

Fort Worth Independent School District
153 A.M. Pate Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

The mission of A.M. Pate is to prepare and empower scholars to effectively and successfully compete in the global community.

Vision

A.M. Pate is a community of scholars that exhibits integrity, resilience, and a growth mindset.

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Comprehensive Needs Assessment

Revised/Approved: September 27, 2024

Demographics

Demographics Summary

A.M. Pate Elementary (Adlai McMilan Pate, Sr.) is a PK - 5th grade neighborhood school built in 1958, located on the southeast side of Fort Worth. Our student enrollment has fluctuated over the past 3 years. For the 2023 - 2024 school year, our enrollment remained around 332 students. We offer Bilingual, ESL, GT, 504, and Special Education services to students who qualify. During the 2024-25 school year, our campus will complete the addition of a G/T Thinking lab that will support STEM instruction through hands on learning.

Our student discipline data has improved over the years. We have an identified group of students who receive the majority of the discipline referrals. To encourage positive student behavior, our campus incentivizes students each six weeks. Our student mobility rate is about 19%. About 1/3 of the students who leave the campus move to another school within the high school feeder pattern, but the rest leave the feeder pattern or the district. The average class-size is 19:1. Over the past few years we've worked on increasing student attendance, and the rate has increased to roughly 95% from 94%. Incentives were provided to students for increased attendance. During the 2022-23 school year our attendance was 94.6% and it has since increased to 94.7%, based on our 2023-24 based on the end of the year attendance data. Since we've had a Family Engagement Specialist, our attendance has consistently increased. Additionally, our Family Engagement Specialist and Communities in Schools (CIS) social worker conduct home visits to assist with student attendance. The Data Clerk, Family Engagement Specialist, and homeroom teachers consistently examine attendance data; phone calls to parents are made, warning letters are sent, and SART meetings are conducted with parents. Throughout the year we specifically targeted chronically absent students and provided incentives for approved attendance and were successful. Additionally, our campus also provides classroom incentives for homerooms who meet attendance goals.

The campus demographics are **98%** economically disadvantaged, **75%** African-American, **16%** Hispanic, **5%** two or more and **3%** Other. The student population is **51%** female and **49%** male. In looking at student groups, **11%** of our students receive GT services, **12%** receive special education services, and **37%** are LEP who receive bilingual or ESL services. **Twenty percent (20%)** of the African-American student population is EB comprised of African refugees, asylees, and American-born citizens whose first language is something other than English. Currently **3 (.01%)** of our students are homeless. The African-American and African-American LEP student groups are the most at-risk academically.

Twenty-five percent (25%) of the teachers were new to the campus, however all of them had prior teaching experience. Eight percent (8%) of the teachers have 3 years or less teaching experience; 42% are veteran teachers who have been on campus for 4 or more years. Four percent (4%) of our teachers are currently going through an alternative certification program. The teaching staff is 46% African-American, 25% Hispanic, and 29% White. There are 4 male teachers and 20 female teachers. The principal has been at the campus for 2 year with a total of 7 years in administration and the assistant principal has been at the campus for 13 years with a total of 15 years in administration.

The community surrounding A.M. Pate has a high poverty level with a high amount of crime. The violent crime rate is 66% and the property crime rate is 76%. The average household income is about \$44,605 annually. Only 34% of the population has a high school diploma or equivalent, 25% has some college hours or an Associate Degree, 6% has a Bachelor's Degree, and 2% have a Master's Degree. Forty-six percent of the homes are rented and 545 are owned or have a mortgage. The median home value is \$116,300. Several of our students live with a grandparent who is providing care for them. There is a significantly larger number of single parents in the community. Most of the parents work with some working multiple jobs to make ends meet. Most of the parents have service or non-skilled jobs. Parents leave the community and go to work in other areas of the city or metroplex. The ethnic breakdown of the community is 45% African-American, 38% Hispanic, 11% White, and 4% Asian.

Demographics Strengths

A.M. Pate has improved student attendance over the past few years. However, our attendance remains amongst the highest in comparison to other elementary schools in our feeder pattern due to daily classroom checks, and calls made by our Family Engagement Specialist (FES) to parents of absent children. Individual, grade level, and homeroom incentives, have assisted in the increase of our average daily attendance.

During the 2023 - 2024 school year, our campus worked toward achieving our 3 Big Rocks which included: Delivering High Quality Tier One Instruction, Having a Growth Mindset, and Having a Positive School Experience.

Based on the MOY 2023-2024 attendance rate, the student attendance is at 96% which is a 1.4% increase from 2022-2023.

During the 2023-24 school year, our campus began implementation of the the Ron Clark Academy HOUSE system where all of the students and staff are a part of one of the six houses: Fidelis (blue), Wajibu (green), Haki (orange), Civitas (purple), Carinoso (red), and Kubaha

(yellow). Students participate in house meetings and celebrations that are meant to encourage positive behavior, promote academic achievement, and support social and emotional learning (SEL).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to the MOY MAP Growth and Benchmark assessment data, the African American student population had an academic gap in their learning when compared to other student groups. **Root Cause:** School personnel lacked required content knowledge and expertise to completely address the needs and learning styles of the whole child of African American students.

Problem Statement 2 (Prioritized): According to the 2023-24 MOY MAP Growth Reading data 37% of our Emergent Bilingual (EB) students met their MOY MAP Growth Target, which is a decrease of 8% from the 2022-23 school year. **Root Cause:** Forty-one percent (7 out of 17) of our core teachers do not hold a permanent ESL certification.

Problem Statement 3 (Prioritized): During the 2023-24 school year, there was a 54% increase in submitted office referrals when comparing the MOY discipline data (14% to 26%), with 93% of the referrals being written for African American students. **Root Cause:** Campus administrators have not provided adequate training on pedagogical classroom management practices to support new teachers on the campus for 3 years or less.

Problem Statement 4: Out of the total student population of 319 students, 4.4% are identified as gifted and talented, which is a .2% increase from the 2022-23 school year but less than the 10% goal for the campus. **Root Cause:** Due to the lack teacher knowledge on the identification process and look-fors in signs of giftedness, to increase student nominations.

Student Learning

Student Learning Summary

EOY NWEA MAP Growth data indicates 51% of the students in Kindergarten through 5th grade met their projected End of the year (EOY) growth goal in Math, while 36% of those students met their projected EOY growth goal in Reading. Since the 2023 EOY to the 2024 EOY, there was an 6% increase in students meeting their EOY expected growth in Math (from 42% to 48%), and there was a 9% decrease in Reading (from 42% to 33%). EOY STAAR Reading Interim Assessment data indicates 44% of 3rd grade students, 35% of 4th grade, and 50% of 5th grade students reached the approaches grade level standard. The MOY interim data indicates that our students performed lower on the MOY STAAR Reading Interim this year than they did during the 2022-23 school year. The MOY STAAR interim showed a 2% decrease in 3rd grade, 36% decrease in 4th grade, and a 7% decrease in 5th grade.

Our Pre -K CLI wave 3 performance data indicates that 25 students were tested in English and 88% of our students were on track in phonological awareness. Additionally, our wave 3 data also indicates that 88% of our students were on track in math.

Professional Learning Communities (PLCs) are used to analyze student data and address and implement a plan based on the needs of all students. Plans are created to address the needs of all students through small group instruction, developed from formative assessment results. Several programs are embedded to support our at-risk students such as High Impact Tutoring, GT Pull out, Pate Saturday Camp, DreamBox, LEXIA Core5, and interventions provided by our Specialized ESL teacher for our Emergent Bilingual new comer students (1-2 US years).

Student Learning Strengths

According to the EOY Math MAP Growth data, 51% of the students in Kindergarten through 5th grade met their projected End of the year (EOY) growth goal which is also a 3% increase from the MOY 2023-24 data. Additionally, according to the EOY LEXIA Core 5 data we have decreased the percentage of student working below grade level from 69% at the beginning of year to 36% as of February 23, 2024, which is a difference of 33%.

Teachers and students are able to analyze and reflect on the data and create action steps for accountability. Teachers participated in ongoing PLCs, using the DDI protocol to improve teacher quality and support our campus' focus areas of Tier 1 instruction and data analysis. Campus instructional coaches work with teachers one-on-one to provide support with lesson internalization, understanding the use of curriculum resources, and improving instructional best practices. The leadership team also continues to support teachers in the incorporation of the Lead4Ward resources such as; Field Guides, Instructional Tools, Snapshot, and Frequency Charts which support their instructional delivery.

During the 2023-24 school year 4/17= 24% of our core teachers have received TIA designations, which is a 24% increase from the 2022-23 school year.

For the 2023-24 school year, 79% of our students are completing 5 or more lessons in DreamBox, resulting in an average growth of 1.1 grade levels from students' initial placement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the 2023-24 EOY Reading MAP Growth data, 36% of the Kinder - 5th grade students met their projected growth goal, which is a 7% decrease from the EOY 2022-23 reading data. **Root Cause:** 66% of Kinder through 5th grade literacy teachers have 0 - 3 years of teaching experience on the campus and are learning the content and still developing their instructional practices, which consist of how to consistently plan and prepare for the delivery of high-quality Tier 1 instruction that connects and engages all students.

Problem Statement 2 (Prioritized): According to the 2023-24 EOY Math MAP Growth data, 51% of the Kinder - 5th grade students met their projected growth goal, which is a 4% decrease from the EOY 2022-23 Math data. **Root Cause:** 66% of Kinder through 5th grade literacy teachers have 0 - 3 years of teaching experience on the campus and are learning the content and still developing their instructional practices, which consist of how to consistently plan and prepare for the delivery of high-quality Tier 1 instruction that connects and engages all students.

Problem Statement 3 (Prioritized): According to the EOY MAP Growth and Benchmark assessment data, the African American student population had an academic gap in their learning when compared to 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 4 (Prioritized): According to the EOY CLI Engage data, 88% of our English testing students are on track in Phonological Awareness, which is 1% below our EOY campus goal of 89%. **Root Cause:** Pre-K teachers and assistants continue to learn the new Creative Teaching Strategies curriculum and how to appropriately implement the learning expectations and the management of the new learning environment and resources.

Problem Statement 5 (Prioritized): During the 2023-24 school year 33% of our 4th and 5th grades were impacted by the House Bill 1416 in either math and/or reading which required additional acceleration instructional hours. **Root Cause:** Teachers lack the content knowledge to address the student learning gaps and effectively apply differentiated Tier 1 instruction to support learning needs.

School Processes & Programs

School Processes & Programs Summary

During the 2023-2024 school year, the District/Campus facilitates instruction using Amplify Reading and Eureka Math for K-5th grade students and Creative Curriculum for our Pre-K students. This is our 4th year of implementing the LEXIA Core 5 program to support K- 5 students at various reading instructional levels. This is our second full year of implementing DreamBox to support remediation and acceleration of student growth in mathematics. The teachers are more knowledgeable about how to utilize the various resources to support students. During the 2023-2024 school year, we had an increased number of core teacher turnover, which aided in the teacher's being inexperienced with using the FWISD Curriculum, Instructional, and Literacy Framework as well as the supporting resources. Teachers participated in ongoing PLCs where they were able to analyze data, examine student work, collaborate, and learn best practice strategies through the implementation of the DDI Protocol (Weekly Data Meetings and Weekly Planning meetings).

Teachers are supported by instructional coaches and the instructional leadership team members, to improve their content knowledge and increase student learning. As required by House Bill 1416, 4th and 5th-grade students who were not successful on the STAAR test during the previous year received 15-30 additional instructional hours to accelerate their learning. Students also have opportunities to attend the Pate Penguin Saturday Camps and after-school tutoring.

The school calendar is created before students arrive with dates for programs, fire drills, committee meeting dates, parent events, etc. In addition, the PLC activity schedule is coordinated with the professional development calendar. A morning circle social skill time is incorporated into the teacher's daily schedule to address students' social and emotional learning needs. Discipline data was used to determine the topics for lessons taught. Resources to teach the social skills include; Six Pillars of Good Character and Boys Town Teaching Social Skills in the Classroom. In addition, an MHMR Navigator continues to provide campus support for students' social and emotional needs. Additionally, a Family Engagement Specialist continues to connect parents to the school.

School Processes & Programs Strengths

Teachers with 1-2 years of teaching experience have become more familiar with utilizing the FWISD's Curriculum Frameworks and curriculum resources to plan weekly lessons through the use of flipcharts, to support pacing. Teachers have established systems to support the use of technology in the classroom. Teachers, students, and parents are aware of school processes.

The campus redefined and implemented school-wide procedures for morning entry and exit, and hallway transitions that support our campus Big Rock for maintaining a positive school experience.

Our campus has an after school program that is in partnership with the Fort Worth After School program (FWAS) which provides tutoring, homework help, enrichment programs, sports, and cheerleading.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): New teachers were not provided additional support outside of the normal campus instructional coaching timeframe, to support their growth in the use of district curriculum, technology resources, classroom management strategies, and instructional best practice. **Root Cause:** The campus administrators failed to consistently implement the new teacher support sessions (Chat and Chews) to enhance the instructional growth of new teachers outside of their standard instructional coaching cycles.

Problem Statement 2: Throughout the school year, there was an increased number of assessments, given to students in the various grades and timeframes, which were not fully aligned to the assessed TEKS and the district curriculum resources. This made it difficult for teachers and the campus leadership team to stay abreast of the materials, resources, and pacing to effectively provide adequate reteach opportunities. **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, within an actionable timeframe.

Problem Statement 3: Although our student enrollment decreased from the previous year, we failed to maintain 100% staffing in the core grade levels. Throughout the year, 2 classes exceeded the required teacher student ratio. **Root Cause:** The campus failed to maintain highly qualified teachers to fill campus vacancy positions.

Perceptions

Perceptions Summary

Members of our school community are gradually increasing their involvement in campus activities. Parents and community members were able to attend various school events: Black History Program, basketball games, Muffins with Moms, Donuts with Dads, Grandparents Day, Literacy night, STEM night, Meet the Teacher night, Dunbar Pyramid Winter Showcase, Storybook parade, as well as end of the year awards ceremonies.

Our campus has a MHMR Navigator that supports the social and emotional needs of our students who are identified as at risk. Our Family Engagement Specialist and School Counselor actively provide resources to students and families by identifying needed supports.

Through donations and partnerships, we were able to provide school uniforms, school supplies, coats, shoes, hygiene products, and food items for needy families. The donors were CAMP Global Ministries, Eastland Church of Christ, The Proof Coalition, The Walraven Company, Dunbar High School Alumni Association, Seasons of Change, Pate Foundation, Amerigroup, Glynis and Henry Riser, Black Heart Association, United Christian Church (UCC), Central Bible Church, Tarrant Area Food Bank (TAFB), Wal*Mart (Eastchase), Community Food Bank, McMillan United Methodist Church, Truevine Missionary Baptist Church, Shipley's Do-Nuts, Dunkin Donuts, Raising Cane's, Starbucks, Home Depot, SPARC, Texas Health Resources, Retired Teachers Association, Sweet Home Baptist Church, TCU Greek Life Association, Texas Yes Project, Gail Lewis, LuLu's Ladies, Street Boss Unlimited, Ruby Anderson Event Planning, Maximus Dentistry, and the Fort Worth Area Civic Leaders Association.

We have a large population of African Emergent Bilingual students whose first language is not English. The parents of these students speak one of multiple African languages and translators are not readily available. The language line is a resource provided by FWISD for multiple languages, when needed. Most of our students describe the school as a fun place. Most of them feel safe here and feel like they belong.

Perceptions Strengths

Based on the 2023-24 survey results, most staff members are happy to be here. Staff members work well with one another and quickly pitch in to help whenever there is a crisis or to help others in need. Despite the language barrier, parents come to school or call with a translator to ask questions or to communicate needs. Parents and guests are also welcome to attend campus events during and after school hours.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our campus continues to increase the number of outside corporations and agency donors, however the number of campus volunteers remains low (a total of 8 for the 2023-24 school year). **Root Cause:** The campus has not identified the areas of need for effective volunteer participation and how they will be utilized at the campus to support instruction and campus operations.

Problem Statement 2 (Prioritized): Parent involvement during family nights continues to increase, however the attendance during mandatory parent conferences remain stagnant. **Root Cause:** Scheduled timing of the mandatory parent conferences are not conducive to parent needs or availability.

Problem Statement 3 (Prioritized): According to the 2023-24 campus attendance data, the Pre-K through 5th grade chronic attendance rate has decreased to 12%, however it still remains above the campus goal of 10%. **Root Cause:** The campus did not consistently follow through with campus warning letters and SART meetings to inform parents of student attendance concerns and state requirements.

Priority Problem Statements

Problem Statement 1: During the 2023-24 school year, there was a 54% increase in submitted office referrals when comparing the MOY discipline data (14% to 26%), with 93% of the referrals being written for African American students.

Root Cause 1: Campus administrators have not provided adequate training on pedagogical classroom management practices to support new teachers on the campus for 3 years or less.

Problem Statement 1 Areas: Demographics

Problem Statement 2: According to the MOY MAP Growth and Benchmark assessment data, the African American student population had an academic gap in their learning when compared to other student groups.

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

Problem Statement 2 Areas: Demographics

Problem Statement 3: According to the 2023-24 EOY Reading MAP Growth data, 36% of the Kinder - 5th grade students met their projected growth goal, which is a 7% decrease from the EOY 2022-23 reading data.

Root Cause 3: 66% of Kinder through 5th grade literacy teachers have 0 - 3 years of teaching experience on the campus and are learning the content and still developing their instructional practices, which consist of how to consistently plan and prepare for the delivery of high-quality Tier 1 instruction that connects and engages all students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: According to the EOY MAP Growth and Benchmark assessment data, the African American student population had an academic gap in their learning when compared to other student groups.

Root Cause 4: 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 4 Areas: Student Learning

Problem Statement 5: According to the EOY CLI Engage data, 88% of our English testing students are on track in Phonological Awareness, which is 1% below our EOY campus goal of 89%.

Root Cause 5: Pre-K teachers and assistants continue to learn the new Creative Teaching Strategies curriculum and how to appropriately implement the learning expectations and the management of the new learning environment and resources.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: During the 2023-24 school year 33% of our 4th and 5th grades were impacted by the House Bill 1416 in either math and/or reading which required additional acceleration instructional hours.

Root Cause 6: Teachers lack the content knowledge to address the student learning gaps and effectively apply differentiated Tier 1 instruction to support learning needs.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: New teachers were not provided additional support outside of the normal campus instructional coaching timeframe, to support their growth in the use of district curriculum, technology resources, classroom management strategies, and instructional best practice.

Root Cause 7: The campus administrators failed to consistently implement the new teacher support sessions (Chat and Chews) to enhance the instructional growth of new teachers outside of their standard instructional coaching cycles.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: According to the 2023-24 MOY MAP Growth Reading data 37% of our Emergent Bilingual (EB) students met their MOY MAP Growth Target, which is a decrease of 8% from the 2022-23 school year.

Root Cause 8: Forty-one percent (7 out of 17) of our core teachers do not hold a permanent ESL certification.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Our campus continues to increase the number of outside corporations and agency donors, however the number of campus volunteers remains low (a total of 8 for the 2023-24 school year).

Root Cause 9: The campus has not identified the areas of need for effective volunteer participation and how they will be utilized at the campus to support instruction and campus operations.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Parent involvement during family nights continues to increase, however the attendance during mandatory parent conferences remain stagnant.

Root Cause 10: Scheduled timing of the mandatory parent conferences are not conducive to parent needs or availability.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: According to the 2023-24 campus attendance data, the Pre-K through 5th grade chronic attendance rate has decreased to 12%, however it still remains above the campus goal of 10%.

Root Cause 11: The campus did not consistently follow through with campus warning letters and SART meetings to inform parents of student attendance concerns and state requirements.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: According to the 2023-24 EOY Math MAP Growth data, 51% of the Kinder - 5th grade students met their projected growth goal, which is a 4% decrease from the EOY 2022-23 Math data.

Root Cause 12: 66% of Kinder through 5th grade literacy teachers have 0 - 3 years of teaching experience on the campus and are learning the content and still developing their instructional practices, which consist of how to consistently plan and prepare for the delivery of high-quality Tier 1 instruction that connects and engages all students.

Problem Statement 12 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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas approved PreK - 2nd grade assessment data
- 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
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- 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

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Revised/Approved: May 31, 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 68% to 73% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 0% to 0% 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 68% to 73% by May 2025.

High Priority

Evaluation Data Sources: CLI Data (BOY, MOY, & EOY)

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students by enhancing Teacher Quality and building capacity through ongoing Professional Learning sessions and continuous implementation of the Pre-K curriculum resource, Creative Curriculum.

Strategy's Expected Result/Impact: 73% of 2024-2025 Pre-K students will be on track in Phonological Awareness by the EOY as measured by the MOY and EOY CLI Engage data.

Staff Responsible for Monitoring: Pre-K Teachers, Campus and Content Instructional Coaches, and Administrators

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

- Targeted Support Strategy

Problem Statements: Student Learning 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Pre-K teachers and Instructional Partners will enroll and attend ongoing Professional Learning sessions, engage in ongoing Data PLCs, where student assessments (i.e. CLI Engage, Unit Theme and Informal Assessments) and classwork (i.e. Performance Tasks and Formal/Informal Observations- Gold Assessments) are analyzed using the NTC's Analyzing Student Learning Protocol (Studying student work).</p> <p>Intended Audience: Pre-Kindergarten Teachers, Campus Instructional Coaches, and Administrators</p> <p>Provider / Presenter / Person Responsible: Early Learning Department, Instructional Leadership Team</p> <p>Date(s) / Timeframe: September 2024, January 2025, and April 2025</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: In-Person / Virtual</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Pre-K teachers and Instructional Partners will work closely with the Early Learning Coaches 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 and Assistants, Campus Instructional Coach, and Administrators</p> <p>Provider / Presenter / Person Responsible: Early Learning Content Coaches, Campus Administrators, and Campus Instructional Coach</p> <p>Date(s) / Timeframe: September 2024, January 2025, and April 2025</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: In-Person / 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>				

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Creative Curriculum) and data with Pre K teachers using the gradual release model and assessments aligned (Gold Assessments) with FWISD curriculum.

Strategy's Expected Result/Impact: By the end of the year 73% of Pre-K students will perform on grade level in Phonological Awareness as measured by CLI.

Staff Responsible for Monitoring: Monitoring
Pre-K Teachers, Campus and Content Instructional Coaches, and Administrators


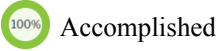
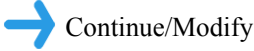

Title I:
2.4, 2.5, 2.6

- **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 4

Action Step 1 Details	Reviews			
<p>Action Step 1: 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: Pre-K Teachers and Pre-K TA's</p> <p>Provider / Presenter / Person Responsible: Administrators, campus Instructional Coaches, & Early Learning Instructional Coach</p> <p>Date(s) / Timeframe: October 2024</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: In-Person / Virtual</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: According to the EOY CLI Engage data, 88% of our English testing students are on track in Phonological Awareness, which is 1% below our EOY campus goal of 89%. Root Cause: Pre-K teachers and assistants continue to learn the new Creative Teaching Strategies curriculum and how to appropriately implement the learning expectations and the management of the new learning environment and resources.</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 30% 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 39% to 49% by May 2025.

Evaluation Data Sources: MAP Fluency

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students by enhancing Teacher Quality and building capacity through ongoing Professional Learning sessions continuous implementation of the District's Amplify and Literacy Curriculum.

Strategy's Expected Result/Impact: An average of 53% of the 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:

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

- Targeted Support Strategy

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
<p>Action Step 1: (K-5th Grade) Reading Instructional Staff will register and participate in the ongoing professional Learning sessions throughout the year supporting the effective delivery of foundational skills, Reading, Language, and Writing. (Amplify).</p> <p>Intended Audience: Instructional Staff (Teachers, Administrators, and Instructional Coach)</p> <p>Provider / Presenter / Person Responsible: Teaching and Learning Department (Literacy) and the Campus Instructional Leadership team</p> <p>Date(s) / Timeframe: On going</p> <p>Collaborating Departments: Teaching and Learning & Literacy Departments</p> <p>Delivery Method: In person/ Virtual</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Utilize supplies, equipment, technology, and other instruction resources, including paper cutting boards, easels, storage shelves, and roller carts, to create and support the classroom learning environment for students of all subgroup.</p> <p>Intended Audience: Students & Instructional Staff (Administrators, Teachers, & Coaches)</p> <p>Provider / Presenter / Person Responsible: Administrators</p> <p>Date(s) / Timeframe: On going</p> <p>Collaborating Departments: Teaching and Learning Dept.</p> <p>Delivery Method: In person/ On-line</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Conduct weekly walkthrough where teachers are assigned to a designated administrator who will close the feedback loop 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, Campus Instructional Coach, and Administrators</p> <p>Provider / Presenter / Person Responsible: Administrators & Campus Instructional Coach</p> <p>Date(s) / Timeframe: September 2024, October 2024, December 2024, February 2025, April 2025, and May 2025</p> <p>Collaborating Departments: Teaching and Learning Dept.</p> <p>Delivery Method: In-Person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<p>Action Step 4: Conduct monthly new teacher meetings where teachers will be provided hands on support with best practice teaching strategies to support the implementation of Tier 1 instruction.</p> <p>Intended Audience: New Techers to the campus (year 0-2)</p> <p>Provider / Presenter / Person Responsible: Teacher Leaders, Administrators, Campus Instructional Coach, Teaching and Learning & Technology Dept.</p> <p>Date(s) / Timeframe: Sep. 2024, Oct. 2024, Nov. 2024, Dec. 2024, Jan. 2025, Feb. 2025, Mar. 2025, Apr. 2025, and May 2025</p> <p>Collaborating Departments: Teaching and Learning And Technology</p> <p>Delivery Method: In person and/or 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:

Student Learning
<p>Problem Statement 3: According to the EOY MAP Growth and Benchmark assessment data, the African American student population had an academic gap in their learning when compared to 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 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 36% to 46% 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% to 41% by May 2025.

High Priority

Evaluation Data Sources: MAP Growth Reading Data

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

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

Staff Responsible for Monitoring: Administrators & Campus Instructional Coach

Title I:

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: Demographics 1, 2 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Engage in Planning Sessions to create a schedule and calendar of events that outlines PLC dates, Planning Protocols, Expectations, and an Accountability Systems that will fully support teachers in the delivery of High Quality Instruction. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators, Campus Instructional Coach, and Teaching and Learning Dept. Date(s) / Timeframe: September 2024 Collaborating Departments: Teaching and Learning Dept. Delivery Method: In Person/ On-line	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Develop content knowledge of students in grades PK - 5 through scaffolding and differentiated instruction that will incorporate the use of library book resources and hands-on activities, within the various learning platforms that embed technology into the teaching and learning.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Teachers, Instructional Coach, Title 1 Teacher Assistant, and Administrators</p> <p>Date(s) / Timeframe: May 2025</p> <p>Collaborating Departments: Teaching and Learning Dept. (Literacy), Library Media Services, and Technology Departments</p> <p>Delivery Method: In Person- hands on</p> <p>Funding Sources: - TITLE I (211) - 211-12-6329-04E-153-30-510-000000-25F10 - \$2,400, - SPED (199 PIC 23) - \$2,065, - BEA (199 PIC 25) - 199-61-6399-001-153-25-313-000000 - \$1,043, - SCE (199 PIC 24) - 199-11-6116-001-153-24-313-000000- - \$3,795, - BASIC (199 PIC 11) - 199-11-6299-XXX-153-11-313-000000- - \$4,500, - BASIC (199 PIC 11) - 199-11-6121-XXX-153-11-313-000000- - \$100, - BASIC (199 PIC 11) - 199-11-6396-XXX-153-11-313-000000- - \$900, - BASIC (199 PIC 11) - 199-11-6399-XXX-153-11-313-000000- - \$3,150, - BASIC (199 PIC 11) - 199-11-6398-XXX-153-11-313-000000- - \$600</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/ Estrellita/ Esperanza/ Lunita/ Escalera/ Lexia/ Neuhaus/ Lexia) and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum

Strategy's Expected Result/Impact: 50% of Kinder-5th grade students will meet their EOY projected MAP Growth targets in reading and 70% of PK students will meet their projected EOY targets in Phonological Awareness, as measured by CLI and MAP Growth.

Staff Responsible for Monitoring: Teachers, Administrators, and Campus Instructional Coach

Title I:





2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- Additional Targeted Support Strategy

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: PK-5th grade teachers will participate in ongoing Vertical and Grade Level PLC utilizing the DDI protocol, to ensure alignment between the district curriculum, which includes lesson planning, internalization of the units, rehearsals, and instructional delivery.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Administrators & Campus Instructional Coach</p> <p>Date(s) / Timeframe: On-going through May 2025</p> <p>Collaborating Departments: Teaching and Learning</p> <p>Delivery Method: In Person/ On-Line</p> <p>Funding Sources: - TITLE I (211) - 211-11-6399-04E-153-30-510-000000-25F10 - \$18,414</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 3: Ensure intervention and small group times are built into the campus master schedule to provided students supports with academic acceleration and the closing of learning gaps.

Strategy's Expected Result/Impact: 50% of Kinder-5th grade students will meet their EOY projected MAP Growth targets in reading.

Staff Responsible for Monitoring: Teachers, Instructional Coach, Title 1 Teacher Assistant, Administrators

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: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will use assessment data to identify students in need of targeted instruction during small group and intervention through the use of the DDI Data Analysis protocol. Teacher will uses FWISD curriculum and campus approved resources to provided needed supports.</p> <p>Intended Audience: Teachers and students</p> <p>Provider / Presenter / Person Responsible: Teachers, Title 1 Teacher Assistant, Instructional Coach, Administrators</p> <p>Date(s) / Timeframe: Daily (On-going through May 2025)</p> <p>Collaborating Departments: Teaching and Learning</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6129-04E-153-30-510-000000-25F10 - \$26,894</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: Improve the quality and alignment of Tier 1 instruction for all students Kinder-5th grade students by enhancing Teacher Quality and building capacity through ongoing Professional Learning sessions and continuous implementation of the Reading Language Arts curriculum resource, Amplify.

Strategy's Expected Result/Impact: 50% of Kinder-5th grade students will meet their EOY projected MAP Growth targets in reading.

Staff Responsible for Monitoring: Teachers, Instructional Coach, Title 1 Teacher Assistant, 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 5: Effective Instruction

Problem Statements: Demographics 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers and the Instructional Leadership Team (including Administrators and the Campus instructional Coach) will register in participate in district and/or out of district professional development, to enhance their delivery and support of the Reading Language Arts state standards and the delivery of high quality Tier 1 Literacy instruction.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers, Instructional Coach, and Administrators</p> <p>Date(s) / Timeframe: On-going through April of 2025</p> <p>Collaborating Departments: Teaching and Learning</p> <p>Delivery Method: In- Person/Virtual</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-23-6411-XXX-153-99-313-000000- - \$1,500, - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-153-99-313-000000- - \$2,600, - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-153-99-313-000000- - \$2,000, - UNDISTRIBUTED (199 PIC 99) - 199-23-6121-XXX-153-99-313-000000- - \$800, - UNDISTRIBUTED (199 PIC 99) - 199-23-6499-XXX-153-99-313-000000- - \$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:

Demographics
<p>Problem Statement 1: According to the MOY MAP Growth and Benchmark assessment data, the African American student population had an academic gap in their learning when compared to other student groups. Root Cause: School personnel lacked required content knowledge and expertise to completely address the needs and learning styles of the whole child of African American students.</p>
<p>Problem Statement 2: According to the 2023-24 MOY MAP Growth Reading data 37% of our Emergent Bilingual (EB) students met their MOY MAP Growth Target, which is a decrease of 8% from the 2022-23 school year. Root Cause: Forty-one percent (7 out of 17) of our core teachers do not hold a permanent ESL certification.</p>
Student Learning
<p>Problem Statement 1: According to the 2023-24 EOY Reading MAP Growth data, 36% of the Kinder - 5th grade students met their projected growth goal, which is a 7% decrease from the EOY 2022-23 reading data. Root Cause: 66% of Kinder through 5th grade literacy teachers have 0 - 3 years of teaching experience on the campus and are learning the content and still developing their instructional practices, which consist of how to consistently plan and prepare for the delivery of high-quality Tier 1 instruction that connects and engages all students.</p>

Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 88% to 90% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 90% to 91% by May 2025.

High Priority

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

Strategy 1: Develop the capacity of PK teachers to effectively implement FWISD adopted Creative Curriculum through targeted professional development in critical thinking, problem solving application, interest area development, and use of district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: 91% of the Pre K 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 & 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 4

Action Step 1 Details	Reviews			
Action Step 1: Pre-K teachers and Instructional Partners will attend ongoing Professional Learning sessions that will reinforce and support high quality and best practice teaching strategies. Intended Audience: Pre-K Teachers, Pre-K TAs, Instructional Coach, & Administrators Provider / Presenter / Person Responsible: Early Learning Dept. and the Math Dept. Date(s) / Timeframe: December 2024 Collaborating Departments: Early Learning Dept. Delivery Method: In-Person/ Online Trainings	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Engage in ongoing Data PLCs, where student assessments (i.e. CLI Engage, Unit Theme and Informal Assessments) and classwork (i.e. Performance Tasks and Formal/Informal Observations- Gold Assessments) are analyzed using the campus Data Analysis Activity sheets, Progress Monitoring Process, and NTC's Analyzing Student Learning Protocol.</p> <p>Intended Audience: Pre-Kindergarten Teachers, Campus Instructional Coach, and Administrators</p> <p>Provider / Presenter / Person Responsible: Administrators & Campus and Early Learning Instructional Coaches</p> <p>Date(s) / Timeframe: September 2024, January 2025, and May 2025</p> <p>Collaborating Departments: Early Learning</p> <p>Delivery Method: In-Person / On-line</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Creative Curriculum) and data with Pre-K teachers using the gradual release model and assessments aligned with FWISD curriculum

Strategy's Expected Result/Impact: By the end of the year 91% of Pre-K students will perform on grade level in math as measured by CLI data.

Staff Responsible for Monitoring: Pre-K Teachers, Campus and Early Learning Instructional Coaches, Administrators

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 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Establish a walkthrough and learning walk schedule to support teacher growth as a result of observations, immediate feedback, next steps, and follow up visits</p> <p>Intended Audience: Pre-K Teachers and Pre-K TA's</p> <p>Provider / Presenter / Person Responsible: Administrators, & Campus and Early Learning Instructional Coaches</p> <p>Date(s) / Timeframe: November 2024</p> <p>Collaborating Departments: Early Learning Dept.</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 4: According to the EOY CLI Engage data, 88% of our English testing students are on track in Phonological Awareness, which is 1% below our EOY campus goal of 89%. **Root Cause:** Pre-K teachers and assistants continue to learn the new Creative Teaching Strategies curriculum and how to appropriately implement the learning expectations and the management of the new learning environment and resources.

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 83% to 88% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 82% to 85% by May 2025.

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: 88% of the kindergarten students will be On Track in Math at the end of the 2024-2025 School Year.

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

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 2

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-K Teachers, Pre-K/Campus Instructional Coach, 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

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: According to the 2023-24 EOY Math MAP Growth data, 51% of the Kinder - 5th grade students met their projected growth goal, which is a 4% decrease from the EOY 2022-23 Math data. **Root Cause:** 66% of Kinder through 5th grade literacy teachers have 0 - 3 years of teaching experience on the campus and are learning the content and still developing their instructional practices, which consist of how to consistently plan and prepare for the delivery of high-quality Tier 1 instruction that connects and engages all students.

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 51% 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 51% to 55% by May 2025.

High Priority

Evaluation Data Sources: BOY,MOY,& EOY MAP Growth Math Reports

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Eureka Math curriculum and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: 55% of the Kindergarten through 5 grade African American students will meet or exceed projected growth on MAP Growth Math.

Staff Responsible for Monitoring: Teachers, Administrators, & Campus Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

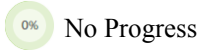
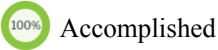
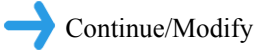
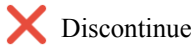
- ESF Levers:

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

Problem Statements: Demographics 1 - Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: Engage in Planning Sessions to create a schedule and calendar of events that outlines PLC dates, Planning Protocols, Expectations, and an Accountability Systems that will fully support teachers in the delivery of High Quality Math Instruction. Intended Audience: Administrators, Campus and district content Instructional Coaches Provider / Presenter / Person Responsible: Administrators & District Content and Campus Instructional Coaches Date(s) / Timeframe: September 2024 Collaborating Departments: Teaching and Learning Delivery Method: In Person/ On-line	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Develop content knowledge of students in grades PK - 5 through scaffolding and differentiated instruction that will incorporate hands-on activities, through the CRA math approach (Concrete, Representational, Abstract) within the various learning platforms that embed technology into the teaching and learning.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Teachers, Instructional Coaches, and Administrators</p> <p>Date(s) / Timeframe: On going through May 2024</p> <p>Collaborating Departments: Teaching and Learning (Math Department)</p> <p>Delivery Method: In Person- hands on</p> <p>Funding Sources: - TITLE I (211) - 211-13-6116-OPD-153-30-510-000000-25F10 - \$1,000, - TITLE I (211) - 211-11-6116-04E-153-30-510-000000-25F10 - \$6,000, - TITLE I (211) - 211-11-6112-OPD-153-30-510-000000-25F10 - \$1,000, - UNDISTRIBUTED (199 PIC 99) - 199-33-6399-XXX-153-99-313-000000- - \$250</p>	Formative		Summative	
	Nov	Jan	Mar	June

Strategy 2: Improve the quality and alignment of Tier 1 instruction for all students Kinder-5th grade students by enhancing Teacher Quality and building capacity through ongoing Professional Learning sessions and continuous implementation of the Math curriculum resource, Eureka.

Strategy's Expected Result/Impact: 55% of the Kindergarten through 5 grade students will meet or exceed projected growth on MAP Growth Math.

Staff Responsible for Monitoring: Teachers, Administrators, & Campus 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 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers and the Instructional Leadership Team (including Administrators and the Campus instructional Coach) will register in participate in district and/or out of district professional development, to enhance their delivery and support of the Math state standards and the delivery of high quality Tier 1 Math instruction.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers, Instructional Coach, and Administrators</p> <p>Date(s) / Timeframe: On-going through April of 2025</p> <p>Collaborating Departments: Teaching and Learning</p> <p>Delivery Method: In-person/Virtual</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 3 Problem Statements:

Demographics
<p>Problem Statement 1: According to the MOY MAP Growth and Benchmark assessment data, the African American student population had an academic gap in their learning when compared to other student groups. Root Cause: School personnel lacked required content knowledge and expertise to completely address the needs and learning styles of the whole child of African American students.</p>
Student Learning
<p>Problem Statement 3: According to the EOY MAP Growth and Benchmark assessment data, the African American student population had an academic gap in their learning when compared to 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 26% to 31% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 17% to 23% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Assessment PIEMS data

Strategy 1: Engage in PLCs that include planning sessions, lesson internalization, lesson rehearsals, learning walks, vertical articulation, and data analysis, that communicate clear expectations and strategies to ensure quality Tier I instruction with student /teacher accountability utilizing the district's Amplify curriculum resource materials and technology.

Strategy's Expected Result/Impact: 36% of the 3rd - 5th grade students will obtain MEETS or above on the STAAR Reading.

Staff Responsible for Monitoring: Teachers, Campus Instructional Coach, and Administrators

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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: Student Learning 5

Action Step 1 Details	Reviews			
Action Step 1: Debrief with the Asst. Principal and Campus/Instructional Leadership Team weekly to reflect on last week's observations and instructional practices to determine the upcoming week's focus, areas of improvement, and actionable items. Intended Audience: Asst. Principal, Campus Instructional Coaches, Data Analyst, Counselor, Family Engagement Specialist, and MHMR Navigator Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: Weekly through May of 2025 Collaborating Departments: Teaching and Learning Dept. Delivery Method: In Person/On-Line	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Establish an effective and efficient system for teacher/student accountability that supports the self-reflection of the teaching and learning process to promote improvement in practices and achievement, which include; teacher and student data binders, classroom data displays, campus PLC data walls, and campus hallway data displays.</p> <p>Intended Audience: Teachers and Students</p> <p>Provider / Presenter / Person Responsible: Teachers, Campus Instructional Coach, and Administrators</p> <p>Date(s) / Timeframe: December 2024, March 2025, and May 2025</p> <p>Collaborating Departments: Teaching and Learning and ADQ Dept.</p> <p>Delivery Method: In Person PLCs</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 5: During the 2023-24 school year 33% of our 4th and 5th grades were impacted by the House Bill 1416 in either math and/or reading which required additional acceleration instructional hours. Root Cause: Teachers lack the content knowledge to address the student learning gaps and effectively apply differentiated Tier 1 instruction to support learning needs.</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 28% to 32% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 21% to 24% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: BOY, MOY, EOY MAP Growth Math, Benchmarks, Performance Task, Unit Assessments, and Math STAAR assessment results.

Strategy 1: Engage in PLCs utilizing the DDI protocol that include planning sessions, lesson rehearsals, learning walks, vertical articulation, and data analysis that communicate clear expectations and hands on strategies to ensure quality Tier I instruction with student /teacher accountability utilizing the district's curriculum, Eureka math materials, and technology.

Strategy's Expected Result/Impact: 32% of the 3rd - 5th grade students will obtain MEETS or above on the STAAR Math

Staff Responsible for Monitoring: Campus Instructional Coach and Administrators

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: Demographics 1 - Student Learning 3, 5

Action Step 1 Details	Reviews			
<p>Action Step 1: Debrief with the Asst. Principal and Instructional Leadership Team weekly to reflect on last week's observations and instructional practices to determine the upcoming week's focus, areas of opportunity, and actionable items.</p> <p>Intended Audience: Debrief with the Asst. Principal and Instructional Leadership Team weekly to reflect on last week's observations and instructional practices to determine the upcoming week's focus, areas of opportunity, and actionable items.</p> <p>Provider / Presenter / Person Responsible: Administrators</p> <p>Date(s) / Timeframe: Ongoing through May of 2025</p> <p>Collaborating Departments: Teaching and Learning and ADQ Dept.</p> <p>Delivery Method: In-Person PLCs</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Engage in Campus Planning PLCs where we monitor the implementation of Instructional Practices that have been delivered and modeled during the PLCs to ensure the strategies are being incorporated with fidelity.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Campus and District Instructional Coaches and Administrators</p> <p>Date(s) / Timeframe: January 2025 (Winter) and May 15, 2025 (Spring)</p> <p>Collaborating Departments: Teaching and Learning Dept.</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - GT (199 PIC 21) - \$286</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Engage teachers in ongoing PLCs where instructional delivery, as well as student engagement and work is examined in order to provide feedback with actionable items to support the quality of TIER I instruction and student self efficacy.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Administrators, Campus Instructional Coach, and Teachers</p> <p>Date(s) / Timeframe: November 2024 January 2025 March 2025</p> <p>Collaborating Departments: Teaching and Learning Dept.</p> <p>Delivery Method: In-Person PLC's</p>	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: According to the MOY MAP Growth and Benchmark assessment data, the African American student population had an academic gap in their learning when compared to other student groups. Root Cause: School personnel lacked required content knowledge and expertise to completely address the needs and learning styles of the whole child of African American students.</p>
Student Learning
<p>Problem Statement 3: According to the EOY MAP Growth and Benchmark assessment data, the African American student population had an academic gap in their learning when compared to 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>

Student Learning

Problem Statement 5: During the 2023-24 school year 33% of our 4th and 5th grades were impacted by the House Bill 1416 in either math and/or reading which required additional acceleration instructional hours. **Root Cause:** Teachers lack the content knowledge to address the student learning gaps and effectively apply differentiated Tier 1 instruction to support learning needs.

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

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 15% to 10% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 10% to 8% by May 2025.

High Priority

Evaluation Data Sources: Focus Attendance Reports, Focus Contact & Notes, SPF Framework, and Excel Spreadsheet

Strategy 1: The attendance committee will consistently analyzes and monitor the attendance data to identify and track students with chronic or high absences in order to eliminate the barriers that exist and provide equitable resources and support that are valuable to the students and families.

Strategy's Expected Result/Impact: The current cohort of enrolled students that were identified as students with chronic/high absences in the 2024-2025 school year, will decrease from __% to __%.

Staff Responsible for Monitoring: Asst. Principal, Counselor, Family Engagement Specialist, Data Clerk, and Attendance Committee

Title I:

2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Perceptions 3

Action Step 1 Details	Reviews			
<p>Action Step 1: The attendance committee will meet at the end of each six weeks to monitor current identified chronic attendance students and identify new students who's absences fall below the 90% attendance rate and implement the principal's plan. The committee will also ensure monitoring procedures are followed throughout the year (home visits, warm calls, electronic notifications, and restoration). Reports: Warning letters, every week), SART Letters (every 6 weeks), as well as attendance recovery reports (every 6 weeks)</p> <p>Intended Audience: Students with excessive absences</p> <p>Provider / Presenter / Person Responsible: Asst. Principal, Data Clerk, Family Engagement Specialist, Counselor, and the Attendance Committee</p> <p>Date(s) / Timeframe: On-going through May of 2025</p> <p>Collaborating Departments: Student Records and Parent Partnership</p> <p>Delivery Method: In-Person and On-line</p> <p>Funding Sources: Family Engagement Supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-153-30-510-000000-25F10 - \$1,740</p>	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: Students and Teachers</p> <p>Provider / Presenter / Person Responsible: Asst. Principal, Family Engagement and the Attendance Committee</p> <p>Date(s) / Timeframe: Every Six Weeks</p> <p>Collaborating Departments: Student Records and Parent Partnership</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Title 1 Supplies for instruction - TITLE I (211) - 211-11-6399-04E-153-30-510-000000-25F10 - \$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 1 Problem Statements:

Perceptions
<p>Problem Statement 3: According to the 2023-24 campus attendance data, the Pre-K through 5th grade chronic attendance rate has decreased to 12%, however it still remains above the campus goal of 10%. Root Cause: The campus did not consistently follow through with campus warning letters and SART meetings to inform parents of student attendance concerns and state requirements.</p>

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

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

Performance Objective 2: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 2% to 1% by May 2025.

Evaluation Data Sources: Focus Discipline Reports, Branching Mind Reports (MTSS), and Focus/Branching Minds Contacts & Notes

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

Strategy's Expected Result/Impact: The FOCUS Referral rate will decrease by 10% from 75 to 63 during the 2024-2025 school year

Staff Responsible for Monitoring: Asst. Principal and Character Building Committee

Title I:

2.5

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 3 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Utilize the campus student support team (Counselor and MHMR Navigator) to engage the staff in ongoing self-care activities and professional learning sessions supporting Student and Staff SEL. Intended Audience: Teachers Provider / Presenter / Person Responsible: Counselor, MHMR Navigator, and Administrators Date(s) / Timeframe: Every Six Weeks Collaborating Departments: Every Six Weeks: Delivery Method: In-Person and/or Virtual	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Utilize the campus student support team (Counselor and MHMR Navigator) to identify and support students who have experienced trauma by providing applicable strategies that will help the students regulate their emotions through guidance lessons, role playing, and nurturing groups.</p> <p>Intended Audience: Students and Teachers Provider / Presenter / Person Responsible: Counselor, MHMR Navigator, and Administrators Date(s) / Timeframe: On-going through May 2025 Collaborating Departments: Student Support Dept. Delivery Method: In-Person and/or Virtual</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Provided incentives for student meeting behavior and and academic goals by providing student incentives such as; certificates, awards, tangible prizes.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Administrators, Character building Committee, Campus Instructional Coach, and Family Engagement Specialist Date(s) / Timeframe: Each Six weeks Collaborating Departments: Students support and Parent Partnerships Delivery Method: In person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6499-04E-153-30-510-000000-25F10 - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: The counselor will attend on going professional development, including professional conferences, to support the social and emotional needs of students and staff.</p> <p>Intended Audience: Students and Teachers Provider / Presenter / Person Responsible: Counselor Date(s) / Timeframe: Monthly Collaborating Departments: Counseling Department and Student Support Services Delivery Method: In-Person and/or Virtual</p> <p>Funding Sources: - TITLE I (211) - 211-31-6411-04E-153-30-510-000000-25F10 - \$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 2 Problem Statements:

Demographics

Problem Statement 3: During the 2023-24 school year, there was a 54% increase in submitted office referrals when comparing the MOY discipline data (14% to 26%), with 93% of the referrals being written for African American students. **Root Cause:** Campus administrators have not provided adequate training on pedagogical classroom management practices to support new teachers on the campus for 3 years or less.

School Processes & Programs

Problem Statement 1: New teachers were not provided additional support outside of the normal campus instructional coaching timeframe, to support their growth in the use of district curriculum, technology resources, classroom management strategies, and instructional best practice. **Root Cause:** The campus administrators failed to consistently implement the new teacher support sessions (Chat and Chews) to enhance the instructional growth of new teachers outside of their standard instructional coaching cycles.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		Reading materials for library use	211-12-6329-04E-153-30-510-000000-25F10	\$2,400.00
1	3	2	1		Supplies and materials for instructional use	211-11-6399-04E-153-30-510-000000-25F10	\$18,414.00
1	3	3	1		Title I Teacher Assistant	211-11-6129-04E-153-30-510-000000-25F10	\$26,894.00
2	3	1	2		Subs for professional development	211-11-6112-0PD-153-30-510-000000-25F10	\$1,000.00
2	3	1	2		Extra duty pay for PD after hours	211-13-6116-0PD-153-30-510-000000-25F10	\$1,000.00
2	3	1	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-153-30-510-000000-25F10	\$6,000.00
4	1	1	2	Title 1 Supplies for instruction	Supplies and materials for instructional use	211-11-6399-04E-153-30-510-000000-25F10	\$7,000.00
4	2	1	3		Snacks or incentives for students	211-11-6499-04E-153-30-510-000000-25F10	\$5,000.00
4	2	1	4		Travel for Counselor (PD)	211-31-6411-04E-153-30-510-000000-25F10	\$500.00
Sub-Total							\$68,208.00
Budgeted Fund Source Amount							\$68,208.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Family Engagement Supplies	Supplies and materials for parental involvement	211-61-6399-04L-153-30-510-000000-25F10	\$1,740.00
Sub-Total							\$1,740.00
Budgeted Fund Source Amount							\$1,740.00
+/- Difference							\$0.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		INSTRUCTION FURN&EQUIP < \$5000	199-11-6398-XXX-153-11-313-000000-	\$600.00
1	3	1	2		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-153-11-313-000000-	\$3,150.00
1	3	1	2		INSTRUCTION EXTRA DUTY/OT - SUPPORT	199-11-6121-XXX-153-11-313-000000-	\$100.00
1	3	1	2		INSTRUCTION TECHNOLOGY < \$5000	199-11-6396-XXX-153-11-313-000000-	\$900.00
1	3	1	2		INSTRUCTION MISC CONTRACTED SERVICES	199-11-6299-XXX-153-11-313-000000-	\$4,500.00
Sub-Total							\$9,250.00
Budgeted Fund Source Amount							\$9,250.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2		GENERAL SUPPLIES		\$286.00
Sub-Total							\$286.00
Budgeted Fund Source Amount							\$286.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		GENERAL SUPPLIES		\$2,065.00
Sub-Total							\$2,065.00
Budgeted Fund Source Amount							\$2,065.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-153-24-313-000000-	\$3,795.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$3,795.00
Budgeted Fund Source Amount							\$3,795.00
+/- 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 - parent/community	199-61-6399-001-153-25-313-000000	\$1,043.00
Sub-Total							\$1,043.00
Budgeted Fund Source Amount							\$1,043.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	4	1		SCHOOL LEADERSHIP TECHNOLOGY < \$5000	199-23-6396-XXX-153-99-313-000000-	\$2,600.00
1	3	4	1		SCHOOL LEADERSHIP EXTRA DUTY/OT - SUPPORT	199-23-6121-XXX-153-99-313-000000-	\$800.00
1	3	4	1		SCHOOL LEADERSHIP GENERAL SUPPLIES	199-23-6399-XXX-153-99-313-000000-	\$2,000.00
1	3	4	1		SCHOOL LEADERSHIP MISC OPERATING COSTS	199-23-6499-XXX-153-99-313-000000-	\$1,000.00
1	3	4	1		SCHOOL LEADERSHIP TRAVEL - EMPLOYEE ONLY	199-23-6411-XXX-153-99-313-000000-	\$1,500.00
2	3	1	2		HEALTH SERVICE GENERAL SUPPLIES	199-33-6399-XXX-153-99-313-000000-	\$250.00
Sub-Total							\$8,150.00
Budgeted Fund Source Amount							\$8,150.00
+/- Difference							\$0.00
Grand Total Budgeted							\$94,537.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Grand Total Spent							\$94,537.00
+/- 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