

Fort Worth Independent School District
045 Leadership Academy at Forest Oak 7th And 8th Grade
2024-2025 Campus Improvement Plan



Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning.

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Comprehensive Needs Assessment

Revised/Approved: April 12, 2024

Demographics

Demographics Summary

The Leadership Academy at Forest Oak 7/8 enrollment consists of 768 students. The demographics consists of 63% Hispanic, 30% African American, and 3% White/Other. The attendance is 89.1%. Student discipline consists of 451 referrals which is 36% of students. 12% of students are enrolled in special education. About 20% of teachers are new to the campus while others have been with LAN for more years. The teacher-student ratios are 15.6

Demographics Strengths

Diversity is present for both staff and students at the Leadership Academy at Forest Oak 7/8. Diversity is celebrated and represented across the campus. The ethnic backgrounds are consistent with the previous years and continue to increase with the Hispanic population. The At-risk numbers are consistent. The campus monitors student group data and continues accelerating student group achievement. The campus has shown evidence of student growth by student groups in both reading and math achievement. Leadership Academy at Forest Oak 7/8 is a thriving neighborhood school serving all students to the highest potential.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus has seen 36% of students enrolled receive referrals. A total of 451 referrals. **Root Cause:** Students lack social and emotional support and react to challenges without the emotional tools needed.

Problem Statement 2 (Prioritized): Only 10% of African American students are on meets grade level on math per Spring 2024 Benchmark **Root Cause:** Students have large instructional gaps in math

Student Learning

Student Learning Summary

In MOY MAP 2023 Math:

- Grade 8 showed a large decline from last year in both achievement and growth (from 66% Approaches to 39% Approaches)
- Grade 7 Math had an increase in percent projected at Approaches (from 45% to 51%), though a smaller percentage met their growth projection
- Though there was a decrease in growth from last year, LAFO had higher growth than comparison campuses for all grades and contents
- Math, in particular, saw a decrease in achievement relative to MOY last year
 - 55% App > 45% App
 - 15% Meets > 8% Meets
 -
- Decreases were mainly seen in grade 8 Math achievement; Grade 8 Approaches decreased -27% points from prior year (from 66% to 39%); neither comparison saw declines that great
- That said, Grade 8 Math growth was higher than in comparisons schools

In MOY MAP 2023 Reading:

- All grade levels saw at least some increase in percent of students meeting growth projections relative to last year, with an especially large gain at Grade 7 (+13% points)
- LAFO was among the top percentage in District performance for MAP Growth
- In Reading, achievement stayed relatively similar, but growth improved overall (+11% pts); growth at Grade 7 went from 35% last year to 48% this year
- Again, however, Grade 8 showed a decrease in achievement (though growth improved)

In MOY MAP 2023 Science:

Grade 8 Science had lower projected achievement for LAN than comparison schools, though LAN growth was slightly higher

Student Learning Strengths

In MOY MAP 2023 Math:

- Grade 7 Math had an increase in percent projected at Approaches (from 45% to 51%), though a smaller percentage met their growth projection
- Grade 8 Math growth was higher than in comparisons schools

In MOY MAP 2023 Reading:

- All grade levels saw at least some increase in percent of students meeting growth projections relative to last year, with an especially large gain at Grade 7 (+13% points)
- LAFO was among the top percentage in District performance for MAP Growth
- In Reading, achievement stayed relatively similar, but growth improved overall (+11% pts); growth at Grade 7 went from 35% last year to 48% this year

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 20% of students are on meets grade level for reading according to MOY MAP Growth **Root Cause:** Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

Problem Statement 2 (Prioritized): Only 10% of students are on meets grade level for math according to MOY MAP Growth **Root Cause:** Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction

School Processes & Programs

School Processes & Programs Summary

The Leadership Academy at Forest Oak is a part of the Leadership Academy Network. The curriculum and instruction are designed and tailored to students in the Network. Literacy and Math both have models that have been designed specifically for students in the Network. Campus Instructional Coaches work in collaboration to design Instructional Planning Calendars that outline student expectations that need to be mastered and retaught. The campus front loads professional development prior to school starting in August that is focused on best instructional practices, curriculum, and monitoring of student progress. Leadership teams work together with Master Teachers for the implementation of campus initiatives. Campus systems have been developed and established for high communication, scheduling, and support levels.

School Processes & Programs Strengths

The campus has a solid administrative and instructional team to support classroom learning. Curriculum is designed, and instructional coaches for all content areas support the growth of teachers in classrooms. Campus designs weekly assessments and tracks student learning through DOLs daily. Campus has high-performing teachers in the tested content areas who continue demonstrating growth through the coaching model. Campus utilizes the LAN Teacher Development System to improve teacher performance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Discipline consists of 36% of students enrolled with referrals. A total of 451 referrals. **Root Cause:** Campus does not have systems to be proactive with student behavior. Campus systems lack during transitions.

Problem Statement 2: Teacher retention at this campus has been a challenge. Only 65% of teachers have been retained. **Root Cause:** Teachers feel overwhelmed by student behavior and lack of safety systems.

Perceptions

Perceptions Summary

Staff surveys indicate

My supervisor, or someone at work, cares about me as a person - 97%

I know what is expected of me at work. - 100%

I have the materials & equipment to do my work well.- 79%

The mission/purpose of LAN makes me feel my job is important.- 82%

Overall Org Health Avg - 71%

Perceptions Strengths

Staff surveys indicate

My supervisor, or someone at work, cares about me as a person - 97%

I know what is expected of me at work. - 100%

I have the materials & equipment to do my work well.- 79%

The mission/purpose of LAN makes me feel my job is important.- 82%

Overall Org Health Avg - 71%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 45% of Teachers receive feedback on their teaching while 73% of teachers find feedback valuable. **Root Cause:** Administrators are not finding the time to walk classrooms and provide teachers with feedback.

Problem Statement 2: 39% of teachers feel that professional learning is valuable to them **Root Cause:** Teachers do not see the connection of why the professional learning is important and how it will impact instruction

Priority Problem Statements

Problem Statement 1: 45% of Teachers receive feedback on their teaching while 73% of teachers find feedback valuable.

Root Cause 1: Administrators are not finding the time to walk classrooms and provide teachers with feedback.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Only 10% of African American students are on meets grade level on math per Spring 2024 Benchmark

Root Cause 2: Students have large instructional gaps in math

Problem Statement 2 Areas: Demographics

Problem Statement 3: Only 20% of students are on meets grade level for reading according to MOY MAP Growth

Root Cause 3: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only 10% of students are on meets grade level for math according to MOY MAP Growth

Root Cause 4: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Discipline consists of 36% of students enrolled with referrals. A total of 451 referrals.

Root Cause 5: Campus does not have systems to be proactive with student behavior. Campus systems lack during transitions.

Problem Statement 5 Areas: School Processes & Programs

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Study of best practices
- Action research results

Goals

Revised/Approved: April 8, 2024

Goal 1: Early Literacy

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

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 48.5% to 55% by May 2025.

Increase the percentage of White students [or the student group that is most marginalized by instruction on our campus (gender, race, program, other)] from 45% to 55% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth

Strategy 1: Continue year 3 literacy model implementation with fidelity.

Strategy's Expected Result/Impact: This will ensure all students are receiving daily Tier I Instruction.

Staff Responsible for Monitoring: Dean of Literacy Instruction

Title I:

2.6

- **TEA Priorities:**

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


- **ESF Levers:**

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


- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 2


Action Step 1 Details	Reviews			
<p>Action Step 1: Campus will hold weekly PLCs and Data Meetings ran by Teacher(s) on Special Assignments (TOSA)</p> <p>Intended Audience: 6th - 8th Grade Teachers</p> <p>Provider / Presenter / Person Responsible: Teacher on Special Assignment</p> <p>Date(s) / Timeframe: 2024-2025 / Weekly</p> <p>Collaborating Departments: ELAR</p> <p>Delivery Method: PLCs & Data Meetings</p> <p>Funding Sources: Teacher on Special Assignment - TITLE I (211) - 211-11-6119-04N-045-30-510-000000-25F10 - \$72,509, Sirius & IXL (Reading Programs) - SCE (199 PIC 24) - 199-11-6399-001-045-24-273-000000- - \$14,832, After Hours Tutoring - TITLE I (211) - 211-11-6116-04N-045-30-510-000000-25F10 - \$7,549, SpEd General Supplies - SPED (199 PIC 23) - \$5,764.50, Instruction General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-045-11-273-000000- - \$6,732, School Leadership General Supplies - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-045-99-273-000000- - \$6,484</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Only 10% of students are on meets grade level for math according to MOY MAP Growth Root Cause: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level 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 students who score at meets or above in English 1 from 88% to 92% by May 2025.

Increase the percentage of Hispanic students [or the student group that is most marginalized by instruction on our campus (gender, race, program, other)] from 87% to 91% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth

Strategy 1: Continue year 3 literacy model implementation with fidelity.

Strategy's Expected Result/Impact: This will ensure all students are receiving daily Tier I instruction.

Staff Responsible for Monitoring: Dean of Literacy Instruction / Instructional Specialist

Title I:

2.4, 2.6

- TEA Priorities:

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

- ESF Levers:

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

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus will hold weekly PLCs and Data Meetings ran by Dean of Literacy Instruction & Teacher on Special Assignments (TOSA)</p> <p>Intended Audience: English I Teacher</p> <p>Provider / Presenter / Person Responsible: Dean of Literacy Instruction & TOSA</p> <p>Date(s) / Timeframe: 2023-2024 SY</p> <p>Collaborating Departments: ELAR</p> <p>Delivery Method: PLCs & Data Meetings</p> <p>Funding Sources: Sirius Supplemental - TITLE I (211) - 211-11-6329-04N-045-30-510-000000-25F10 - \$10,000, GT General Supplies - GT (199 PIC 21) - \$1,147</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Only 10% of students are on meets grade level for math according to MOY MAP Growth **Root Cause:** Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction

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 Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 50% 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 48% to 53% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MAP

Strategy 1: Full implementation of LAN math model. Implementation of Savvas Math Curriculum 6th - 8th grade and continued implementation of eighth-grade math model.

Strategy's Expected Result/Impact: This will ensure all students are receiving Tier 1 instruction.

Staff Responsible for Monitoring: Math Instructional Coach / Lead Support Teachers

Title I:

2.4, 2.6

- **TEA Priorities:**

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





- **ESF Levers:**

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

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: The campus will hold weekly PLC meetings run by the Teacher on Special Assignment (TOSA) supporting the planning and preparing of materials.</p> <p>Intended Audience: 6-8 Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach / Lead Support Teacher</p> <p>Date(s) / Timeframe: 2024-2025 / Weekly</p> <p>Collaborating Departments: Math</p> <p>Delivery Method: Planning / Meetings</p> <p>Funding Sources: Teacher on Special Assignment - TITLE I (211) - 211-11-6119-04N-045-30-510-000000-25F10 - \$63,500, After Hours Teacher Tutoring - TITLE I (211) - 211-11-6116-04N-045-30-510-000000-25F10 - \$7,549, General Supplies - SPED (199 PIC 23) - \$5,764.50, General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-045-11-273-000000- - \$10,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Only 10% of African American students are on meets grade level on math per Spring 2024 Benchmark Root Cause: Students have large instructional gaps in math</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 students who score at MEETS or above in Algebra 1 from 60% to 70% by May 2025.

Increase the percentage of ELL students [or the student group that is most marginalized by instruction on our campus (gender, race, program, other)] from 60% to 70% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MAP

Strategy 1: Full implementation of LAN math model. Continued Carnegie math curriculum for 6th & 7th grade and continued implementation of eighth-grade math model.

Strategy's Expected Result/Impact: This will ensure all students are receiving Tier I instruction.

Staff Responsible for Monitoring: Math Instructional Coach / Instructional Specialist

Title I:

2.4, 2.6

- **TEA Priorities:**

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

- **ESF Levers:**

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

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Full implementation of LAN math model. Implementation of Algebra curriculum and model. Intended Audience: Algebra I Teacher Provider / Presenter / Person Responsible: Instructional Coach / Lead Support Teacher Date(s) / Timeframe: 2024-2025 / Weekly Collaborating Departments: Math Delivery Method: Planning / Meetings Funding Sources: Math Supplemental Support - TITLE I (211) - 211-11-6399-04N-045-30-510-000000-25F10 - \$10,000, GT - GT (199 PIC 21) - \$1,147	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Only 10% of African American students are on meets grade level on math per Spring 2024 Benchmark **Root Cause:** Students have large instructional gaps in math

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 6-8 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 24% to 29% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1: Grades 6-8 reading and math teachers will meet daily in PLCs to plan, model, and develop aligned lesson plans and assessments.

Strategy's Expected Result/Impact: 100% of teacher lesson plans will include differentiation to meet the needs of high-performing students and push our Tier 3 students.

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.4

- **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 - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Lesson plans will include engaging, differentiated instruction using a variety of resources and materials to increase the number of students in meets for Reading and Math.</p> <p>Intended Audience: Math and Reading Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Leadership Team</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: LAN Team</p> <p>Delivery Method: On Campus</p> <p>Funding Sources: Extra Duty - TITLE I (211) - 211-11-6121-04N-045-30-510-000000-25F10 - \$10,000, Supplies - CTE (199 PIC 22) - \$3,136</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Support and increase JCC program

Strategy's Expected Result/Impact: Students will learn discipline and proper conduct with an emphasis on academic excellence.

Staff Responsible for Monitoring: JCC Petty Officers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Support JCC annual field trips and banquet Intended Audience: JCC Students Provider / Presenter / Person Responsible: JCC Petty Officers Date(s) / Timeframe: 2024-2025 SY Collaborating Departments: JCC Delivery Method: Instruction / Parent Engagement Funding Sources: - BASIC (199 PIC 11) - 199-11-6412-XXX-045-11-273-000000- - \$10,000	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Only 10% of African American students are on meets grade level on math per Spring 2024 Benchmark Root Cause: Students have large instructional gaps in math

School Processes & Programs

Problem Statement 1: Discipline consists of 36% of students enrolled with referrals. A total of 451 referrals. **Root Cause:** Campus does not have systems to be proactive with student behavior. Campus systems lack during transitions.

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 36% to 31% by May 2025.

Decrease the percentage of African American students [or the student group that is most marginalized by instruction on our campus (gender, race, program, other)] from 40% to 35% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Focus Absence Reports

Strategy 1: Increase personal calls to parents in addition to utilizing Blackboard and social media.

Strategy's Expected Result/Impact: Increase student attendance

Staff Responsible for Monitoring: Family Engagement Specialist

Title I:

4.2

- TEA Priorities:





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

- ESF Levers:

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

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Utilize Family Engagement Specialist and SST to use various communication strategies to inform parents of attendance policies and status.</p> <p>Intended Audience: Parents</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist & SST Interventionist</p> <p>Date(s) / Timeframe: 2024-2025 SY</p> <p>Collaborating Departments: Attendance / Counseling (SST)</p> <p>Delivery Method: Various Communication Strategies</p> <p>Funding Sources: Family Engagement Specialist - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-045-30-510-000000-25F10 - \$6,228, Snacks - Parental Involvement - TITLE I (211) - 211-61-6499-04L-045-30-510-000000-25F10 - \$2,000</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:

School Processes & Programs
<p>Problem Statement 1: Discipline consists of 36% of students enrolled with referrals. A total of 451 referrals. Root Cause: Campus does not have systems to be proactive with student behavior. Campus systems lack during transitions.</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 378 (40%) to 359 (35%) by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Focus discipline report

Strategy 1: Utilize SST (Student Support Team) to provide interventions for identified students.

Strategy's Expected Result/Impact: Students will be able to better process student and family discrepancies allowing them to seek appropriate alternative solutions.

Staff Responsible for Monitoring: SST

Title I:

2.6, 4.2

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: SST Intervention Specialist to work with students and families to proactively resolve conflicts and provide post-trauma support.</p> <p>Intended Audience: Students & Families</p> <p>Provider / Presenter / Person Responsible: SST Intervention Specialist</p> <p>Date(s) / Timeframe: 2024-2025 SY</p> <p>Collaborating Departments: SST</p> <p>Delivery Method: Counseling and Intervention</p> <p>Funding Sources: SST Intervention Specialist - TITLE I (211) - 211-31-6119-04N-045-30-510-000000-25F10 - \$58,173, Contracted Services (I Am Her) - UNDISTRIBUTED (199 PIC 99) - 199-36-6299-XXX-045-99-273-000000- - \$33,216</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Discipline consists of 36% of students enrolled with referrals. A total of 451 referrals. **Root Cause:** Campus does not have systems to be proactive with student behavior. Campus systems lack during transitions.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	After Hours Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-045-30-510-000000-25F10	\$7,549.00
1	1	1	1	Teacher on Special Assignment	Title I Reading/ Mathematics Teacher	211-11-6119-04N-045-30-510-000000-25F10	\$72,509.00
1	2	1	1	Sirius Supplemental	Reading materials & Software for classroom use	211-11-6329-04N-045-30-510-000000-25F10	\$10,000.00
2	1	1	1	Teacher on Special Assignment	Title I Reading/ Mathematics Teacher	211-11-6119-04N-045-30-510-000000-25F10	\$63,500.00
2	1	1	1	After Hours Teacher Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-045-30-510-000000-25F10	\$7,549.00
2	2	1	1	Math Supplemental Support	Supplies and materials for instructional use	211-11-6399-04N-045-30-510-000000-25F10	\$10,000.00
3	1	1	1	Extra Duty	Extra duty/Overtime (Support Staff)	211-11-6121-04N-045-30-510-000000-25F10	\$10,000.00
4	1	1	1	Snacks - Parental Involvement	Snacks for parents to promote participation	211-61-6499-04L-045-30-510-000000-25F10	\$2,000.00
4	2	1	1	SST Intervention Specialist	Title I Intervention Specialist	211-31-6119-04N-045-30-510-000000-25F10	\$58,173.00
Sub-Total							\$241,280.00
Budgeted Fund Source Amount							\$241,280.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Family Engagement Specialist	Supplies and materials for parental involvement	211-61-6399-04L-045-30-510-000000-25F10	\$6,228.00
Sub-Total							\$6,228.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$6,228.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Instruction General Supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-045-11-273-000000-	\$6,732.00
2	1	1	1	General Supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-045-11-273-000000-	\$10,000.00
3	1	2	1		INSTRUCTION TRAVEL - STUDENT	199-11-6412-XXX-045-11-273-000000-	\$10,000.00
Sub-Total							\$26,732.00
Budgeted Fund Source Amount							\$26,732.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	GT General Supplies	GENERAL SUPPLIES		\$1,147.00
2	2	1	1	GT	GENERAL SUPPLIES		\$1,147.00
Sub-Total							\$2,294.00
Budgeted Fund Source Amount							\$2,294.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplies	SUPPLIES MAINT & OPERATION		\$3,136.00
Sub-Total							\$3,136.00
Budgeted Fund Source Amount							\$3,136.00
+/- Difference							\$0.00

SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	SpEd General Supplies	GENERAL SUPPLIES		\$5,764.50
2	1	1	1	General Supplies	GENERAL SUPPLIES		\$5,764.50
Sub-Total							\$11,529.00
Budgeted Fund Source Amount							\$11,529.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Sirius & IXL (Reading Programs)	Supplies and materials for instructional use	199-11-6399-001-045-24-273-000000-	\$14,832.00
Sub-Total							\$14,832.00
Budgeted Fund Source Amount							\$14,832.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$0.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	School Leadership General Supplies	SCHOOL LEADERSHIP GENERAL SUPPLIES	199-23-6399-XXX-045-99-273-000000-	\$6,484.00
4	2	1	1	Contracted Services (I Am Her)	COCURRICULAR/ EXTRACURRIC MISC CONTRACTED SERVICES	199-36-6299-XXX-045-99-273-000000-	\$33,216.00
Sub-Total							\$39,700.00
Budgeted Fund Source Amount							\$39,700.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Grand Total Budgeted	\$345,731.00
						Grand Total Spent	\$345,731.00
						+/- 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