

Fort Worth Independent School District
169 Sunrise-McMillan Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Sunrise McMillan's mission is to provide a **safe, positive environment** that **empowers** and **challenges** all student to be successful through **collaborative learning**.

Vision

Sunrise McMillan is preparing bright minds for a bright future where success is the only option.

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Comprehensive Needs Assessment

Revised/Approved: February 26, 2024

Demographics

Demographics Summary

We are the Sunrise McMillan Jaguars located at 3409 Stalcup Road in the Stop Six Community. We are currently a "FOCUSED" campus according to the District's Tiering System. Our mission is to provide a safe, positive environment that empowers and challenges ALL students to be successful through collaborative learning. Our vision is "Preparing bright minds for a bright future where Success is the Only Option!" Our motto is We're teaching every child, every day, all day.... Whatever it takes! Our Student Creed is...I am a Jaguar...I am SMART...I am a LEADER...Failure is NOT an Option! If it's to be, then it's up to me...Hear me ROAR!!!

Our staffing demographics consist of 12 out of 23 (52%) of the Core and Special Education teachers have zero to 5 years of teaching experience within the public-school systems. 3 out of 23 (13%) have 6-9 years, 4 out of 23 (17%) have 10-19 years, and 4 out of 23 (17%) have 20 plus years of teaching in a public-school setting. We currently have 380 students enrolled of which 55% Hispanic, 40% are Black, 2% White, 2% Asian, and 1% are a combination of two or more racial categories. 98% of the students are classified as economically disadvantage. 65% of the students are female and 35% male. Our campus programs include 5% of the students have participating in the Gifted & Talented program, 9% Special Education including Speech Only, 44% Emergent Bilingual, and 2% Dyslexia.

Our campus also has extracurricular activities that consist of a Boys and Girls Basketball Team, Coed Soccer Team, as well as Running, Golfing, and Bowling Clubs, etc.

Demographics Strengths

During the 2023-2024 school year, our enrollment remained the highest amongst our pyramid. The campus enrollment also remained higher than the district's projection which allowed four teaching positions to be given back to the campus (Surplused and Hired Teachers).

During the 2023 - 2024 school year, our campus worked toward achieving our 3 Big Rocks which included: Delivering **High Quality Tier One Instruction**, Creating a **Sense of Belonging** by building positive relationships, and Establishing a Culture of **Accountability**.

Under Creating a Sense of Belonging, the campus incorporates Restorative Practices where each morning, the class participates in CIRCLE time to support the building of positive relationships. Each classroom also have a Calming Corner that allows the students to deescalate where they are feeling in the Red. The campus also has an area in the building where students are able to self-regulate their emotions.

Our campus continues to implement the Ron Clark Academy HOUSE system where all of the students are a part of one of the six houses: Rever (blue), Isibindi (green), Altruismo (black), Secundum (purple), Officium (red), and Fidelis (yellow). Students participate in consistent celebrations that are meant to encourage positive behavior.

According to the YTD 2023-2024, Discipline Data, the campus number of Discipline Referrals decreased by 37. **Discipline Data Information:** YTD we have acquired a total of 14 referrals (13 African American and 1 Hispanic) for the 2023-2024 school year. In addition, there was a 64% (36 to 13) decrease in African American referrals from the 2022-2023 school year. In 2023-2024 the Out of School Suspension decreased by 15.(from 22 to 7). (7 African American and 0 Hispanic).

For the 2023-2024 YTD Attendance rate, the student attendance is at 93% which is the same as from 2022-2023.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to the MOY Map Growth assessment data, 33% of All student group met their growth target in which 32% of the African American students met their target. **Root Cause:** During the 2023-2024 school year, only 11% of the teachers received the Recognized or Exemplary rating indicating being a Highly Qualified Teachers according to the State of Texas within our campus which indicates that our campus leaders and teachers need to continue developing and growing in our content knowledge and expertise.

Problem Statement 2 (Prioritized): According to the MOY MAP Growth (39% of K - 5th Grade) and Benchmark Assessment data (3rd Grade Math - 20% & Reading - 52% /, 4th Grade Math -24% & Reading-35% /, 5th Grade Math -58% & Reading- 53%) the African American students had an academic gap in their learning when compared to the other student groups. **Root Cause:** School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American students.

Problem Statement 3 (Prioritized): According to the MOY CLI Engage data, 79% of the EB students taking the Spanish assessment showed they were on track in the area of Phonological Awareness, which is a 17% increase from last year, but below our EOY goal of 85%. **Root Cause:** The teachers continue to learn the new Creative Teaching Strategies curriculum and how to appropriately implement the management of the new learning environment and resources.

Student Learning

Student Learning Summary

During the 2023-2024 school year, the Core teachers are in their second year of implementing the new resources: Amplify for Reading which was designed to expose the students to culturally rich and rigorous text and learning materials. The campus is also in its second year implementing Eureka for Math. The instructional staff also incorporated the Data Driven Instruction (DDI) into the planning utilizing the Lead4Ward resources. The teachers continue to get acclimated to creating teacher exemplars prior to delivering the TIER 1 instruction and utilizing the Lead4Ward Instructional Strategies to increase the engagement of students.

The 2022-2023 EOY NWEA MAP Growth data indicates 55% of the students in kindergarten through 5th grade met their projected growth in Math, while 43% of those students met the projected growth in Reading (English) and 42% (Spanish). According the 2023-2024 MOY Map Growth assessment data, 49% of the students met their growth target in Math which is a decrease of 6% from the previous year. 33% of the English and 55% of the Spanish students met their targeted growth target in Reading which was a 10% decrease amongst the English tester and a 13% increase with Spanish test takers.

The MOY Reading Benchmark data indicates 61% of the 3rd grade students, 32% of the 4th grade students, and 53% of the 5th grade students were at the Approaches level or above on the District's Interim assessment.

The data sources indicate all students except for the 4th graders are currently at or above the 2022-2023 STAAR results in Reading. (Math and Science benchmark data still pending).

Student Learning Strengths

During the 2023 - 2024 school year, our campus worked toward achieving our 3 Big Rocks which included: Delivering **High Quality Tier One Instruction**, creating a **Sense of Belonging** by building positive relationships, and establishing a Culture of **Accountability**. The Campus Leadership Team met on a consistent bases to plan, collaborate and identify upcoming focus and PLCs. The teachers have engaged in various PLCs supporting Data Driven Instruction (DDI) cycles to support backwards planning using student data. The Asst. Principal and Data Analyst were instructionally sound in Literacy where they supported Literacy teachers in the implementation of the Amplify program and Extended Constructive Response (ECR). The principal was instructionally sound in Math where she supported Math teachers in the implementation of Eureka. The leadership team continues to support teachers in the incorporation of the Lead4Ward resources: Field Guides, Instructional Tools, Snapshot, and Frequency Charts which support the instructional delivery of high-quality Tier 1 instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the MOY MAP Growth (39% of K - 5th Grade) and Benchmark Assessment data (3rd Grade Math - 20% & Reading - 52% /, 4th Grade Math -24% & Reading-35% /, 5th Grade Math -58% & Reading- 53%) there continues to be an achievement gap in learning with our African American students. **Root Cause:** School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American students.

Problem Statement 2 (Prioritized): According to the 2023-2024 MOY Reading MAP Growth data, 33% of the kindergarten through 5th grade students met their growth target in Reading with the English testers. **Root Cause:** 12 out of 23 (52%) of the Core and Special Education teachers have zero to 5 years of teaching experience within the public-school systems which indicates teachers are continuing to grow in their content knowledge and instructional delivery to meet the needs of all students.

Problem Statement 3 (Prioritized): According to the 2022-2023 school year, 43 of the 3rd grade students and 37 of the 4th grade students scored zeros on the Extended Constructed Response which was worth 10 points. In addition, the February 26, 2024, data from the Pyramid Writing PLC indicated XX% of the 3rd Grade, XX% of the 4th Grade, and XX% of 5th Grade students scored zeros. **Root Cause:** As the campus Instructional staff acclimated themselves to the new Reading resources (Amplify) and STAAR 2.0, they lacked the content knowledge to add instructional practices that would address the daily writing needs of the students.

School Processes & Programs

School Processes & Programs Summary

This mission, vision, motto, and goals of the campus are communicated to all stakeholders on an ongoing basis. Our instructional focus areas continue to be aligned to the District's Big Rocks of: Educational Excellence, School Experience, and Effective Campus Operations.

According to the responses of the staff members, our campus has a family-oriented vibe. Visitors have entered the campus and commended the staff on their friendliness, customer services and cleanliness of the building.

This year, our campus held several family events including the Back to School, Meet the Teacher Night, Open House, Celebrity Readers, Career Day, Storybook Parade, African America Read-In, Hispanic Heritage, Bring you Parent to School Day, Volunteer Appreciation, Teacher/Parent conferences, Reading, Math, and Science Family Night, Field Day and the Award's Day Ceremonies. This year we also added our Campus Showcase where we registered Pre-K, as well as other students for the upcoming school year.

Our campus is in its 5th year of implementing the Ron Clark HOUSE system which supports our campus' Big Rock: Creating a ***Sense of Belonging*** by building positive relationships. Our campus has also had an active Student Ambassadors, Cheerleaders, two Basketball teams as well as a soccer team.

We continue to utilize our CIS social working and counselor to provide counseling sessions, nurturing group, and class lessons to support the social and emotional needs of the students.

Our FWAS program has increased the number of students who are enrolled and has had to use a waiting list to accept students when other students withdraw from the school and exit the program. The FWAS program has added new activities this year which include soccer, golf and bowling.

The SBDM committee was active and met the required expectations for the year. During the meeting the committee members discussed the business of the school and made recommendations to be considered. Our campus continues to partner with the following organizations: Forest Hill Church of Christ, Black2Life, Children on the Mend, Inc., Dunbar Alumni Association, St. Matthews Missionary Baptist Church, and Mt. Horum Missionary Baptist Church.

School Processes & Programs Strengths

After entering into the second year of implementation of Amplify and Eureka resources, the last year's teachers have become

more familiar with the content and structure of implementing the resources. The teachers have participated in more Backwards Planning PLCs where they focus on the curriculum, data, and student work to direct their instructions. The teachers are also becoming more comfortable utilizing the Lead4Ward Resources as they plan for upcoming lesson.

The teachers have increased the usage of technology into the teaching and learning. The students have become more efficient with signing into their devices. This year the campus had a greater focus on the completion of lesson instead of usage time for the LexiaCore 5 and Dream Box programs which supports student growth. Students are being held accountable for their progress by maintaining their individual data binders, Reading and Math MAP Growth Picture tracker, as well as the Benchmark tracker charts.

The campus has active student groups which consist of, Ambassadors, Safety Patrol, Boys and Girls Basketball Team, Boys Soccer Team and Cheerleaders. Our campus has active committee members that supports progress and direction of the school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Throughout the school year, there was an increased number of assessments (online and paper) given to students in the various grade at various timeframes which made it extremely difficult for teachers and administrators to stay abreast of the materials, resources, and pacing. **Root Cause:** Instructional staff lacked the establishment of a coherent system for the student testing process that allowed the members to analyze the data, establish a plan, implement the plan, and reexamine the data.

Problem Statement 2 (Prioritized): During the 2023-2024 our campus failed to maintain 100% staffing in the core grade levels. Throughout the year, 4 classes exceeded the required teacher/student ratio, 1 class had a sub, and due to the inability to fill the DLE position, one teacher had to teach 2 different grade levels. **Root Cause:** Although Texas has seen a 27% decrease in the number of teachers, our campus can increase the amount of school branding opportunities so that individuals can see the excellent things that are happening within our school in order to attract highly qualified teachers who are fully certified which impacts the growth and success of the campus.

Perceptions

Perceptions Summary

This mission, vision, motto, and goals of the campus are communicated to all stakeholders on an ongoing basis. Our current Instructional Focus areas are aligned to the District's Big Rocks of: Educational Excellence, School Experience, and Effective Campus Operations.

According to the responses of the staff members, our campus has a family-oriented vibe. Visitors have entered the campus and commended the staff on the pleasant feeling, good customer service, and cleanliness of the building.

This year we have had various events including Back to School, Meet the Teacher Night, Open House, Celebrity Readers, Career Day, Storybook Parade, African America Read-In, Hispanic Heritage, Bring your Parent to School Day, Grandparent's Day, Volunteer Appreciation, Teacher/Parent conferences, Reading, Math, and Science Family Night, Field Day and the Award's Day Ceremonies. This year we are also adding a campus Showcase where PreK, as well as other grade levels can register for the upcoming school year. This event will also promote and solicit students for our DLE one- and two-way programs.

This year, our campus is in its 5th year of implementing the Ron Clark HOUSE system which support our campus' Big Rock: Creating a ***Sense of Belonging*** by building positive relationships. Our campus has also had an active Student Ambassadors and Safety Patrol members who engage our inter and out community members in many of the campus events.

Our campus CIS Social Worker and the counselor provided ongoing counseling sessions, nurturing group, and class lessons to support the social and emotional needs of the students.

This year, our FWAS program has increased the number of students and added more structured activities that actively engaged the students in physical activities.

The SBDM committee was active and met the required expectations for the year.

Our campus continues to partner with the following organizations: Forest Hill Church of Christ, Black2Life, Children on the Mend, Inc., Dunbar Alumni Association, St. Matthews Missionary Baptist Church, and Mt. Horum Missionary Baptist Church.

Perceptions Strengths

According to the staff and community members, our campus has a family-oriented vibe. Visitors have entered the campus and commended the staff on the friendliness of the staff, good customer service and the cleanliness of the building.

During the 2023-2024 school year, there was an increase in the number of volunteers who supports the campus. Over 100 parents participated in the Bring you Parent to School event. According to the sign in sheet the number of participants in the family night events have increased. The staff continues to participate in event to help build relationships and engage the parents in school activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to our FOCUS ADA report, our campus attendance data, indicate that Pre-K through 5th grade attendance rate is 93% which is below the campus annual goal of 95% **Root Cause:** The campus lacked consistency when creating a coherent attendance plan the include intrinsic and extrinsic student motivation, supportive parent communication, and home visits that support building relationships.

Problem Statement 2 (Prioritized): According to the YTD discipline date for the 2023-2024, 4% (15) of the students receive discipline referrals and 2% (8) of the students received Out of School Suspensions. **Root Cause:** Some campus personnel are consistently utilizing the PBIS tools to motivate and encourage the students to perform at the highest capacity both behaviorally and academically which is a result of the lack of an established. campus understanding and 100% buy-in of the importance of the behavior system.

Priority Problem Statements

Problem Statement 1: According to the MOY Map Growth assessment data, 33% of All student group met their growth target in which 32% of the African American students met their target.

Root Cause 1: During the 2023-2024 school year, only 11% of the teachers received the Recognized or Exemplary rating indicating being a Highly Qualified Teachers according to the State of Texas within our campus which indicates that our campus leaders and teachers need to continue developing and growing in our content knowledge and expertise.

Problem Statement 1 Areas: Demographics

Problem Statement 2: According to the MOY MAP Growth (39% of K - 5th Grade) and Benchmark Assessment data (3rd Grade Math - 20% & Reading - 52% /, 4th Grade Math -24% & Reading-35% /, 5th Grade Math -58% & Reading- 53%) the African American students had an academic gap in their learning when compared to the other student groups.

Root Cause 2: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: According to the MOY CLI Engage data, 79% of the EB students taking the Spanish assessment showed they were on track in the area of Phonological Awareness, which is a 17% increase from last year, but below our EOY goal of 85%.

Root Cause 3: The teachers continue to learn the new Creative Teaching Strategies curriculum and how to appropriately implement the management of the new learning environment and resources.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Throughout the school year, there was an increased number of assessments (online and paper) given to students in the various grade at various timeframes which made it extremely difficult for teachers and administrators to stay abreast of the materials, resources, and pacing.

Root Cause 4: Instructional staff lacked the establishment of a coherent system for the student testing process that allowed the members to analyze the data, establish a plan, implement the plan, and reexamine the data.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: During the 2023-2024 our campus failed to maintain 100% staffing in the core grade levels. Throughout the year, 4 classes exceeded the required teacher/student ratio, 1 class had a sub, and due to the inability to fill the DLE position, one teacher had to teach 2 different grade levels.

Root Cause 5: Although Texas has seen a 27% decrease in the number of teachers, our campus can increase the amount of school branding opportunities so that individuals can see the excellent things that are happening within our school in order to attract highly qualified teachers who are fully certified which impacts the growth and success of the campus.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: According to our FOCUS ADA report, our campus attendance data, indicate that Pre-K through 5th grade attendance rate is 93% which is below the campus annual goal of 95%

Root Cause 6: The campus lacked consistency when creating a coherent attendance plan the include intrinsic and extrinsic student motivation, supportive parent communication, and

home visits that support building relationships.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: According to the YTD discipline data for the 2023-2024, 4% (15) of the students receive discipline referrals and 2% (8) of the students received Out of School Suspensions.

Root Cause 7: Some campus personnel are consistently utilizing the PBIS tools to motivate and encourage the students to perform at the highest capacity both behaviorally and academically which is a result of the lack of an established campus understanding and 100% buy-in of the importance of the behavior system.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: According to the MOY MAP Growth (39% of K - 5th Grade) and Benchmark Assessment data (3rd Grade Math - 20% & Reading - 52% /, 4th Grade Math -24% & Reading-35% /, 5th Grade Math -58% & Reading- 53%) there continues to be an achievement gap in learning with our African American students.

Root Cause 8: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American students.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: According to the 2023-2024 MOY Reading MAP Growth data, 33% of the kindergarten through 5th grade students met their growth target in Reading with the English testers.

Root Cause 9: 12 out of 23 (52%) of the Core and Special Education teachers have zero to 5 years of teaching experience within the public-school systems which indicates teachers are continuing to grow in their content knowledge and instructional delivery to meet the needs of all students.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: According to the 2022-2023 school year, 43 of the 3rd grade students and 37 of the 4th grade students scored zeros on the Extended Constructed Response which was worth 10 points. In addition, the February 26, 2024, data from the Pyramid Writing PLC indicated XX% of the 3rd Grade, XX% of the 4th Grade, and XX% of 5th Grade students scored zeros.

Root Cause 10: As the campus Instructional staff acclimated themselves to the new Reading resources (Amplify) and STAAR 2.0, they lacked the content knowledge to add instructional practices that would address the daily writing needs of the students.

Problem Statement 10 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- 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
- Male / Female performance, progress, 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
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: April 15, 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 95% to 95% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 78.6% to 85% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 91.7% to 95% by May 2025.

Evaluation Data Sources: CLI Engage Data (BOY, MOY, & EOY)
Teaching Strategies GOALS (BOY, MOY, & EOY)

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students within the learning through play system by enhancing Teacher Quality and building capacity through Professional Learning sessions for the implementation of the District Creative Curriculum utilizing Teaching Strategies and the New Learning Environment.

Strategy's Expected Result/Impact: 95% of the RP and 85% of the DLE Pre-K students will be on target in PA by the EOY as measured by the MOY and EOY CLI Engage data.

Staff Responsible for Monitoring: Campus and Content Instructional Coaches

Title I:
2.4, 2.5, 2.6





- **TEA Priorities:**

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

- **ESF Levers:**

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

Problem Statements: Demographics 3 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Pre-K teachers and Instructional Partners will participate in the District's Teacher Instructional Planning days and work closely with the assigned Early Childhood coach and director to organize the classroom and plan lessons where students are able to actively engage in the learn and play activities.</p> <p>Intended Audience: Pre-Kindergarten Teachers, Pre-K Instructional Partners, Pre-K Early Learning Coach, and Administrators</p> <p>Provider / Presenter / Person Responsible: Early Learning and Special Education Dept.</p> <p>Date(s) / Timeframe: BOY, MOY, and EOY - September 30, 2024, December 19, 2024, and May 2, 2025. August 9th and 30th, October 14th, January 6th, and February 17th; Weekly Wednesday PLC</p> <p>Collaborating Departments: Early Learning, Special Education, and Teaching and Learning Departments</p> <p>Delivery Method: In-Person and Virtual</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Pre-K teachers and Instructional Partners will enroll and attend ongoing Professional Learning sessions hosted by the district that will reinforce and support quality teaching strategies.</p> <p>Intended Audience: Pre-Kindergarten Teachers, Pre-K Instructional Partners, Pre-K Early Learning Coach, and Administrators</p> <p>Provider / Presenter / Person Responsible: Early Learning and Special Education Dept.</p> <p>Date(s) / Timeframe: December 2024</p> <p>Collaborating Departments: Early Learning, Special Education, and Teaching and Learning Departments</p> <p>Delivery Method: In-Person and Virtual</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: According to the MOY CLI Engage data, 79% of the EB students taking the Spanish assessment showed they were on track in the area of Phonological Awareness, which is a 17% increase from last year, but below our EOY goal of 85%. Root Cause: The teachers continue to learn the new Creative Teaching Strategies curriculum and how to appropriately implement the management of the new learning environment and resources.</p>
Perceptions
<p>Problem Statement 1: According to our FOCUS ADA report, our campus attendance data, indicate that Pre-K through 5th grade attendance rate is 93% which is below the campus annual goal of 95% Root Cause: The campus lacked consistency when creating a coherent attendance plan the include intrinsic and extrinsic student motivation, supportive parent communication, and home visits that support building relationships.</p>

Goal 1: Early Literacy

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

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 43% to 53% 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 45% to 55% 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 31.9% to 42% by May 2025.

Evaluation Data Sources: NWEA MAP Fluency

Strategy 1: Improve the instructional delivery of Tier 1 instruction for all students by enhancing teacher quality and building capacity through utilizing the DDI Backwards planning model during ongoing professional learning sessions using the data when implementing the District Amplify and Literacy Curriculum.

Strategy's Expected Result/Impact: An average of 53 - 55% of the English and Spanish students in Kinder. through 3rd grade will meet or exceed their targeted growth goals as evident by the NWEA Map Fluency data.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers and leadership team will utilize the "new" district's teacher instructional planning days and weekly admin. PLCs to follow the DDI Backwards Planning model to planning, prepare, rehearsal, and examine data to support the delivery of high-quality TIER 1 instruction.</p> <p>Intended Audience: Instructional Staff (Administrators, Teachers, and Coaches)</p> <p>Provider / Presenter / Person Responsible: Campus Leadership Team and the Teaching and Learning Dept</p> <p>Date(s) / Timeframe: August 9th and 30th, October 14th, January 6th, and February 17th; Weekly Wednesday PLC</p> <p>Collaborating Departments: Literacy, Math, and Science Depts.</p> <p>Delivery Method: In-Person and Online Trainings</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Establish and follow a weekly walkthrough schedule where teachers are assigned to a designated administrator who will close the feedback gap by providing actionable items and having weekly debrief sessions with the instructional leadership team to determine trends for targeted support through PLCs, Coaching, Modeling, and/or Co-teaching.</p> <p>Intended Audience: Teachers, Content and Instructional Coaches, and Administrators</p> <p>Provider / Presenter / Person Responsible: Instructional Coaches, Content Coach, and Administrators</p> <p>Date(s) / Timeframe: September 27, 2024, November 1, 2024, December 19, 2024, February 14, 2025, April 4, 2025, and May 22, 2025</p> <p>Collaborating Departments: Teaching and Learning Dept</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Utilize supplies, equipment, technology, snacks, and other instructional resources to create and support the classroom learning environment for students of all subgroups.</p> <p>Intended Audience: Instructional Leadership Team, Campus Instructional Coach, Teacher Leaders (Mentors), and Teachers</p> <p>Provider / Presenter / Person Responsible: Administrators</p> <p>Date(s) / Timeframe: December 19, 2024 and April 4, 2025</p> <p>Collaborating Departments: Financial and Budgeting Dept.</p> <p>Delivery Method: In-person, Hands-on, and Online</p> <p>Funding Sources: - GT (199 PIC 21) - \$269, - SPED (199 PIC 23) - \$2,452, - BASIC (199 PIC 11) - 199-11-6321-XXX-169-11-313-000000- \$8,700, - BASIC (199 PIC 11) - 199-11-6299-XXX-169-11-313-000000- \$500, - TITLE I (211) - 211-12-6329-04E-169-30-510-000000-25F10 - \$7,000</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 2 Problem Statements:

Demographics
<p>Problem Statement 1: According to the MOY Map Growth assessment data, 33% of All student group met their growth target in which 32% of the African American students met their target. Root Cause: During the 2023-2024 school year, only 11% of the teachers received the Recognized or Exemplary rating indicating being a Highly Qualified Teachers according to the State of Texas within our campus which indicates that our campus leaders and teachers need to continue developing and growing in our content knowledge and expertise.</p>

Demographics

Problem Statement 2: According to the MOY MAP Growth (39% of K - 5th Grade) and Benchmark Assessment data (3rd Grade Math - 20% & Reading - 52% /, 4th Grade Math -24% & Reading-35% /, 5th Grade Math -58% & Reading- 53%) the African American students had an academic gap in their learning when compared to the other student groups.
Root Cause: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American students.

School Processes & Programs

Problem Statement 1: Throughout the school year, there was an increased number of assessments (online and paper) given to students in the various grade at various timeframes which made it extremely difficult for teachers and administrators to stay abreast of the materials, resources, and pacing. **Root Cause:** Instructional staff lacked the establishment of a coherent system for the student testing process that allowed the members to analyze the data, establish a plan, implement the plan, and reexamine the data.

Perceptions

Problem Statement 1: According to our FOCUS ADA report, our campus attendance data, indicate that Pre-K through 5th grade attendance rate is 93% which is below the campus annual goal of 95% **Root Cause:** The campus lacked consistency when creating a coherent attendance plan the include intrinsic and extrinsic student motivation, supportive parent communication, and home visits that support building relationships.

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 33.9% to 50% 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 58.7% to 60% 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 31.6% to 50% by May 2025.

Evaluation Data Sources: NWEA MAP Growth and LEXIA Core 5

Strategy 1: Teachers in Kindergarten - 5th grade will participate in District and Campus Planning PLCs to support the implementation of the DDI Backward Planning model by analyzing the data, internalizing the Units/Lessons, planning and preparing for lesson delivery, and rehearsing the lessons to ensure all students are engaged and showing growth in Literacy.

Strategy's Expected Result/Impact: 50% of the Kindergarten through 5th Grade African American students will meet or exceed projected growth on MAP Growth Reading.

Staff Responsible for Monitoring: Administrators and Campus Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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





- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Engage in Instructional delivery and Data Analysis planning sessions utilizing the Lead4Ward resources (i.e. Field Guides, Instructional Playlist, Professional Development Videos, Data, etc.) to support the instructional staff in the delivery of high-quality Instruction with differentiation.</p> <p>Intended Audience: Leadership Team and Teachers</p> <p>Provider / Presenter / Person Responsible: Administrators, Campus Instructional Coach, and Teaching and Learning Dept.</p> <p>Date(s) / Timeframe: December 19, 2024 and April 4, 2025</p> <p>Collaborating Departments: Teaching and Learning Dept. and Campus Technology Specialist</p> <p>Delivery Method: In-Person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Develop and deepen the content knowledge of the instructional staff that supports the delivery of differentiated instruction that will incorporate hands-on activities, within the various learning modes that embed technology into the teaching and learning.</p> <p>Intended Audience: Teachers and Teacher Assistants</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team, Teachers, Teacher Assistant, & Digital Learning Specialist</p> <p>Date(s) / Timeframe: May 22, 2025</p> <p>Collaborating Departments: Teaching and Learning and Literacy Dept.</p> <p>Delivery Method: In-Person and Hands-on</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6112-XXX-169-11-313-000000- - \$1,000, - BASIC (199 PIC 11) - 199-11-6116-XXX-169-11-313-000000- - \$1,020, - SCE (199 PIC 24) - 199-11-6399-001-169-24-313-000000- - \$2,275, - BEA (199 PIC 25) - 199-11-6399-001-169-25-313-000000 - \$1,148, - TITLE I (211) - 211-11-6116-04E-169-30-510-000000-25F10 - \$10,000, - TITLE I (211) - 211-11-6121-04E-169-30-510-000000-25F10 - \$1,560, TA I RESOURCE T I - TITLE I (211) - 211-11-6129-04E-169-30-510-000000-25F10 - \$26,864, TA I RESOURCE T I - TITLE I (211) - 211-11-6129-04E-169-30-510-000000-25F10 - \$26,864</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: According to the MOY Map Growth assessment data, 33% of All student group met their growth target in which 32% of the African American students met their target. Root Cause: During the 2023-2024 school year, only 11% of the teachers received the Recognized or Exemplary rating indicating being a Highly Qualified Teachers according to the State of Texas within our campus which indicates that our campus leaders and teachers need to continue developing and growing in our content knowledge and expertise.</p> <p>Problem Statement 2: According to the MOY MAP Growth (39% of K - 5th Grade) and Benchmark Assessment data (3rd Grade Math - 20% & Reading - 52% /, 4th Grade Math -24% & Reading-35% /, 5th Grade Math -58% & Reading- 53%) the African American students had an academic gap in their learning when compared to the other student groups. Root Cause: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American students.</p>
School Processes & Programs
<p>Problem Statement 1: Throughout the school year, there was an increased number of assessments (online and paper) given to students in the various grade at various timeframes which made it extremely difficult for teachers and administrators to stay abreast of the materials, resources, and pacing. Root Cause: Instructional staff lacked the establishment of a coherent system for the student testing process that allowed the members to analyze the data, establish a plan, implement the plan, and reexamine the data.</p>

Perceptions

Problem Statement 1: According to our FOCUS ADA report, our campus attendance data, indicate that Pre-K through 5th grade attendance rate is 93% which is below the campus annual goal of 95% **Root Cause:** The campus lacked consistency when creating a coherent attendance plan the include intrinsic and extrinsic student motivation, supportive parent communication, and home visits that support building relationships.

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 89.5% (E.) and 92.9 (S) to 95% 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 90.9% to 95% by May 2025.

Evaluation Data Sources: BOY, MOY, and EOY CLI Engage

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students within the learning through play system by enhancing Teacher Quality and building capacity through Professional Learning sessions for the implementation of the District Creative Curriculum utilizing Teaching Strategies and the New Learning Environment.

Strategy's Expected Result/Impact: 95% of the PreK students will be On Track in Math at the end of the 2024-2025 School Year.

Staff Responsible for Monitoring: Campus and Content Instructional Coaches and Administrators

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 3 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will engage in ongoing Planning and Data Analysis PLCs, where student work (i.e. assessments, writing samples, exit tickets, etc.) are analyzed using the DDI Backward Planning model and NTC's Analyzing Student Learning Protocol.</p> <p>Intended Audience: Pre-Kindergarten Teachers, Pre-K/Campus Instructional Coaches, and Administrators</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: September 2024 (BOY), January 2025 (MOY), and May 2025 (EOY)</p> <p>Collaborating Departments: Teaching and Learning and Early Learning (PK-2) Dept.</p> <p>Delivery Method: In-Person PLCs and Virtual Trainings</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: According to the MOY Map Growth assessment data, 33% of All student group met their growth target in which 32% of the African American students met their target. **Root Cause:** During the 2023-2024 school year, only 11% of the teachers received the Recognized or Exemplary rating indicating being a Highly Qualified Teachers according to the State of Texas within our campus which indicates that our campus leaders and teachers need to continue developing and growing in our content knowledge and expertise.

Problem Statement 3: According to the MOY CLI Engage data, 79% of the EB students taking the Spanish assessment showed they were on track in the area of Phonological Awareness, which is a 17% increase from last year, but below our EOY goal of 85%. **Root Cause:** The teachers continue to learn the new Creative Teaching Strategies curriculum and how to appropriately implement the management of the new learning environment and resources.

Perceptions

Problem Statement 1: According to our FOCUS ADA report, our campus attendance data, indicate that Pre-K through 5th grade attendance rate is 93% which is below the campus annual goal of 95%. **Root Cause:** The campus lacked consistency when creating a coherent attendance plan the include intrinsic and extrinsic student motivation, supportive parent communication, and home visits that support building relationships.

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 __% to __% 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.

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 48.6% to 65% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 39.3% to 50% by May 2025.

Evaluation Data Sources: BOY, MOY, EOY MAP Growth Math, Benchmarks, and Unit Assessments.

Strategy 1: Teachers in Kindergarten - 5th grade will participate in District and Campus Planning PLCs to support the implementation of the DDI Backward Planning model by analyzing the data, internalizing the Units/Lessons, planning and preparing for lesson delivery, and rehearsing the lessons to ensure all students are engaged and showing growth in Math.

Strategy's Expected Result/Impact: 65% of kindergarten through 5th students will meet or exceed projected growth on MAP Growth Math.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Meet each week to analyze data for the purpose of planning and preparing for Professional Learning sessions to support the content development and instructional delivery practices of all teachers.</p> <p>Intended Audience: Administrators and Campus Instructional Coaches</p> <p>Provider / Presenter / Person Responsible: Administrators</p> <p>Date(s) / Timeframe: Weekly</p> <p>Collaborating Departments: Teaching and Learning Dept.</p> <p>Delivery Method: In-person or virtual</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6112-001-169-24-313-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Establish a weekly walkthrough schedule where teachers are assigned to a designated administrator who will close the feedback gap by providing actionable items and having weekly debrief sessions with the instructional leadership team to determine trends for targeted support through PLCs, Coaching, Modeling, and/or Co-teaching.</p> <p>Intended Audience: Teachers, Content and Instructional Coaches, and Administrators</p> <p>Provider / Presenter / Person Responsible: Instructional Coaches, Content Coach, and Administrators</p> <p>Date(s) / Timeframe: September 27, 2024, November 1, 2024, December 19, 2024, February 14, 2025, April 4, 2025, and May 22, 2025</p> <p>Collaborating Departments: Teaching and Learning Dept</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-13-6411-XXX-169-99-313-000000- - \$2,000, - UNDISTRIBUTED (199 PIC 99) - 199-23-6411-XXX-169-99-313-000000- - \$2,000, - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-169-99-313-000000- - \$5,470, - UNDISTRIBUTED (199 PIC 99) - 199-23-6121-XXX-169-99-313-000000- - \$500</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:

Demographics
<p>Problem Statement 1: According to the MOY Map Growth assessment data, 33% of All student group met their growth target in which 32% of the African American students met their target. Root Cause: During the 2023-2024 school year, only 11% of the teachers received the Recognized or Exemplary rating indicating being a Highly Qualified Teachers according to the State of Texas within our campus which indicates that our campus leaders and teachers need to continue developing and growing in our content knowledge and expertise.</p>
<p>Problem Statement 2: According to the MOY MAP Growth (39% of K - 5th Grade) and Benchmark Assessment data (3rd Grade Math - 20% & Reading - 52% /, 4th Grade Math -24% & Reading-35% /, 5th Grade Math -58% & Reading- 53%) the African American students had an academic gap in their learning when compared to the other student groups. Root Cause: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American students.</p>

Goal 3: CCMR

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

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 25.4% to 35% 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 12.8% to 20% by May 2025.

Evaluation Data Sources: BOY, MOY, EOY MAP Growth Reading, Lexia Core 5, Benchmarks, and Unit Assessments.

Strategy 1: Teachers in 3rd - 5th grade will participate in District and Campus Planning PLCs to support the implementation of the DDI Backward Planning model by analyzing the data, internalizing the Units/Lessons, planning and preparing for lesson delivery, and rehearsing the lessons to ensure all students are engaged and showing growth in Reading.





Strategy's Expected Result/Impact: 85% of 4th & 5th grade students will demonstrate growth on the STAAR assessment by moving at least one category (e.g. DNM to High DNM, High DNM to APPR, APPR to High APPR, High APPR to MEETS, MEETS to MASTERS, & MASTERS to MASTERS).

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:
2.4, 2.5, 2.6

Problem Statements: Demographics 2 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Engage in vertical articulation PLCs that support data analysis and planning for the delivery of best practice strategies during the first-teach to ensure high-quality instruction with student /teacher accountability utilizing technology to engage the students in the teaching and learning process.</p> <p>Intended Audience: Teachers, Content and Instructional Coaches, and Administrators</p> <p>Provider / Presenter / Person Responsible: Instructional Coaches, Content Coach, and Administrators</p> <p>Date(s) / Timeframe: Instructional Planning Days - August 9th and 30th, October 14th, January 6th, and February 17th; Learning Walk - Fall & Spring Weekly Wednesday PLC</p> <p>Collaborating Departments: Teaching and Learning Dept</p> <p>Delivery Method: In-Person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Engage in learning walks to support the improvement of instructional delivery of TIER 1 Instruction incorporating best practice teaching strategies, formative assessments, and technology to fully engage the students in the teaching and learning process.</p> <p>Intended Audience: Teachers, Content and Instructional Coaches, and Administrators Provider / Presenter / Person Responsible: Instructional Coaches, Content Coach, and Administrators Date(s) / Timeframe: Fall: October 2024 & Winter: January 2025 Collaborating Departments: Teaching and Learning Dept Delivery Method: In-Person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6399-04E-169-30-510-000000-25F10 - \$10,676.80</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Establish a Reading Teacher/Student Accountability Tracking System in grades 2nd - 5th to support Teacher/Student reflection for progress monitoring purposes</p> <p>Intended Audience: Teachers, Content and Instructional Coaches, and Administrators Provider / Presenter / Person Responsible: Instructional Coaches, Content Coach, and Administrators Date(s) / Timeframe: October 2024, November 2024, January 2025, February 2025, March, 2025, April 2025, and May 2025 Collaborating Departments: Teaching and Learning Dept. Delivery Method: In-Person and Online</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>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: According to the MOY MAP Growth (39% of K - 5th Grade) and Benchmark Assessment data (3rd Grade Math - 20% & Reading - 52% /, 4th Grade Math -24% & Reading-35% /, 5th Grade Math -58% & Reading- 53%) the African American students had an academic gap in their learning when compared to the other student groups. Root Cause: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American students.</p>
Perceptions
<p>Problem Statement 2: According to the YTD discipline date for the 2023-2024, 4% (15) of the students receive discipline referrals and 2% (8) of the students received Out of School Suspensions. Root Cause: Some campus personnel are consistently utilizing the PBIS tools to motivate and encourage the students to perform at the highest capacity both behaviorally and academically which is a result of the lack of an established. campus understanding and 100% buy-in of the importance of the behavior system.</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 26.4% to 35% 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 12.8% to 20% by May 2025.

Evaluation Data Sources: BOY, MOY, EOY MAP Growth Reading, DreamBox, Benchmarks, and Unit Assessments.

Strategy 1: Teachers in 3rd - 5th grade will participate in District and Campus Planning PLCs to support the implementation of the DDI Backward Planning model by analyzing the data, internalizing the Units/Lessons, planning and preparing for lesson delivery, and rehearsing the lessons to ensure all students are engaged and showing growth in Math





Strategy's Expected Result/Impact: 85% of 4th & 5th grade students will demonstrate growth on the STAAR assessment by moving at least one category (e.g. DNM to High DNM, High DNM to APPR, APPR to High APPR, High APPR to MEETS, MEETS to MASTERS, & MASTERS to MASTERS).

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:
2.4, 2.5, 2.6

Problem Statements: Demographics 2 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Engage in vertical articulation PLCs that support data analysis and planning for the delivery of best practice strategies during the first-teach to ensure high-quality instruction with student /teacher accountability utilizing technology to engage the students in the teaching and learning process.</p> <p>Intended Audience: Teachers, Content and Instructional Coaches, and Administrators</p> <p>Provider / Presenter / Person Responsible: Instructional Coaches, Content Coach, and Administrators</p> <p>Date(s) / Timeframe: Instructional Planning Days - August 9th and 30th, October 14th, January 6th, and February 17th; Learning Walk - Fall & Spring Weekly Wednesday PLC</p> <p>Collaborating Departments: Teaching and Learning Dept</p> <p>Delivery Method: In-Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
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Action Step 2 Details	Reviews			
<p>Action Step 2: Engage in learning walks to support the improvement of instructional delivery of TIER 1 Instruction incorporating best practice teaching strategies, formative assessments, and technology to fully engage the students in the teaching and learning process.</p> <p>Intended Audience: Teachers, Content and Instructional Coaches, and Administrators</p> <p>Provider / Presenter / Person Responsible: Instructional Coaches, Content Coach, and Administrators</p> <p>Date(s) / Timeframe: Fall: October 2024 & Winter: January 2025</p> <p>Collaborating Departments: Teaching and Learning Dept</p> <p>Delivery Method: In-Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Establish a Math Teacher/Student Accountability Tracking System in grades 2nd - 5th to support Teacher/ Student reflection for progress monitoring purposes</p> <p>Intended Audience: Teachers, Content and Instructional Coaches, and Administrators</p> <p>Provider / Presenter / Person Responsible: Instructional Coaches, Content Coach, and Administrators</p> <p>Date(s) / Timeframe: October 2024, November 2024, January 2025, February 2025, March, 2025, April 2025, and May 2025</p> <p>Collaborating Departments: Teaching and Learning Dept.</p> <p>Delivery Method: In-Person and Online</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: According to the MOY MAP Growth (39% of K - 5th Grade) and Benchmark Assessment data (3rd Grade Math - 20% & Reading - 52% /, 4th Grade Math -24% & Reading-35% /, 5th Grade Math -58% & Reading- 53%) the African American students had an academic gap in their learning when compared to the other student groups.</p> <p>Root Cause: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American students.</p>
Perceptions
<p>Problem Statement 2: According to the YTD discipline date for the 2023-2024, 4% (15) of the students receive discipline referrals and 2% (8) of the students received Out of School Suspensions. Root Cause: Some campus personnel are consistently utilizing the PBIS tools to motivate and encourage the students to perform at the highest capacity both behaviorally and academically which is a result of the lack of an established. campus understanding and 100% buy-in of the importance of the behavior system.</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 20% (79 out of 397) to 15% (58 out of 385) 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% (40 out of 159) to 20% (30 out of 152) by May 2025.

Evaluation Data Sources: Focus Attendance Report and ADQ Attendance Report

Strategy 1: Establish a fluent attendance monitoring system utilizing the Family Engagement Specialist, Counselor, Data Clerk, and CIS Social Worker to track and monitor the daily attendance of the identified students with chronic or high absences.

Strategy's Expected Result/Impact: 5% or more decrease in absences of identified students with chronic or high absence from the previous year.

Staff Responsible for Monitoring: Attendance Committee: Teachers, Counselor, Assistant Principal, Data Clerk, Family Engagement Specialist, CIS Social Worker.

Title I:

2.4, 2.5, 2.6, 4.1

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

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

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Establish an attendance plan and calendar of events at the beginning of the year with an accountability system that identifies the responsibilities, timelines, and expectations. Intended Audience: Parents and Teachers Provider / Presenter / Person Responsible: Administrators, FES, Counselor, Teacher, Data Clerk, and CIS Social Worker Date(s) / Timeframe: August 2024, September 2024, October 2024, November 2024, January2025, February2025, March 2025, April 2025, and May 2025. Collaborating Departments: Parent Partnership and Student Records Dept. Delivery Method: In-Person and Virtual	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Recognize and celebrate students with Perfect and Most Improved Attendance throughout the school year.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Attendance Committee: Administrator, Counselor, CIS Social Worker, and Family Engagement Specialist</p> <p>Date(s) / Timeframe: August 2024, September 2024, October 2024, November 2024, January2025, February2025, March 2025, April 2025, and May 2025.</p> <p>Collaborating Departments: Parent Partnership</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-31-6499-XXX-169-99-313-000000- - \$300, - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-169-30-510-000000-25F10 - \$2,000, Family Engagement Supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-169-30-510-000000-25F10 - \$2,244</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: According to our FOCUS ADA report, our campus attendance data, indicate that Pre-K through 5th grade attendance rate is 93% which is below the campus annual goal of 95% Root Cause: The campus lacked consistency when creating a coherent attendance plan the include intrinsic and extrinsic student motivation, supportive parent communication, and home visits that support building relationships.</p>

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

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

Performance Objective 2: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 8% to 5% by May 2025.

Evaluation Data Sources: Focus Discipline Report and ADQ Data Report

Strategy 1: Build positive relationship and create a sense of belonging with the Sunrise Community by engaging students in authentic conversations and activities that connects them to others (i.e. HOUSE, CIRCLE, Family Nights, Workshops, Community Service Projects, and Celebrations/Recognition Programs).

Strategy's Expected Result/Impact: The FOCUS Out of School Suspension rate will decrease from 8% in the 2023-2024 school year to 5% in the 2024-2025 school year

Staff Responsible for Monitoring: PBIS Committee: Administrators, Teachers, Counselor, and CIS Social Worker

Title I:

2.6

- TEA Priorities:


Improve low-performing schools


- ESF Levers:


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

Action Step 1 Details	Reviews			
<p>Action Step 1: Utilize the campus student support team (Counselor and CIS Social Worker) to engage the staff in professional learning sessions supporting student SEL, as well as provided lessons to provide strategies to students to help support the regulation of their emotions.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Counselor, CIS Social Worker, and Administrators</p> <p>Date(s) / Timeframe: Every Six Weeks: September 27, 2024, November 1, 2024, December 19, 2024, February 14, 2025, April 4, 2025, and May 22, 2025</p> <p>Collaborating Departments: Student Support Dept.</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-169-99-313-000000- - \$500, - UNDISTRIBUTED (199 PIC 99) - 199-31-6499-XXX-169-99-313-000000- - \$450</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Conduct HOUSE Meetings with an identified character building focus where students learn behavioral strategies, establish a sense of belonging and comradery, and are recognized and celebrated for meeting the expectations of the campus community.</p> <p>Intended Audience: Teachers and Leadership Team</p> <p>Provider / Presenter / Person Responsible: Counselor, CIS Social Worker, Teachers, and Administrators</p> <p>Date(s) / Timeframe: August 2024, September 2024, October 2024, November 2024, January2025, February2025, March 2025, April 2025, and May 2025.</p> <p>Collaborating Departments: Student Support Dept.</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6499-04E-169-30-510-000000-25F10 - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	3		Reading materials for library use	211-12-6329-04E-169-30-510-000000-25F10	\$7,000.00
1	3	1	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-169-30-510-000000-25F10	\$10,000.00
1	3	1	2	TA I RESOURCE T I	Title I Teacher Assistant	211-11-6129-04E-169-30-510-000000-25F10	\$26,864.00
1	3	1	2	TA I RESOURCE T I	Title I Teacher Assistant	211-11-6129-04E-169-30-510-000000-25F10	\$26,864.00
1	3	1	2		Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04E-169-30-510-000000-25F10	\$1,560.00
3	1	1	2		Supplies and materials for instructional use	211-11-6399-04E-169-30-510-000000-25F10	\$10,676.80
4	2	1	2		Snacks or incentives for students	211-11-6499-04E-169-30-510-000000-25F10	\$3,000.00
Sub-Total							\$85,964.80
Budgeted Fund Source Amount							\$87,964.80
+/- Difference							\$2,000.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	2		Snacks for parents to promote participation	211-61-6499-04L-169-30-510-000000-25F10	\$2,000.00
4	1	1	2	Family Engagement Supplies	Supplies and materials for parental involvement	211-61-6399-04L-169-30-510-000000-25F10	\$2,244.00
Sub-Total							\$4,244.00
Budgeted Fund Source Amount							\$2,244.00
+/- Difference							-\$2,000.00

BASIC (199 PIC 11)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	3		INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-169-11-313-000000-	\$8,700.00
1	2	1	3		INSTRUCTION MISC CONTRACTED SERVICES	199-11-6299-XXX-169-11-313-000000-	\$500.00
1	3	1	2		INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-169-11-313-000000-	\$1,000.00
1	3	1	2		INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-169-11-313-000000-	\$1,020.00
Sub-Total							\$11,220.00
Budgeted Fund Source Amount							\$11,220.00
+/- Difference							\$0.00

GT (199 PIC 21)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	3		GENERAL SUPPLIES		\$269.00
Sub-Total							\$269.00
Budgeted Fund Source Amount							\$269.00
+/- Difference							\$0.00

SPED (199 PIC 23)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	3		GENERAL SUPPLIES		\$2,452.00
Sub-Total							\$2,452.00
Budgeted Fund Source Amount							\$2,452.00
+/- Difference							\$0.00

SCE (199 PIC 24)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		Supplies and materials for instructional use	199-11-6399-001-169-24-313-000000-	\$2,275.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1		Subs for supplemental instruction	199-11-6112-001-169-24-313-000000-	\$2,000.00
Sub-Total							\$4,275.00
Budgeted Fund Source Amount							\$4,275.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		Supplies and materials - instruction	199-11-6399-001-169-25-313-000000	\$1,148.00
Sub-Total							\$1,148.00
Budgeted Fund Source Amount							\$1,148.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	2		SCHOOL LEADERSHIP TRAVEL - EMPLOYEE ONLY	199-23-6411-XXX-169-99-313-000000-	\$2,000.00
2	3	1	2		SCHOOL LEADERSHIP GENERAL SUPPLIES	199-23-6399-XXX-169-99-313-000000-	\$5,470.00
2	3	1	2		SCHOOL LEADERSHIP EXTRA DUTY/OT - SUPPORT	199-23-6121-XXX-169-99-313-000000-	\$500.00
2	3	1	2		STAFF DEVELOPMENT TRAVEL - EMPLOYEE ONLY	199-13-6411-XXX-169-99-313-000000-	\$2,000.00
4	1	1	2		GUIDANCE & COUNSELING SVC MISC OPERATING COSTS	199-31-6499-XXX-169-99-313-000000-	\$300.00
4	2	1	1		GUIDANCE & COUNSELING SVC GENERAL SUPPLIES	199-31-6399-XXX-169-99-313-000000-	\$500.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1		GUIDANCE & COUNSELING SVC MISC OPERATING COSTS	199-31-6499-XXX-169-99-313-000000-	\$450.00
Sub-Total							\$11,220.00
Budgeted Fund Source Amount							\$11,220.00
+/- Difference							\$0.00
Grand Total Budgeted							\$120,792.80
Grand Total Spent							\$120,792.80
+/- 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