIC (199 PIC 11) - 199-11-6399-XXX-160-11-313-000000- - \$350</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 3: Teachers will provide students with small group intervention to close gaps.

Strategy's Expected Result/Impact: increase student achievement

Staff Responsible for Monitoring: teachers, teaching assistants, campus administration

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

- Targeted Support Strategy

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will use a intervention toolkit to maximize small group instructional time.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: teacher, campus administration</p> <p>Date(s) / Timeframe: August - May</p> <p>Collaborating Departments: MTSS, curriculum</p> <p>Delivery Method: in-person, daily</p> <p>Funding Sources: intervention resource toolkit - BASIC (199 PIC 11) - 199-11-6321-XXX-160-11-313-000000- - \$3,005</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide enrichment activities for identified gifted and talented (GT) students.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: teacher, GT specialist, campus administration</p> <p>Date(s) / Timeframe: August - May</p> <p>Collaborating Departments: MTSS</p> <p>Delivery Method: in-person, daily</p> <p>Funding Sources: GT project materials - GT (199 PIC 21) - \$487</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Consistent data tracking and goal setting is implemented with fidelity by 50% of teachers and 10% of students as evidenced through professional learning community (PLC) meetings and walkthrough/observations. **Root Cause:** Campus administration has not developed, implemented, communicated, and monitored a comprehensive data tracking system for staff and students that supports ownership of learning from all stakeholders as the principal was new to the campus mid-year.

Goal 3: CCMR

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

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 28% to 40% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 24% to 36% by May 2025.

High Priority

Evaluation Data Sources: STAAR assessment

Strategy 1: Increase the alignment of Amplify lessons to the TEKS and understanding the breakdown of the TEKS through deeper lesson internalization to ensure teachers are teaching to the TEKS with fidelity.

Strategy's Expected Result/Impact: The expected outcome of increased alignment to the TEKS is to ensure teachers are matching the rigor and expectations of the state standards to the fullest degree.

Staff Responsible for Monitoring: Administration

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Conduct collaborative meetings in which teachers work on lesson internalization to ensure alignment. Intended Audience: teachers Provider / Presenter / Person Responsible: campus administration, teachers Date(s) / Timeframe: August - May Collaborating Departments: curriculum Delivery Method: in-person, weekly	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Students will track their own performance data on unit assessments and benchmarks to monitor how they are progressing in their class.

Strategy's Expected Result/Impact: The expected outcome of student data tracking is to build the capacity of students to take ownership of their own learning to increase their achievement.

Staff Responsible for Monitoring: teachers, administration

Title I:





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p>Action Step 1: Administration, with input from teachers, will create data tracking sheets for students to use to track their assessment data. Teachers will track the progress to support students.</p> <p>Intended Audience: students, parents Provider / Presenter / Person Responsible: administration, teachers Date(s) / Timeframe: August 2024 Collaborating Departments: FWISD curriculum department Delivery Method: pre-service professional development</p> <p>Funding Sources: 3" binders - BASIC (199 PIC 11) - 199-11-6399-XXX-160-11-313-000000- - \$250</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 3: Ensure progress of students who previously failed STAAR assessment(s) are tracked and create a comprehensive RTI system of intervention for students per directives of HB 1416.

Strategy's Expected Result/Impact: increase student academic performance

Staff Responsible for Monitoring: campus administration, teachers

Title I:

2.4, 2.6





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus administration will identify those students who have not passed during the 2024-2025 school year and the previous year, 2022-2023.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: teachers, administration</p> <p>Date(s) / Timeframe: ongoing throughout the school year</p> <p>Collaborating Departments: MTSS department</p> <p>Delivery Method: collaborative meetings (PLC)</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Campus administration will develop a plan for tutorial services to address students not passing the STAAR test.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: teachers, administration</p> <p>Date(s) / Timeframe: August/September</p> <p>Collaborating Departments: MTSS</p> <p>Delivery Method: collaborative meetings (PLC)</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 4: Increase targeted support for special education students in RISE who now qualify for STAAR versus STAAR ALT.

Strategy's Expected Result/Impact: The expected outcome is to increase student achievement on STAAR.

Staff Responsible for Monitoring: teachers, administration

Title I:





2.4, 2.5, 2.6

- **TEA Priorities:**

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

- **ESF Levers:**

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus administration will collaborate with teachers to create an action plan for special education students,</p> <p>Intended Audience: special education students</p> <p>Provider / Presenter / Person Responsible: teachers, administration</p> <p>Date(s) / Timeframe: August, ongoing</p> <p>Collaborating Departments: Special Education department</p> <p>Delivery Method: collaborative meetings</p> <p>Funding Sources: materials and supplies for action plan - SPED (199 PIC 23) - \$1,519</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Across all grade levels, only 35% of our students are currently reading on grade level as evidenced by CIRCLE Assessment, NWEA MAP, Unit Assessment, and STAAR. Root Cause: Teachers struggle with knowing how to close gaps, specifically during tier II and tier III interventions; while still teaching the current grade level content, and target moving students from the knowledge level of comprehension to creative critical thinking.</p> <p>Problem Statement 2: Feedback from walkthroughs and observations indicate the implementation of high-quality, engaging, tier I (initial instruction) TEKS-based instruction using the gradual release model is lacking with 40% of teachers using the gradual release model consistently. Root Cause: Alignment of success criteria for students to TEKS and the Amplify/Eureka curriculum is a struggle for teachers as they continue to build capacity with lesson internalization that adjusts the lesson to fit the needs of the students in their classes as evidenced from professional learning community (PLC) meetings.</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 35% to 44% 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 35% by May 2025.

High Priority

Evaluation Data Sources: STAAR assessment

Strategy 1: Increase the alignment of Eureka lessons to the TEKS and understanding the breakdown of the TEKS through deeper lesson internalization to ensure teachers are teaching to the TEKS with fidelity.

Strategy's Expected Result/Impact: The expected outcome of increased alignment to the TEKS is to ensure teachers are matching the rigor and expectations of the state standards to the fullest degree.

Staff Responsible for Monitoring: Administration





Title I:

2.4, 2.5, 2.6

- **ESF Levers:**

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Conduct weekly collaborative meetings that allow a focus on instructional strategies to improve first-line instruction.</p> <p>Intended Audience: teachers</p> <p>Provider / Presenter / Person Responsible: campus administration</p> <p>Date(s) / Timeframe: August - May</p> <p>Collaborating Departments: curriculum</p> <p>Delivery Method: in-person meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Implementation of small group instruction daily to meet students where they are to build their capacity with grade-level standards and close gaps.

Strategy's Expected Result/Impact: The expected results from small group instruction for math is to build student knowledge in all math categories that will increase student performance on the STAAR assessment.

Staff Responsible for Monitoring: teachers, administration, instructional coach

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus administration will provide teachers with the expectations for the campus on small group instruction and data tracking.</p> <p>Intended Audience: teachers</p> <p>Provider / Presenter / Person Responsible: administration</p> <p>Date(s) / Timeframe: August 2024, ongoing</p> <p>Collaborating Departments: FWISD curriculum department</p> <p>Delivery Method: pre-service professional development</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: The campus will utilize an interventionist to implement additional small groups to address tier III students.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: Title I Teaching Assistant</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: MTSS</p> <p>Delivery Method: small group instruction</p> <p>Funding Sources: TA I RESOURCE T I - TITLE I (211) - 211-11-6129-04E-160-30-510-000000-25F10 - \$26,864</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: Campus administration in collaboration with teachers will create an incentive protocol to encourage students' academic and behavior performance for our special education students</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: teachers, administration</p> <p>Date(s) / Timeframe: August - May</p> <p>Collaborating Departments: special education, MTSS, curriculum</p> <p>Delivery Method: in-person</p> <p>Funding Sources: snacks, incentives - SPED (199 PIC 23) - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Feedback from walkthroughs and observations indicate the implementation of high-quality, engaging, tier I (initial instruction) TEKS-based instruction using the gradual release model is lacking with 40% of teachers using the gradual release model consistently. Root Cause: Alignment of success criteria for students to TEKS and the Amplify/Eureka curriculum is a struggle for teachers as they continue to build capacity with lesson internalization that adjusts the lesson to fit the needs of the students in their classes as evidenced from professional learning community (PLC) meetings.</p>

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

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 26% to 15% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 25% to 16% by May 2025.

High Priority

Evaluation Data Sources: Daily attendance record, attendance reports

Strategy 1: Implement a campus attendance tracking and incentives for students to decrease the number of excessive absences.

Strategy's Expected Result/Impact: The impact of creating this system is to decrease the number of students that are excessively absent during the school year.

Staff Responsible for Monitoring: Teachers, Registrar, Administration, Family Engagement Specialist

Title I:

2.5, 2.6, 4.2

- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Students will be given an attendance incentive at the end of every 6 weeks to reward them for coming to school each day. Intended Audience: students Provider / Presenter / Person Responsible: campus administration Date(s) / Timeframe: ongoing August 2024 - May 2025 Collaborating Departments: Family Engagement & Communities in Schools Delivery Method: tracking through campus-wide system Funding Sources: Incentives - TITLE I (211) - 211-11-6499-04E-160-30-510-000000-25F10 - \$1,500	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: M.M. Walton Elementary School's Average Daily Attendance Rate is 92% which is a drop from the previous school year of 93% and the school goal being 96%. **Root Cause:** We have not incentivized student attendance and implemented accountability for all stakeholders due to the changes in administration during the first semester of the school year.

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

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

Performance Objective 2: Increase positive response by students to the learning environment on the district's climate survey from ___% to ___% by May 2025.

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

Strategy 1: Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Strategy's Expected Result/Impact: The results of the implementation of an engaging environment that makes all students feel included is to increase students having a positive feeling about the campus.

Staff Responsible for Monitoring: Teachers, Administration, Counselor, Behavior Interventionist





Title I:

2.5, 2.6

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Establish a monthly SEL focus in which students are rewarded for their participation in the monthly focus.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: campus administration, counselor, behavior specialist, teachers</p> <p>Date(s) / Timeframe: ongoing, August - May</p> <p>Collaborating Departments: social and emotional learning</p> <p>Delivery Method: daily incentives</p> <p>Funding Sources: SEL incentives - TITLE I (211) - 211-11-6499-04E-160-30-510-000000-25F10 - \$442.40</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Provide students, specifically under the special education, with more opportunities for de-escalation strategies

Strategy's Expected Result/Impact: increased self-regulation

Staff Responsible for Monitoring: campus administration, teachers, teaching assistants

Title I:

2.4, 2.5, 2.6





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
Action Step 1: Increase the available activities in the motor lab to support de-escalation efforts. Intended Audience: students Provider / Presenter / Person Responsible: teacher, campus administration Date(s) / Timeframe: August - May Collaborating Departments: special education, SEL Delivery Method: pre-service, collaborative meetings Funding Sources: sensory items, motor lab equipment - SPED (199 PIC 23) - \$2,000	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 3: Hold family engagement events throughout the school year that engage families to provide resources, activities, and strategies for parents/families to use to support their students with teaching the whole child (discipline and learning).

Strategy's Expected Result/Impact: The expected outcome is to strengthen a positive school culture and student discipline.

Staff Responsible for Monitoring: teachers, staff, administration

Title I:

2.5, 2.6, 4.1, 4.2





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p>Action Step 1: Create, set, and communicate dates for monthly campus events.</p> <p>Intended Audience: students, parents/family</p> <p>Provider / Presenter / Person Responsible: campus staff, administration</p> <p>Date(s) / Timeframe: ongoing throughout the school year</p> <p>Collaborating Departments: community partnerships, Family Engagement department</p> <p>Delivery Method: meetings, events, campus communication</p> <p>Funding Sources: supplies for monthly family engagement events - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-160-30-510-000000-25F10 - \$1,674</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: The campus will use multiple sources of communication to inform parents about campus events.</p> <p>Intended Audience: parents/families, students</p> <p>Provider / Presenter / Person Responsible: campus staff, administration</p> <p>Date(s) / Timeframe: ongoing throughout the school year</p> <p>Collaborating Departments: Family Engagement department</p> <p>Delivery Method: monthly events and meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Teachers will conduct parent/teacher conferences at least once each semester.</p> <p>Intended Audience: parents/families, students</p> <p>Provider / Presenter / Person Responsible: teachers, administrators</p> <p>Date(s) / Timeframe: ongoing throughout the school year</p> <p>Collaborating Departments: Family Engagement department</p> <p>Delivery Method: conference meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Provide snacks/dinner to increase family participation in our family engagement nights.</p> <p>Intended Audience: students, parents</p> <p>Provider / Presenter / Person Responsible: administration, staff</p> <p>Date(s) / Timeframe: September 2024 - May 2025</p> <p>Collaborating Departments: Family Engagement Department</p> <p>Delivery Method: In-person meetings and events</p> <p>Funding Sources: snacks, dinner supplies (hot dogs, buns, drinks, chips, etc.) - TITLE I (211) - 211-61-6499-04L-160-30-510-000000-25F10 - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: The campus will host a family science night to get parents out and involved academically.</p> <p>Intended Audience: students and parents</p> <p>Provider / Presenter / Person Responsible: campus staff</p> <p>Date(s) / Timeframe: December 2024</p> <p>Collaborating Departments: FWISD School Services and National Museum of Science and History</p> <p>Delivery Method: In-person</p> <p>Funding Sources: museum fees for partnership - TITLE I (211) - 211-61-6299-04L-160-30-510-000000-25F10 - \$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:

Student Learning
<p>Problem Statement 2: Feedback from walkthroughs and observations indicate the implementation of high-quality, engaging, tier I (initial instruction) TEKS-based instruction using the gradual release model is lacking with 40% of teachers using the gradual release model consistently. Root Cause: Alignment of success criteria for students to TEKS and the Amplify/Eureka curriculum is a struggle for teachers as they continue to build capacity with lesson internalization that adjusts the lesson to fit the needs of the students in their classes as evidenced from professional learning community (PLC) meetings.</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 3: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 1% to 0% by May 2025.

Evaluation Data Sources: focus discipline referrals

Strategy 1: Implement campus-wide discipline system that includes rewards/consequences and is utilized across all grade levels to ensure there is a shared common language and expectation for all students.

Strategy's Expected Result/Impact: The impact of implementing a campus-wide discipline system is to ensure that there is a common language in each classroom that is the same so students know the expectations no matter where they are in the building.

Staff Responsible for Monitoring: Administration, Counselor, Behavior Specialist

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
Action Step 1: Implement PBIS campus-wide and tie to incentives to reward students. Intended Audience: students Provider / Presenter / Person Responsible: campus administration, SEL team, teachers Date(s) / Timeframe: August - May Collaborating Departments: social and emotional Delivery Method: pre-service, collaborative meetings (PLC), 6-weeks assemblies Funding Sources: incentives/rewards - BASIC (199 PIC 11) - 199-11-6399-XXX-160-11-313-000000- - \$1,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide professional development to staff to set the expectations for the campus-wide PBIS system. Intended Audience: staff, students Provider / Presenter / Person Responsible: campus administration Date(s) / Timeframe: August, ongoing maintenance Collaborating Departments: Leadership and Development, counseling department Delivery Method: professional development, collaborative meetings	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Create posters and campus communication to set campus norms for our PBIS systems. Intended Audience: students Provider / Presenter / Person Responsible: staff, administration Date(s) / Timeframe: ongoing Collaborating Departments: Leadership and Development, counseling department Delivery Method: daily expectations enforced by campus staff and administration Funding Sources: poster maker and supplies - TITLE I (211) - 211-11-6399-04E-160-30-510-000000-25F10 - \$9,136	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: The school counselor and behavior specialist will deliver classroom guidance lessons on character and social skills.

Strategy's Expected Result/Impact: The expected outcome of the guidance lessons are to provide students the character building skills that will positively impact student discipline and school culture.

Staff Responsible for Monitoring: counselor, administration

Title I:





2.5, 2.6

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p>Action Step 1: The counselor and behavior specialist along with campus administration will identify the research-based curriculum used to implement the guidance lessons.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: counselor, behavior specialist, administration</p> <p>Date(s) / Timeframe: ongoing throughout the school year</p> <p>Collaborating Departments: counseling department</p> <p>Delivery Method: planned lessons</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: The counselor and behavior specialist will create a calendar for lesson delivery dates.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: counselor, behavior specialist, administration</p> <p>Date(s) / Timeframe: ongoing throughout the school year</p> <p>Collaborating Departments: counseling department</p> <p>Delivery Method: planned lessons</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>				

State Compensatory

Budget for 160 Maudrie M. Walton Elementary

Total SCE Funds: \$3,180.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Maudrie M. Walton Elementary School will allocate its supplementary SCE funds to purchase and implement small group intervention materials specifically targeting tier II and III interventions.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Patricia Thompson	Title I Teaching Assistant	Title I	Full Time

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	2	supplies for incentives	Snacks or incentives for students	211-11-6499-04E-160-30-510-000000-25F10	\$700.00
1	3	3	2	Personnel	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-160-30-510-000000-25F10	\$8,500.00
1	3	3	3	Personnel	Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04E-160-30-510-000000-25F10	\$10,000.00
3	2	2	2	TA I RESOURCE T I	Title I Teacher Assistant	211-11-6129-04E-160-30-510-000000-25F10	\$26,864.00
4	1	1	1	Incentives	Snacks or incentives for students	211-11-6499-04E-160-30-510-000000-25F10	\$1,500.00
4	2	1	1	SEL incentives	Snacks or incentives for students	211-11-6499-04E-160-30-510-000000-25F10	\$442.40
4	2	3	4	snacks, dinner supplies (hot dogs, buns, drinks, chips, etc.)	Snacks for parents to promote participation	211-61-6499-04L-160-30-510-000000-25F10	\$5,000.00
4	2	3	5	museum fees for partnership	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-160-30-510-000000-25F10	\$800.00
4	3	1	3	poster maker and supplies	Supplies and materials for instructional use	211-11-6399-04E-160-30-510-000000-25F10	\$9,136.00
Sub-Total							\$62,942.40
Budgeted Fund Source Amount							\$62,942.40
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	3	1	supplies for monthly family engagement events	Supplies and materials for parental involvement	211-61-6399-04L-160-30-510-000000-25F10	\$1,674.00
Sub-Total							\$1,674.00
Budgeted Fund Source Amount							\$1,674.00

FAMILY ENGAGEMENT (211)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							+/- Difference	\$0.00
BASIC (199 PIC 11)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	1	2	1	binders, paper	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-160-11-313-000000-	\$60.00	
2	1	1	2	resource books for number sense activities	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-160-11-313-000000-	\$800.00	
2	3	1	1	data tracking system	INSTRUCTION MISC CONTRACTED SERVICES	199-11-6299-XXX-160-11-313-000000-	\$4,050.00	
2	3	2	2	braded folders	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-160-11-313-000000-	\$350.00	
2	3	3	1	intervention resource toolkit	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-160-11-313-000000-	\$3,005.00	
3	1	2	1	3" binders	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-160-11-313-000000-	\$250.00	
4	3	1	1	incentives/rewards	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-160-11-313-000000-	\$1,000.00	
							Sub-Total	\$9,515.00
							Budgeted Fund Source Amount	\$9,515.00
							+/- Difference	\$0.00
GT (199 PIC 21)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
2	3	3	2	GT project materials	GENERAL SUPPLIES		\$487.00	
							Sub-Total	\$487.00
							Budgeted Fund Source Amount	\$487.00
							+/- Difference	\$0.00

SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	5	2	intervention toolkits	INSTRUCTIONAL MATERIALS		\$1,000.00
3	1	4	1	materials and supplies for action plan	INSTRUCTIONAL MATERIALS		\$1,519.00
3	2	2	3	snacks, incentives	GENERAL SUPPLIES		\$1,000.00
4	2	2	1	sensory items, motor lab equipment	GENERAL SUPPLIES		\$2,000.00
Sub-Total							\$5,519.00
Budgeted Fund Source Amount							\$5,519.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	5	1	intervention toolkit	Supplies and materials for instructional use	199-11-6399-001-160-24-313-000000-	\$3,180.00
Sub-Total							\$3,180.00
Budgeted Fund Source Amount							\$3,180.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	4	1	resource books	Supplies and materials - instruction	199-11-6399-001-160-25-313-000000	\$450.00
1	3	4	2	talking stems	Supplies and materials - instruction	199-11-6399-001-160-25-313-000000	\$90.00
Sub-Total							\$540.00
Budgeted Fund Source Amount							\$540.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	leveled books	INSTRCTNL RES/MED SVCS OTHER READING MATERIALS	199-12-6329-XXX-160-99-313-000000-	\$6,825.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$6,825.00
Budgeted Fund Source Amount							\$6,825.00
+/- Difference							\$0.00
Grand Total Budgeted							\$90,682.40
Grand Total Spent							\$90,682.40
+/- 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