

**Fort Worth Independent School District**  
**206 Bill J. Elliott Elementary School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

## Bill J. Elliott Elementary School Mission

To create a positive learning environment with a challenging and rigorous curriculum that fosters high expectations and success for all students.

# Vision

## **Bill J. Elliott Elementary School Vision**

All students will excel in Literacy by the third grade.

# Value Statement

## **Bill J. Elementary School Motto**

“Thrive In The Hive”

## Student Daily Affirmation

I will **B**e at school daily prepared to learn and allow others to learn

I will **E**xpect to have a good and safe day

I will **E**xceed expectations in my behavior and academics

I will **S**how pride in myself by the way I act and respect others

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# Comprehensive Needs Assessment

Revised/Approved: May 30, 2025

## Demographics

### Demographics Summary

Bill J. Elliott Elementary is a Title 1 campus. Comprised of about 354 students, PK-5th grade. This designation is based on the number of low-income students who are considered at-risk for school achievement. To be considered a Title 1 school, a minimum of 40% of the students must qualify for free or reduced lunch. At Elliott, 91% of our students qualify for free and reduced lunch. Our student population reflects 81% African American, 11% Hispanic, and 8% White and other.

As a Title 1 school we receive supplemental funding to ensure “that all children have fair, equal and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessment.” This funding is used school-wide to improve student achievement via the added services and programs.

Our staff is comprised of 16 classroom teachers, 3 specials teachers, 5 special education teachers, 1 dyslexia teacher, 9 teaching assistants, 1 instructional coaches, 1 librarian, 1 counselor, 1 social worker, 1 speech therapist, one LSSP, 1 nurse, parent liaison, and 2 administrators. Years of experience for teaching staff is as follows: 10 or more years:33.5% 5-9 years: 16% 1-4 years: 29% 0 years: 7% Demographics for teachers: African American: 45.2% Hispanic:1% White: 53.8%

### Demographics Strengths

Our campus strengths: 90% of Returning Teachers are Proficient or above in Domain 2.3. We've increased the quantity of Early Childhood Learning Pre-K 3 and Pre-K 4 Classrooms. We have an established Parent Teacher Association (35 years). Our daily attendance rate remains above 90%.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Teachers have difficulty improving their implementation of different teaching strategies and integrating skills from the Science of Teaching and Reading. **Root Cause:** The lack of professional development centered around effective instructional practice for African American male students.

**Problem Statement 2 (Prioritized):** Data revealed 45% of teachers felt students are given limited opportunities to learn about people from different races, ethnicities, or cultures. **Root Cause:** Limited Professional Learning provided focusing on utilizing culturally responsive teaching strategies.

# Student Learning

## Student Learning Summary

Bill J. Elliott is a B-rated campus. Students have consistently demonstrated achievement in areas of instruction. Professional development in the 2022-23 school year included: Internalization of Literacy and Math curriculum. A deep dive into the new Instructional and Literacy Framework developed by FWISD, vertical groups were formed that analyzed the lowest-performing TEKS across grade levels for literacy and math, and a weekly PLC'a was held. At the end of this year-long focus on understanding the internalization of the Literacy and Math curriculum along with the Instructional and Literacy Framework, classroom walk-throughs demonstrate greater evidence of fidelity to the lesson cycle and gradual release of instruction. Teachers demonstrate a greater proficiency with explicit modeling and use of process steps during the literacy and math block, teachers feel more comfortable moving between the Four Fundamentals of Literacy Instruction. Teachers continue to ask for additional strategies for consistently providing instruction at the level of rigor for the TEKS. During the 2022-2023 school year, with the loss of interim assessments, the campus continued looking for ways to strengthen the assessment/data analysis/ instructional planning process. 2022-2023 EOY MAPS Data: Only 49% of students met projected growth on the reading EOY MAPS data. Subgroup data reflected: 47% AA, 59% Hispanic, 50% White 49% Economically Disadvantaged, 56% Special Education. Only 50% of students met projected growth on the math EOY MAPS data. Subgroup data reflected: 38% Hispanic, 50% AA, 75% White 50% Economically Disadvantaged, 42% ELL, 44% Special Education TX-KEA Kindergarten Category Percentage of students on track Letter Names 63% Letter Sounds 75% Vocabulary 73% Math 47% Circle Progress Monitoring Category Percentage of students on track Early Writing 96% Phonological Awareness 79% Math 92%

## Student Learning Strengths

Campus Strengths: Received an Overall "B" rating for the 2021-2022 from TEA. 92% of 4th-grade students met or exceeded student progress on the 2022 Reading STAAR. 95% of 4th-grade students met or exceeded student progress on the 2022 Math STAAR. K-5 grade classrooms students met or exceeded projected growth on EOY reading MAPS. K-5 Students complete Core 5 Lexia usage daily. Every student has access to a device.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Only 41% of 3rd-grade students scored at Approaches or above on the 2022 STAAR Math. **Root Cause:** Limited professional learning on delivery of instruction focusing on content-deepening with high-leverage math TEKS.

**Problem Statement 2 (Prioritized):** MOY MAPS Reading data indicates that only 39% of African American 3rd-grade male students met their projected RIT score which is 36% lower than AA 3rd grade female students. **Root Cause:** The lack of professional development centered around effective instructional practice for African American male students.

# School Processes & Programs

## School Processes & Programs Summary

For the 2022-2023 school year, stakeholders identified 3 areas of focus; campus data, teacher quality, and student progress. To support the 3 rocks we ensured teachers prepared standard-aligned daily lesson plans, we provided PLCs that were aligned with instructional needs identified by teachers and campus data trends and tracked students' mastery and progress of standards. Teachers utilize the curriculum framework to ensure alignment with state standards while following the literacy instructional framework and the lesson structure to deliver effective instruction. To provide academic support to struggling students and identify needs for additional support the MTSS process is followed with fidelity. We participated in the first cohort in the implementation of the district's new gifted and talented model. Our teacher retention rate is high, we've only had two teachers leave our campus in the last 3 years. We've implemented a new teacher mentorship program to support new (0-1) teachers. Our data showed 97% of teachers feel they have an inviting work environment and 97% found feedback and coaching thorough, useful, and supportive. Instructional Coaches were assigned to primary and intermediate grade levels to provide targeted support. Over the past three years, we have increased opportunities for students to lead on campus through an active student council, safety patrol, student spelling bee club, and house system. Student engagement and student voice have been a campus-wide focus.

## School Processes & Programs Strengths

Our current strengths are: PLCs are specific and targeted based on campus data trends. 100% of teachers have participated in targeted professional development targeting lesson planning, unpacking standards, and utilizing data to drive instruction. Two instructional coaches supporting 90% of teachers in primary and intermediate grade levels. Content Coach support. 1 to 1 technology. FWCP focusing on Early Literacy. Implementation of the House System.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Only 44% of 3-5 grade students scored at MEETS or above on 2022 STAAR Reading **Root Cause:** Limited time and focus spent on using complex text using scaffolding techniques to support reading tier 1 instruction.

**Problem Statement 2 (Prioritized):** Only 18% of our campus population is identified with dyslexia and Special Education which is 20% lower than the state-estimated total of 38% for our campus population. **Root Cause:** Lack of an efficient system to understand, identify and monitor the progress of special education and dyslexia students.

# Perceptions

## Perceptions Summary

Bill J. Elliot Elementary School Vision: All students will be reading on or above grade level by 3rd grade Bill J. Elliott Elementary School Mission: To create a positive learning environment with a challenging and rigorous curriculum that fosters high expectations and success for all students. Bill J. Elementary School Motto: “Thrive In The Hive” Student Daily Affirmation: I will Be at school daily prepared to learn and allow others to learn I will Expect to have a good and safe day I will Exceed expectations in my behavior and academics I will Show pride in myself by the way I act and respect others. Data revealed: 92% of students have a teacher or other adult from school who they can count on to help them, no matter what. 86% of students feel respected by their teachers. 97% of teachers feel they have an inviting work environment. Implementation of PBIS, and restorative practices helped decrease discipline on our campus 29 office referrals in 2020-2021 to less than 10 in 2021-2022 with no out-of-school suspensions. To increase community relationships we have partnered with MHMR porch visits providing families with immediate support and resources.

## Perceptions Strengths

Our campus strengths: Low school suspensions Positive Behavior Interventions and Supports Positive Parent-Teacher, Teacher-Student, and Administrative Teacher Relationships Engagement events for parents supporting instruction and wellness Parent-Teacher Association (over 100 members) 97% of teachers and staff find BJE an inviting work environment 92% of students feel supported at school.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** According to Branching Minds, 55% of 3rd- 5th-grade male students felt a sense of belonging compared to 67% of female students. **Root Cause:** The lack of professional development centered around social-emotional practices for developing relationships with African American male students.

**Problem Statement 2 (Prioritized):** According to Branching Minds, 38% of 3rd -5th-grade students can regulate their emotions which is 5% less than the 43% average of the district. **Root Cause:** Limited professional learning focusing on social-emotional learning provided to staff. Limited social-emotional support for 3rd- 5th grade students targeting regulating emotions.

# Priority Problem Statements

**Problem Statement 1:** MOY MAPS Reading data indicates that only 39% of African American 3rd-grade male students met their projected RIT score which is 36% lower than AA 3rd grade female students.

**Root Cause 1:** The lack of professional development centered around effective instructional practice for African American male students.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Only 41% of 3rd-grade students scored at Approaches or above on the 2022 STAAR Math.

**Root Cause 2:** Limited professional learning on delivery of instruction focusing on content-deepening with high-leverage math TEKS.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Only 44% of 3-5 grade students scored at MEETS or above on 2022 STAAR Reading

**Root Cause 3:** Limited time and focus spent on using complex text using scaffolding techniques to support reading tier 1 instruction.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Teachers have difficulty improving their implementation of different teaching strategies and integrating skills from the Science of Teaching and Reading.

**Root Cause 4:** The lack of professional development centered around effective instructional practice for African American male students.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Data revealed 45% of teachers felt students are given limited opportunities to learn about people from different races, ethnicities, or cultures.

**Root Cause 5:** Limited Professional Learning provided focusing on utilizing culturally responsive teaching strategies.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Only 18% of our campus population is identified with dyslexia and Special Education which is 20% lower than the state-estimated total of 38% for our campus population.

**Root Cause 6:** Lack of an efficient system to understand, identify and monitor the progress of special education and dyslexia students.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** According to Branching Minds, 55% of 3rd- 5th-grade male students felt a sense of belonging compared to 67% of female students.

**Root Cause 7:** The lack of professional development centered around social-emotional practices for developing relationships with African American male students.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** According to Branching Minds, 38% of 3rd -5th-grade students can regulate their emotions which is 5% less than the 43% average of the district.



**Root Cause 8:** Limited professional learning focusing on social-emotional learning provided to staff. Limited social-emotional support for 3rd- 5th grade students targeting regulating emotions.

**Problem Statement 8 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- T-TESS data

**Parent/Community Data**

- Parent engagement rate

**Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: May 30, 2025

## 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 69% to 85\_\_% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from NA\_\_% to NA\_\_% 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 70\_\_% to \_85\_% by May 2025.

**Strategy 1:** Ensure PLC's are regularly scheduled to actively develop engaging rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

**Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administration





**Title I:**

2.4, 2.5, 2.6

**- ESF Levers:**

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

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide Professional Learning Opportunities to PK teachers focused on developmentally appropriate phonologically awareness performance tasks and differentiated activities.</p> <p><b>Intended Audience:</b> PK teachers and PK assistants</p> <p><b>Provider / Presenter / Person Responsible:</b> Early Learning Specialist, Instructional Coaches, Leadership Team, and Teachers</p> <p><b>Date(s) / Timeframe:</b> Aug.2024- May. 2025</p> <p><b>Collaborating Departments:</b> Early Learning Department</p> <p><b>Delivery Method:</b> Professional Learning</p> <p><b>Funding Sources:</b> - UNDISTRIBUTED (199 PIC 99) - 199-13-6399-XXX-206-99-313-000000- - \$1,260</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:** 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

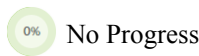
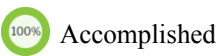
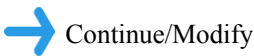

**Staff Responsible for Monitoring:** Staff Responsible for Monitoring: Leadership Team, Instructional Coaches, Teacher, Teaching and Learning Dept.

**Title I:**  
2.4, 2.5, 2.6

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

**Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b>            Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Creative Curriculum, Amplify, Reading Academies, and Core 5) by November 30, 2024 (Fall Semester) and March 1, 2025. Track and monitor enrollment, attendance, and module progress of Reading Academies to ensure 100% of teachers/staff are on track for completion each month, and request a plan for catching up for each participant who is off track with module progression. By August 25, 2024 develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Creative Curriculum, Amplify, Reading Academies, and Core 5 and share observation cycle with staff with a goal of 100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2025</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> ILT/Content Coaches  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> Leading and Learning  <b>Delivery Method:</b> Professional Learning</p> <p><b>Funding Sources:</b> - TITLE I (211) - 211-11-6399-04E-206-30-510-000000-25F10 - \$7,756.60, - TITLE I (211) - 211-12-6329-04E-206-30-510-000000-25F10 - \$1,978</p>	Formative		Summative	
	Nov	Jan	Mar	June

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Data revealed 45% of teachers felt students are given limited opportunities to learn about people from different races, ethnicities, or cultures. <b>Root Cause:</b> Limited Professional Learning provided focusing on utilizing culturally responsive teaching strategies.</p>
Student Learning
<p><b>Problem Statement 1:</b> Only 41% of 3rd-grade students scored at Approaches or above on the 2022 STAAR Math. <b>Root Cause:</b> Limited professional learning on delivery of instruction focusing on content-deepening with high-leverage math TEKS.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Only 44% of 3-5 grade students scored at MEETS or above on 2022 STAAR Reading <b>Root Cause:</b> Limited time and focus spent on using complex text using scaffolding techniques to support reading tier 1 instruction.</p>

**Goal 1: Early Literacy**

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

**Performance Objective 2:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 46% to 65% 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 NA% to NA% 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 46% to 65% by May 2025.

**Strategy 1:** Ensure PLC's are regularly scheduled to actively develop engaging rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

**Staff Responsible for Monitoring:** Staff Responsible for Monitoring: Teachers, Administration Leadership Team, Instructional Coaches

**Title I:**

2.4, 2.5, 2.6

**- ESF Levers:**

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

**- Targeted Support Strategy**

**Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide Professional Learning Opportunities to K -3rd-grade teachers focused on researched-based strategies targeting foundational skills (vocabulary, phonic awareness, phonics, listening comprehension). <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Content Coaches, Instructional Coaches, Leadership Team, and Teachers <b>Date(s) / Timeframe:</b> Aug. 2024- May. 2025 <b>Collaborating Departments:</b> Leading and Learning <b>Delivery Method:</b> Professional Learning Community (Grade Level/Content/CampusWide)  <b>Funding Sources:</b> - UNDISTRIBUTED (199 PIC 99) - 199-13-6399-XXX-206-99-313-000000- - \$800, - TITLE I (211) - 211-11-6129-04E-206-30-510-000000-25F10 - \$26,983	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 2:** 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:** High-quality Tier 1 instruction that results in high student achievement and progress for all students.

**Staff Responsible for Monitoring:** Administration Leadership Team, Instructional Coaches, Teachers

**Title I:**

2.4, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Embedded in the Master Schedule teachers will be provided time to participate in collaboration with colleagues, instructional coaches, and the leadership team.</p> <p><b>Intended Audience:</b> Teachers, Support Staff</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, Instructional Coaches, Leadership Team</p> <p><b>Date(s) / Timeframe:</b> Aug. 2024-May 2025</p> <p><b>Collaborating Departments:</b> Leading and Learning, Network 4 Schools (Teachers, Leadership Teams)</p> <p><b>Delivery Method:</b> Weekly Professional Learning, Campus-Based PL, District PL</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Teachers have difficulty improving their implementation of different teaching strategies and integrating skills from the Science of Teaching and Reading.</p> <p><b>Root Cause:</b> The lack of professional development centered around effective instructional practice for African American male students.</p>



### Student Learning

**Problem Statement 1:** Only 41% of 3rd-grade students scored at Approaches or above on the 2022 STAAR Math. **Root Cause:** Limited professional learning on delivery of instruction focusing on content-deepening with high-leverage math TEKS.

**Problem Statement 2:** MOY MAPS Reading data indicates that only 39% of African American 3rd-grade male students met their projected RIT score which is 36% lower than AA 3rd grade female students. **Root Cause:** The lack of professional development centered around effective instructional practice for African American male students.

### School Processes & Programs

**Problem Statement 1:** Only 44% of 3-5 grade students scored at MEETS or above on 2022 STAAR Reading **Root Cause:** Limited time and focus spent on using complex text using scaffolding techniques to support reading tier 1 instruction.

### Perceptions

**Problem Statement 1:** According to Branching Minds, 55% of 3rd- 5th-grade male students felt a sense of belonging compared to 67% of female students. **Root Cause:** The lack of professional development centered around social-emotional practices for developing relationships with African American male students.

**Goal 1: Early Literacy**

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

**Performance Objective 3:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 47% to 70% 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 NA% to NA% 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 42% to 70% by May 2025.

**Strategy 1:** Ensure PLC's are regularly scheduled to actively develop engaging rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

**Staff Responsible for Monitoring:** Staff Responsible for Monitoring: Teachers, Administration, Instructional Coaches.





**Title I:**

2.4, 2.5, 2.6

**- ESF Levers:**

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

**Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Embedded in the Master Schedule teachers will be provided time to participate in collaboration with colleagues, instructional coaches, and the leadership team.</p> <p><b>Intended Audience:</b> Teachers, Support Staff</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, Instructional Coaches, Leadership Team</p> <p><b>Date(s) / Timeframe:</b> Aug. 2024-May 2025</p> <p><b>Collaborating Departments:</b> Leading and Learning, Network 4 Schools (Teachers, Leadership Teams)</p> <p><b>Delivery Method:</b> Weekly Professional Learning, Campus-Based PL, District PL</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:** 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:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading.

**Staff Responsible for Monitoring:** Administration Leadership Team, Instructional Coaches

**Title I:**

2.4, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b>            Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Creative Curriculum, Amplify, Reading Academies, and Core 5) by November 30, 2024 (Fall Semester) and February 28, 2025.            Track and monitor enrollment, attendance, and module progress of Reading Academies to ensure 100% of teachers/staff are on track for completion each month, and request a plan for catching up for each participant who is off track with module progression.            By August 26, 2024 develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Creative Curriculum, Amplify, Reading Academies, and Core 5 and share observation cycle with staff with a goal of 100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2025.  <b>Provider / Presenter / Person Responsible:</b> ILT/Content Coaches  <b>Date(s) / Timeframe:</b> Aug. 2024-May 2025  <b>Collaborating Departments:</b> Leading and Learning  <b>Delivery Method:</b> In-person Professional Learning (Campus, District, Pyramid)   <b>Funding Sources:</b> - SPED (199 PIC 23) - \$1,000, - BASIC (199 PIC 11) - 199-11-6399-XXX-206-11-313-000000- - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Strategy 3:** Assess training needs for the use of electronic resources and processes for campuses on procedures for MTSS, dyslexia, 504 referrals, referrals for FIEs in order to expand professional learning offerings.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten through Grade 5 Special Education students who meet or exceed projected growth on MAP

Growth Reading

**Staff Responsible for Monitoring:** ILT/Counselor/Sped. Team

**Title I:**

2.4, 2.6

**- TEA Priorities:**


Build a foundation of reading and math


**- ESF Levers:**


Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> All Special Education teachers are trained in the programs recommended by the special education department such as; Don Johnston Accessibility Tools and GoalBook Toolkit. All Teachers receive professional learning on strategies to support students with accommodations.</p> <p><b>Intended Audience:</b> Teachers/ILT</p> <p><b>Provider / Presenter / Person Responsible:</b> Special Education/ILT</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Special Education</p> <p><b>Delivery Method:</b> Professional Learning</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-206-24-313-000000- - \$1,500, - SPED (199 PIC 23) - \$2,057</p>	Formative		Summative	
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Strategy 4:** Establish a data-driven culture that tracks, analyzes, and responds to students academic needs by engaging staff, students, and families.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English.

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.</p> <p><b>Intended Audience:</b> All stakeholders</p> <p><b>Provider / Presenter / Person Responsible:</b> ILT/Teachers</p> <p><b>Date(s) / Timeframe:</b> August-May</p> <p><b>Collaborating Departments:</b> ADQ, Lexia, Dreambox</p> <p><b>Delivery Method:</b> In-Person PL</p> <p><b>Funding Sources:</b> - BASIC (199 PIC 11) - 199-11-6399-XXX-206-11-313-000000- - \$2,860, - SCE (199 PIC 24) - 199-11-6116-001-206-24-313-000000- - \$2,010</p>	Formative		Summative	
	Nov	Jan	Mar	June

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Teachers have difficulty improving their implementation of different teaching strategies and integrating skills from the Science of Teaching and Reading. <b>Root Cause:</b> The lack of professional development centered around effective instructional practice for African American male students.</p>
<p><b>Problem Statement 2:</b> Data revealed 45% of teachers felt students are given limited opportunities to learn about people from different races, ethnicities, or cultures. <b>Root Cause:</b> Limited Professional Learning provided focusing on utilizing culturally responsive teaching strategies.</p>
Student Learning
<p><b>Problem Statement 2:</b> MOY MAPS Reading data indicates that only 39% of African American 3rd-grade male students met their projected RIT score which is 36% lower than AA 3rd grade female students. <b>Root Cause:</b> The lack of professional development centered around effective instructional practice for African American male students.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Only 44% of 3-5 grade students scored at MEETS or above on 2022 STAAR Reading <b>Root Cause:</b> Limited time and focus spent on using complex text using scaffolding techniques to support reading tier 1 instruction.</p>
<p><b>Problem Statement 2:</b> Only 18% of our campus population is identified with dyslexia and Special Education which is 20% lower than the state-estimated total of 38% for our campus population. <b>Root Cause:</b> Lack of an efficient system to understand, identify and monitor the progress of special education and dyslexia 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 85\_\_% 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 87\_\_% to 97\_% by May 2025.

**Strategy 1:** Develop the capacity of PK-5 teachers to Improve Tier 1 Math instruction using the district-approved curriculum to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math, and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust and check for understanding at a rigorous level during the instructional process

**Staff Responsible for Monitoring:** Leadership Team, Early Learning, Instructional Coaches, Teachers

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> By August 30, 2024 develop a system/cycle of observation and feedback of Math Instruction aligned to Eureka Math and Creative curriculum and share the observation cycle with staff with a goal of 100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2025.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> ILT/Content Coaches  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> Leading and Learning  <b>Delivery Method:</b> Professional Learning</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 2:** Improve Tier 1 Math instruction using Creative Curriculum, Eureka Math to focus on math fluency and

concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Staff Responsible for Monitoring:** Leadership Team, Instructional Coaches, Early Learning, Teachers

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**


Build a foundation of reading and math

**- ESF Levers:**


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

**Problem Statements:** Demographics 2 - Student Learning 1


Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> By August 30, 2024 develop a system/cycle of observation and feedback of Math Instruction aligned to Eureka Math and Creative curriculum and share the observation cycle with staff with a goal of 100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2025.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> ILT/content coaches/teachers  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> Leading and Learning  <b>Delivery Method:</b> Professional Learning</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Data revealed 45% of teachers felt students are given limited opportunities to learn about people from different races, ethnicities, or cultures. <b>Root Cause:</b> Limited Professional Learning provided focusing on utilizing culturally responsive teaching strategies.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Only 41% of 3rd-grade students scored at Approaches or above on the 2022 STAAR Math. <b>Root Cause:</b> Limited professional learning on delivery of instruction focusing on content-deepening with high-leverage math TEKS.</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 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 85% 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 85% to 90% by May 2025.

**Strategy 1:** Improve Tier 1 Math instruction using Creative Curriculum, Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on Math MAP Growth.

**Staff Responsible for Monitoring:** Leadership Team, Instructional Coaches, Early Learning, Teachers

**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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1


Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> By August 30, 2024 develop a system/cycle of observation and feedback of Math Instruction aligned to Eureka Math and Creative curriculum and share the observation cycle with staff with a goal of 100% of teachers achieving. Proficient in TTESS Dimensions 2 and 3 by May 2025.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> ILT/Content Coaches  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> Leading and Learning  <b>Delivery Method:</b> Professional Learning</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue



**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Only 41% of 3rd-grade students scored at Approaches or above on the 2022 STAAR Math. **Root Cause:** Limited professional learning on delivery of instruction focusing on content-deepening with high-leverage math TEKS.

**Goal 2: Early Math**

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

**Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 55\_\_% to \_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 \_54\_% to 85\_\_% by May 2025.

**Strategy 1:** Develop the capacity of PK-5 teachers to Improve Tier 1 Math instruction using the district-approved curriculum to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math, and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on Math MAP Growth.

**Staff Responsible for Monitoring:** ILT, Teachers

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**


Build a foundation of reading and math


**- ESF Levers:**


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


**Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> By August 30, 2024 develop a system/cycle of observation and feedback of Math Instruction aligned to Eureka Math and Creative curriculum and share the observation cycle with staff with a goal of 100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2025.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> ILT/Content Coaches  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> Leading and Learning  <b>Delivery Method:</b> Professional Learning</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Teachers have difficulty improving their implementation of different teaching strategies and integrating skills from the Science of Teaching and Reading. <b>Root Cause:</b> The lack of professional development centered around effective instructional practice for African American male students.
<b>Student Learning</b>
<b>Problem Statement 1:</b> Only 41% of 3rd-grade students scored at Approaches or above on the 2022 STAAR Math. <b>Root Cause:</b> Limited professional learning on delivery of instruction focusing on content-deepening with high-leverage math TEKS. <b>Problem Statement 2:</b> MOY MAPS Reading data indicates that only 39% of African American 3rd-grade male students met their projected RIT score which is 36% lower than AA 3rd grade female students. <b>Root Cause:</b> The lack of professional development centered around effective instructional practice for African American male students.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Only 44% of 3-5 grade students scored at MEETS or above on 2022 STAAR Reading <b>Root Cause:</b> Limited time and focus spent on using complex text using scaffolding techniques to support reading tier 1 instruction. <b>Problem Statement 2:</b> Only 18% of our campus population is identified with dyslexia and Special Education which is 20% lower than the state-estimated total of 38% for our campus population. <b>Root Cause:</b> Lack of an efficient system to understand, identify and monitor the progress of special education and dyslexia students.

**Goal 3: CCMR**

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

**Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 28\_\_% to 48\_\_% 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 30\_\_% to \_50\_% by May 2025.

**Strategy 1:** Special Programs will develop reports to identify early warning indicators- including consecutive attendance issues. District and campus staff will also increase inter-department communication at both the campus and district levels to work together to provide wrap-around services to students who are at risk

**Staff Responsible for Monitoring:** ILT/Counselor

**Title I:**





2.4, 2.5, 2.6

**- ESF Levers:**

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

**Problem Statements:** Perceptions 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Special Programs staff will review student data regularly to identify students at risk and notify campus personnel of appropriate services. Campuses should develop teams (counselors, administrators, intervention specialists, etc.) to review attendance, discipline, and grades for students coded as Homeless/Foster at least once per six weeks and provide campus-level interventions and community referrals when necessary.</p> <p><b>Intended Audience:</b> Teachers/ILT</p> <p><b>Provider / Presenter / Person Responsible:</b> ILT/ Special Programs staff</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> GT/SPED/ESL</p> <p><b>Delivery Method:</b> Professional learning</p> <p><b>Funding Sources:</b> - GT (199 PIC 21) - \$302, - BASIC (199 PIC 11) - 199-11-6399-XXX-206-11-313-000000- - \$5,000, - BEA (199 PIC 25) - 199-11-6399-001-206-25-313-000000 - \$300</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide Professional Learning on Core 5 data analysis and specific instructional actions that align with student needs. Monitor teacher and student use of all components of Lexia Core 5.</p> <p><b>Intended Audience:</b> ILT/Teachers/Students  <b>Provider / Presenter / Person Responsible:</b> ILT, Lexie Core 5 personnel  <b>Date(s) / Timeframe:</b> Aug.2024-May 2025  <b>Collaborating Departments:</b> Lexia  <b>Delivery Method:</b> Professional Learning</p> <p><b>Funding Sources:</b> - BASIC (199 PIC 11) - 199-11-6399-XXX-206-11-313-000000- - \$2,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> According to Branching Minds, 55% of 3rd- 5th-grade male students felt a sense of belonging compared to 67% of female students. <b>Root Cause:</b> The lack of professional development centered around social-emotional practices for developing relationships with African American male students.</p> <p><b>Problem Statement 2:</b> According to Branching Minds, 38% of 3rd -5th-grade students can regulate their emotions which is 5% less than the 43% average of the district. <b>Root Cause:</b> Limited professional learning focusing on social-emotional learning provided to staff. Limited social-emotional support for 3rd- 5th grade students targeting regulating emotions.</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 21\_\_% to 50\_\_% 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 50\_\_% by May 2025.

**Strategy 1:** Improve the quality of Tier I instruction by developing the capacity of PK - 5th grade teachers to implement district curriculum, and approved resources, by engaging in continuous professional learning in Eureka Math.

**Strategy's Expected Result/Impact:** Increase the percentage of K-5 students that met or exceed expected MAP Math growth.

**Staff Responsible for Monitoring:** ILT/Teachers

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


**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> By August 25, 2024 develop a system/cycle of observation and feedback of math instruction aligned to Eureka Math Curriculum utilizing FWISD Lesson Structure. Ensure the focus of at least 70% of math PLCs focus on unit internalization, lesson internalization, planning, practice, and feedback for Eureka Math.</p> <p><b>Intended Audience:</b> Teachers/ILT  <b>Provider / Presenter / Person Responsible:</b> ILT/Content Coaches  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> Leading and Learning  <b>Delivery Method:</b> Professional Learning</p> <p><b>Funding Sources:</b> - BASIC (199 PIC 11) - 199-11-6399-XXX-206-11-313-000000- - \$2,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Only 41% of 3rd-grade students scored at Approaches or above on the 2022 STAAR Math. **Root Cause:** Limited professional learning on delivery of instruction focusing on content-deepening with high-leverage math TEKS.

**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 24\_\_% 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 24\_\_% to \_10\_% by May 2025.

**Strategy 1:** Align and leverage programs, resources, and systems of support to improve daily attendance, improve response to discipline, increase parent/school engagement and improve outcomes on community/student/staff surveys.

**Strategy's Expected Result/Impact:** Improved campus culture

**Staff Responsible for Monitoring:** ILT, FES, Specific School Committees

**Title I:**

2.5, 2.6, 4.2

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**


Lever 2: Strategic Staffing, Lever 3: Positive School Culture


**Problem Statements:** Perceptions 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Campus Attendance Committee (CAC) reviews all students below 90% threshold every six weeks, By September 6, identify members, form SST, and outline routine meeting schedule dates/times. By October 18, convene initial SST meeting and develop Student Support Plans (SSP) for students including alternative behavioral interventions and supports to office referrals.</p> <p><b>Intended Audience:</b> Faculty/Students/Parents <b>Provider / Presenter / Person Responsible:</b> Teachers/ILT/Staff <b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Funding Sources:</b> - TITLE I (211) - 211-61-6129-04L-206-30-510-000000-25F10 - \$32,604, - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-206-30-510-000000-25F10 - \$860, - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-206-30-510-000000-25F10 - \$800</p>	Formative		Summative	
	Nov	Jan	Mar	June



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Perceptions**

**Problem Statement 1:** According to Branching Minds, 55% of 3rd- 5th-grade male students felt a sense of belonging compared to 67% of female students. **Root Cause:** The lack of professional development centered around social-emotional practices for developing relationships with African American male students.

**Problem Statement 2:** According to Branching Minds, 38% of 3rd -5th-grade students can regulate their emotions which is 5% less than the 43% average of the district. **Root Cause:** Limited professional learning focusing on social-emotional learning provided to staff. Limited social-emotional support for 3rd- 5th grade students targeting regulating emotions.

**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   1   to   0   by May 2025.

**Strategy 1:** Convene Student Support Team (SST) to review students with a high number of referrals, assign caseload to relevant staff to provide follow-up support based on the SST Protocol

**Strategy's Expected Result/Impact:** Decrease the number of discipline referrals by school personnel for African American students.

**Staff Responsible for Monitoring:** Principal/AP/Counselor/Social Worker

**Title I:**

2.6, 4.1, 4.2





**- TEA Priorities:**

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

**- ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Perceptions 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> By September 20 convene initial SST meeting and develop Student Support Plans (SSP) for students including alternative behavioral interventions and supports to office referrals.</p> <p><b>Intended Audience:</b> ILT/Support staff/CPI Team</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal/AP/Counselor/Social Worker</p> <p><b>Date(s) / Timeframe:</b> September 2024-May 2025</p> <p><b>Collaborating Departments:</b> Student Support Services</p> <p><b>Delivery Method:</b> Professional Learning</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:**

## Perceptions

**Problem Statement 1:** According to Branching Minds, 55% of 3rd- 5th-grade male students felt a sense of belonging compared to 67% of female students. **Root Cause:** The lack of professional development centered around social-emotional practices for developing relationships with African American male students.

**Problem Statement 2:** According to Branching Minds, 38% of 3rd -5th-grade students can regulate their emotions which is 5% less than the 43% average of the district. **Root Cause:** Limited professional learning focusing on social-emotional learning provided to staff. Limited social-emotional support for 3rd- 5th grade students targeting regulating emotions.

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1		Reading materials for library use	211-12-6329-04E-206-30-510-000000-25F10	\$1,978.00
1	1	2	1		Supplies and materials for instructional use	211-11-6399-04E-206-30-510-000000-25F10	\$7,756.60
1	2	1	1		Title I Teacher Assistant	211-11-6129-04E-206-30-510-000000-25F10	\$26,983.00
4	1	1	1		Family Engagement Specialist	211-61-6129-04L-206-30-510-000000-25F10	\$32,604.00
<b>Sub-Total</b>							\$69,321.60
<b>Budgeted Fund Source Amount</b>							\$69,321.60
<b>+/- Difference</b>							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1		Snacks for parents to promote participation	211-61-6499-04L-206-30-510-000000-25F10	\$860.00
4	1	1	1		Supplies and materials for parental involvement	211-61-6399-04L-206-30-510-000000-25F10	\$800.00
<b>Sub-Total</b>							\$1,660.00
<b>Budgeted Fund Source Amount</b>							\$1,660.00
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1		INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-206-11-313-000000-	\$5,000.00
1	3	4	1		INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-206-11-313-000000-	\$2,860.00
3	1	1	1		INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-206-11-313-000000-	\$5,000.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2		INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-206-11-313-000000-	\$2,500.00
3	2	1	1		INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-206-11-313-000000-	\$2,500.00
<b>Sub-Total</b>							\$17,860.00
<b>Budgeted Fund Source Amount</b>							\$17,860.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		GENERAL SUPPLIES		\$302.00
<b>Sub-Total</b>							\$302.00
<b>Budgeted Fund Source Amount</b>							\$302.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1		GENERAL SUPPLIES		\$1,000.00
1	3	3	1		GENERAL SUPPLIES		\$2,057.00
<b>Sub-Total</b>							\$3,057.00
<b>Budgeted Fund Source Amount</b>							\$3,057.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	3	1		Supplies and materials for instructional use	199-11-6399-001-206-24-313-000000-	\$1,500.00
1	3	4	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-206-24-313-000000-	\$2,010.00
<b>Sub-Total</b>							\$3,510.00
<b>Budgeted Fund Source Amount</b>							\$3,510.00

SCE (199 PIC 24)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							<b>+/- Difference</b>	\$0.00
BEA (199 PIC 25)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
3	1	1	1		Supplies and materials - instruction	199-11-6399-001-206-25-313-000000	\$300.00	
							<b>Sub-Total</b>	\$300.00
							<b>Budgeted Fund Source Amount</b>	\$300.00
							<b>+/- Difference</b>	\$0.00
UNDISTRIBUTED (199 PIC 99)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	1	1	1		STAFF DEVELOPMENT   GENERAL SUPPLIES	199-13-6399-XXX-206-99-313-000000-	\$1,260.00	
1	2	1	1		STAFF DEVELOPMENT   GENERAL SUPPLIES	199-13-6399-XXX-206-99-313-000000-	\$800.00	
							<b>Sub-Total</b>	\$2,060.00
							<b>Budgeted Fund Source Amount</b>	\$2,060.00
							<b>+/- Difference</b>	\$0.00
							<b>Grand Total Budgeted</b>	\$98,070.60
							<b>Grand Total Spent</b>	\$98,070.60
							<b>+/- Difference</b>	\$0.00

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024