

Fort Worth Independent School District
132 Glen Park Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

To prepare our students with the leadership skills and growth mindset to be successful in a global society.

Vision

To educate all students to reach academic and social/emotional success each day!

Core Beliefs

OUR VALUES

Growth

Respect

Integrity

Relationships

Equality

Each Student, Each Day!

Table of Contents


Comprehensive Needs Assessment	4
Demographics	4
Student Learning	8
School Processes & Programs	10
Perceptions	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	16
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.	16
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.	23
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 33% to 45% by June 2025.	29
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	33
Campus Funding Summary	41
Policies, Procedures, and Requirements	44

Comprehensive Needs Assessment

Revised/Approved: February 23, 2024

Demographics

Demographics Summary

 School Performance Framework Elementary School Report 2022-2023 (Prelim Using 2022 STAAR)			
GLEN PARK ES			
Overall Score & Rating:	4.3	4 of 5 Stars	★★★★☆
Performance Framework Metric	Result	Score (out of 5)	Weight
Educational Excellence: 80% of Overall Score			
Student Achievement (Domain 1) Scaled Score	70	3.0	10%
STAAR Growth (Domain 2A) Scaled Score	85	4.0	5%
STAAR Relative Performance (Domain 2B) Scaled Score	79	3.0	10%
% Meeting Projected MAP Growth - Reading	57%	3.0	10%
% of Opportunity Group Meeting Projected MAP Growth - Reading	57%	3.0	10%
% Meeting Projected MAP Growth - Math	70%	3.0	10%
% of Opportunity Group Meeting Projected MAP Growth - Math	62%	3.0	10%
% Meeting K-3 Reading Fluency Goals on MAP	55%	4.0	5%
% of English Learners Progressing One Level on TELPAS	52%	3.0	5%
% Pre-K On Track - Phonological Awareness	100%	3.0	5%
School Experience: 20% of Overall Score			
% Chronically Absent	16%	4.0	5%
% Teacher Attendance	95%	4.0	5%
Suspension Disproportionality - African American Students	< 10 Suspensions	NA	5%

Suspension Disproportionality - Special Education Students	< 10	NA	5*
Student, Parent, and Teacher Survey Results	To be added	-	-
OVERALL SCORE	4.3	100%	

Note: The Opportunity Group is composed of all students whose fall semester MAP reading or MAP math scores ranked in the 25th percentile or lower.

Texas Education Agency
2022-23 Student Information (TAPR)
 GLEN PARK EL (220905132) - FORT WORTH ISD - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	14	3.1%	5.1%	5.5%	14	3.1%	5.1%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	3	0.7%	3.0%	1.3%	3	0.7%	3.0%	1.3%
Immigrant	11	2.5%	3.6%	2.2%	11	2.5%	3.6%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	445	100.0%	96.4%	64.6%	445	100.0%	96.4%	64.6%
Military Connected	4	0.9%	2.4%	3.6%	4	0.9%	2.4%	3.6%
At-Risk	388	87.2%	76.5%	53.3%	388	87.2%	76.5%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	270	60.7%	38.0%	23.2%	270	60.7%	37.9%	23.2%
Career and Technical Education	0	0.0%	27.9%	26.5%	0	0.0%	27.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	66.0%	72.3%	0	-	65.9%	72.2%
Gifted and Talented Education	15	3.4%	12.2%	8.2%	15	3.4%	12.1%	8.2%
Special Education	44	9.9%	11.6%	12.6%	44	9.9%	11.7%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	44							
By Type of Primary Disability								
Students with Intellectual Disabilities	12	27.3%	41.2%	44.1%				
Students with Physical Disabilities	14	31.8%	25.1%	20.0%				
Students with Autism	13	29.5%	19.3%	15.5%				
Students with Behavioral Disabilities	5	11.4%	13.3%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.1%	1.6%				
Mobility (2021-22):								
Total Mobile Students	42	11.6%	21.9%	16.8%				
By Ethnicity:								
African American	8	2.2%	7.9%	3.3%				
Hispanic	31	8.5%	10.2%	8.7%				
White	3	0.8%	2.6%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.5%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	1	2.3%	21.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	20	8.2%	15.8%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	37	10.5%	22.3%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	63	16.0%	22.1%	18.1%				

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.0	16.8	18.7
Grade 1	20.6	17.7	19.1
Grade 2	14.3	17.8	19.1
Grade 3	18.8	17.6	19.3

Grade 4	12.5	17.9	19.4
Grade 5	19.0	19.7	20.8

Teachers by Years of Experience:

Beginning Teachers	2.8	9.7%
1-5 Years Experience	7.0	24.3%
6-10 Years Experience	5.0	17.4%
11-20 Years Experience	8.0	27.8%
21-30 Years Experience	5.0	17.4%
Over 30 Years Experience	1.0	3.5%

Attendance Rates for 1st Semester of 2023-2024 School Year

Semester Percentage

All	All Students	445	96.7	439	95.1	448	94.6	95.48
	Hispanic	409	96.6	405	95.0	415	94.6	95.42
	African American	18	97.1	16	95.8	15	95.0	96.01
	White	10	96.1	10	96.4	10	95.0	95.83
	Two or More	5	97.9	5	95.0	5	95.0	95.95
	Other	3	100.0	3	98.8	3	96.4	98.41
	LEP	282	97.2	291	95.9	303	94.8	95.95
	SE	55	95.9	51	94.5	55	92.8	94.42
	LEP Not Served	12	96.7	12	92.6	12	93.8	94.34

Demographics Strengths

Glen Park Elementary is a welcoming, diverse, loving and positive campus.

Over 50% of the teachers have more than 10 years of teaching experience.

For the first semester of the 2023-2024 school year, our overall student attendance was 95.48%, which is aligned to the district's goal of 95%.

We have multi-generational families where the students' parents attended Glen Park Elementary.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the 2023-2024 school year, identified Special Education students were present only 94.2%, which is below our average of 95.1% overall.

Root Cause: As a campus staff, we lack the skills and training to build long-term relationships with our SPED students about the importance of coming to school every day.

Problem Statement 2 (Prioritized): Based on our EOY MAP Growth Achievement in Reading for the 2023-2024 school year, 71% of Kinder - 5th grade students are not reading at grade level. **Root Cause:** During Tier 1 Instruction, teachers lack an understanding of providing differentiated supports to address every students' need in Reading.

Student Learning

Student Learning Summary

Texas Education Agency
2022-23 STAAR Performance (TAPR)
GLEN PARK EL G2005132 - FORT WORTH ISD - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Islander	Race	Two or More	Special Ed (Current)	Special Ed (Former)	Continually Enrolled	Non-Continually Enrolled	Disability	EB	EL
Grade 3 Reading																			
At Approaches Grade Level or Above																			
	2023	76%	59%	64%	* 69%	*	-	-	-	-	-	-	50%	40%	65%	60%	64%	76%	
	2022	76%	64%	53%	* 53%	*	-	-	-	-	-	-	64%	-	54%	* 55%	53%	53%	
At Meets Grade Level or Above																			
	2023	50%	33%	39%	* 41%	*	-	-	-	-	-	-	55%	20%	39%	40%	39%	44%	
	2022	51%	37%	33%	* 29%	*	-	-	-	-	-	-	55%	-	31%	* 34%	31%	31%	
At Masters Grade Level																			
	2023	20%	10%	8%	* 9%	*	-	-	-	-	-	-	17%	20%	9%	0%	8%	9%	
	2022	30%	19%	14%	* 16%	*	-	-	-	-	-	-	18%	-	13%	* 16%	16%	16%	
Grade 3 Mathematics																			
At Approaches Grade Level or Above																			
	2023	73%	59%	83%	* 83%	*	-	-	-	-	-	-	67%	80%	85%	60%	83%	91%	
	2022	71%	57%	60%	* 61%	*	-	-	-	-	-	-	73%	-	61%	* 61%	64%	64%	
At Meets Grade Level or Above																			
	2023	45%	29%	47%	* 48%	*	-	-	-	-	-	-	50%	40%	48%	40%	47%	59%	
	2022	43%	29%	34%	* 35%	*	-	-	-	-	-	-	55%	-	37%	* 36%	36%	36%	
At Masters Grade Level																			
	2023	19%	10%	14%	* 15%	*	-	-	-	-	-	-	0%	0%	15%	0%	14%	21%	
	2022	21%	12%	14%	* 14%	*	-	-	-	-	-	-	27%	-	15%	* 14%	18%	18%	
Grade 4 Reading																			
At Approaches Grade Level or Above																			
	2023	77%	65%	69%	* 69%	*	-	-	-	-	-	-	46%	* 70%	65%	70%	70%	70%	
	2022	77%	66%	54%	* 54%	*	-	-	-	-	-	-	40%	* 52%	80%	53%	55%	55%	
At Meets Grade Level or Above																			
	2023	48%	32%	24%	* 22%	*	-	-	-	-	-	-	31%	* 24%	20%	23%	20%	20%	
	2022	54%	42%	43%	* 42%	*	-	-	-	-	-	-	40%	* 42%	60%	41%	40%	40%	
At Masters Grade Level																			
	2023	22%	11%	2%	* 0%	*	-	-	-	-	-	-	0%	* 2%	0%	2%	2%	2%	
	2022	28%	20%	20%	* 18%	*	-	-	-	-	-	-	0%	* 18%	40%	19%	16%	16%	
Grade 4 Mathematics																			
At Approaches Grade Level or Above																			
	2023	71%	54%	62%	* 61%	*	-	-	-	-	-	-	54%	* 64%	40%	62%	70%	70%	
	2022	70%	57%	53%	* 54%	*	-	-	-	-	-	-	40%	* 51%	80%	51%	50%	50%	
At Meets Grade Level or Above																			
	2023	48%	33%	38%	* 39%	*	-	-	-	-	-	-	54%	* 42%	0%	38%	47%	47%	
	2022	43%	31%	24%	* 25%	*	-	-	-	-	-	-	40%	* 22%	60%	22%	24%	24%	
At Masters Grade Level																			
	2023	22%	13%	5%	* 6%	*	-	-	-	-	-	-	0%	* 6%	0%	6%	7%	7%	
	2022	23%	15%	6%	* 6%	*	-	-	-	-	-	-	0%	* 5%	20%	4%	4%	4%	
Grade 5 Reading																			
At Approaches Grade Level or Above																			
	2023	81%	70%	82%	80%	60%	* 60%	*	-	-	-	-	57%	* 62%	57%	61%	60%	60%	
	2022	81%	71%	83%	* 82%	*	-	-	-	-	-	-	86%	* 85%	63%	85%	85%	85%	
At Meets Grade Level or Above																			
	2023	57%	42%	39%	40%	36%	* 43%	*	-	-	-	-	43%	* 26%	57%	39%	27%	27%	
	2022	58%	46%	57%	46%	36%	* 45%	*	-	-	-	-	86%	* 58%	50%	58%	55%	55%	
At Masters Grade Level																			
	2023	28%	17%	4%	20%	3%	* 14%	*	-	-	-	-	14%	* 5%	0%	3%	2%	2%	
	2022	36%	26%	37%	* 37%	*	-	-	-	-	-	-	43%	* 39%	38%	37%	30%	30%	
Grade 5 Mathematics																			
At Approaches Grade Level or Above																			
	2023	80%	67%	75%	80%	75%	* 75%	*	-	-	-	-	50%	* 77%	57%	75%	71%	71%	
	2022	77%	64%	78%	* 77%	*	-	-	-	-	-	-	86%	* 80%	63%	78%	77%	77%	
At Meets Grade Level or Above																			
	2023	51%	36%	48%	48%	43%	* 49%	*	-	-	-	-	38%	* 48%	29%	45%	43%	43%	
	2022	48%	35%	59%	* 57%	*	-	-	-	-	-	-	71%	* 60%	50%	60%	55%	55%	
At Masters Grade Level																			
	2023	21%	12%	9%	20%	8%	* 13%	*	-	-	-	-	13%	* 10%	0%	8%	8%	8%	
	2022	25%	15%	19%	* 18%	*	-	-	-	-	-	-	25%	* 18%	25%	18%	21%	21%	
Grade 5 Science																			
At Approaches Grade Level or Above																			
	2023	65%	47%	54%	60%	52%	* 43%	*	-	-	-	-	43%	* 54%	57%	53%	48%	48%	
	2022	66%	45%	73%	* 72%	*	-	-	-	-	-	-	86%	* 75%	63%	73%	74%	74%	
At Meets Grade Level or Above																			
	2023	36%	20%	25%	60%	23%	* 43%	*	-	-	-	-	43%	* 26%	14%	23%	22%	22%	
	2022	38%	22%	37%	* 35%	*	-	-	-	-	-	-	71%	* 38%	25%	37%	38%	38%	
At Masters Grade Level																			
	2023	16%	7%	7%	0%	8%	* 8%	*	-	-	-	-	6%	* 8%	0%	6%	6%	6%	
	2022	18%	9%	11%	* 10%	*	-	-	-	-	-	-	14%	* 13%	0%	12%	13%	13%	
All Grades All Subjects																			
At Approaches Grade Level or Above																			
	2023	76%	61%	67%	70%	67%	56%	-	-	-	-	-	52%	50%	68%	56%	67%	68%	
	2022	74%	60%	65%	68%	65%	17%	-	-	-	-	-	100%	* 70%	82%	65%	64%	65%	
At Meets Grade Level or Above																			
	2023	49%	31%	36%	48%	34%	22%	-	-	-	-	-	43%	28%	39%	29%	35%	36%	
	2022	48%	32%	41%	58%	40%	0%	-	-	-	-	-	80%	* 60%	72%	41%	43%	40%	
At Masters Grade Level																			
	2023	20%	9%	7%	7%	7%	0%	-	-	-	-	-	7%	11%	8%	0%	7%	7%	
	2022	23%	12%	17%	11%	17%	0%	-	-	-	-	-	21%	45%	17%	24%	17%	18%	

< School Overview

Glen Park ES Progress

View **Grades** **Classes** Usage **All Students**

Students by Grade Level of Material (GLM)



373 Students | 32% moved into In or Above GLM

Student Learning Strengths

Glen Park's student achievement rating is a C. We have not received our official rating for the 2022-2023 school year.

About 64% of our students are working in or above grade level material in Lexia.

As a campus, our students are performing better in Math than Reading.

According to MAP Growth, our 3rd grade students exceeded their projected growth from BOY to MOY in both reading and math.

4th grade Math students grew in Meets category from 24% to 38% in 2023.

3rd grade students grew in Meets category in both reading and math.

Reading: 39% from 33%

Math: 47% from 34%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on EOY MAP Growth Reading during the 2023-2024 school year, only 61% of students met projected growth. **Root Cause:** Teachers lack the necessary supports/opportunities to tailor students' specific needs in foundational reading skills.

Problem Statement 2 (Prioritized): Based on Lexia report for the 2023-2024 school year, 32% of our students in K-5th grade are working below grade level material. **Root Cause:** Professional development opportunities were not specific in meeting staff' individual needs to address gaps in foundational reading skills.

School Processes & Programs

School Processes & Programs Summary

Glen Park Elementary has a lot of history. There is good campus culture with a bright, positive atmosphere. Student enrollment has increased. We are responsive to parents' needs to support their child at home. Glen Park Elementary has the support of its community. Our family/community events are well attended.

Glen Park Elementary teachers have embraced the DDI process during PLC's every week. This gives teachers an opportunity to analyze student work and determine gaps/misconceptions that may have been missed.

Our Clayton Afterschool program is offered to students in 3rd-5th grade Mondays through Thursdays.

3rd-5th grade students are able to play flag football, soccer and softball through the Optimist Club.

Saturday Tutoring Camps are offered to students that need help and to restore attendance.

Lexia and Dreambox data demonstrate that our students are closing gaps and making academic progress.

Our PTO is small, yet they are able to fund incentives for students every 6 weeks. They find ways to celebrate all staff every month.

Good News Club is provided to all K-5th grade students, if they sign up. We have the largest club in over 13 counties!

School Processes & Programs Strengths

Our students have access to programs after school. Weekly PLC's embed the DDI process to align state standards and student activities. Our teachers follow the FWISD Curriculum Frameworks and Scope and Sequence to ensure all TEKS are covered in the lessons. A ratio of 1-1 technology devices (IPads) are available to our students. A weekly SMORE newsletter is provided to all staff to ensure they know what is happening at Glen Park. A weekly T-TESS focus is included in the SMORE to ensure teachers know what proficiency in different dimensions look like, based on the rubric. Gifted and Talented students are provided services through our GT department every two weeks. Intervention time is embedded in the instructional schedule to ensure teachers meet with students in small group to address individual needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on 2024 STAAR Results, only 33% of 3rd-5th grade students met grade level in Reading. **Root Cause:** Lack of support to effectively address individual students' needs based on assessment data.

Problem Statement 2 (Prioritized): Based on 2024 STAAR Results, only 44% of 3rd-5th grade students met grade level in Math. **Root Cause:** During instruction, students lack the necessary materials and supplies to utilize in the classroom.

Perceptions

Perceptions Summary

Our students want to come to school as they feel safe and welcomed by all staff. Our attendance percentage has improved since last school year. (See addendum)

Discipline is minimal as all teachers greet students at the door every day. Teachers build relationships with students to make good choices and work hard.

Parent/Student survey is not available at this time.

Perceptions Strengths

Glen Park Elementary is a welcoming campus where dedicated staff ensure that all students have opportunities to grow academically, socially and emotionally. All staff have high expectations for themselves as well as their students. Glen Park Elementary is truly a family where we always support one another. Our parents and community partake in the different events that we host throughout the year. Our SBDM Committee makes the best decisions for all students. Our presence online is very positive as we find different ways to celebrate our staff and students. Our student data is displayed throughout the building as a constant reminder of what we are working towards and that is Student Achievement for All!

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): During the 2023-2024 school year, we did not have any parent workshops. **Root Cause:** Our staff does not have the necessary training or tools to offer parent workshops focused on helping their children at home.

Problem Statement 2 (Prioritized): During the 2023-2024 school year, Kinder and 4th grade students had an attendance rate of below 95% (below the district goal). **Root Cause:** Parents, students and staff need resources, materials and training to get students to come to school every day starting from the first day of school.

Priority Problem Statements

Problem Statement 1: Based on 2024 STAAR Results, only 33% of 3rd-5th grade students met grade level in Reading.

Root Cause 1: Lack of support to effectively address individual students' needs based on assessment data.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Based on 2024 STAAR Results, only 44% of 3rd-5th grade students met grade level in Math.

Root Cause 2: During instruction, students lack the necessary materials and supplies to utilize in the classroom.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: During the 2023-2024 school year, identified Special Education students were present only 94.2%, which is below our average of 95.1% overall.

Root Cause 3: As a campus staff, we lack the skills and training to build long-term relationships with our SPED students about the importance of coming to school every day.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Based on our EOY MAP Growth Achievement in Reading for the 2023-2024 school year, 71% of Kinder - 5th grade students are not reading at grade level.

Root Cause 4: During Tier 1 Instruction, teachers lack an understanding of providing differentiated supports to address every students' need in Reading.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Based on EOY MAP Growth Reading during the 2023-2024 school year, only 61% of students met projected growth.

Root Cause 5: Teachers lack the necessary supports/opportunities to tailor students' specific needs in foundational reading skills.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Based on Lexia report for the 2023-2024 school year, 32% of our students in K-5th grade are working below grade level material.

Root Cause 6: Professional development opportunities were not specific in meeting staff' individual needs to address gaps in foundational reading skills.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: During the 2023-2024 school year, Kinder and 4th grade students had an attendance rate of below 95% (below the district goal).

Root Cause 7: Parents, students and staff need resources, materials and training to get students to come to school every day starting from the first day of school.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: During the 2023-2024 school year, we did not have any parent workshops.

Root Cause 8: Our staff does not have the necessary training or tools to offer parent workshops focused on helping their children at home.

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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: April 18, 2024

Goal 1: Early Literacy

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 73% to 85% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 92% to 98% by May 2025.

Increase the percentage of Economically Disadvantaged students who score On Track on Circle Phonological Awareness in English from 73% to 85% by May 2025.

Evaluation Data Sources: Circle Data

Strategy 1: PLC's will incorporate WDM to ensure lessons are aligned to Pre-K standards.

Strategy's Expected Result/Impact: Pre-K students will master pre-k standards.

Staff Responsible for Monitoring: PK Teachers, Administrators

Title I:

2.4, 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

Action Step 1 Details	Reviews			
<p>Action Step 1: PLC's/Professional development/Walkthrough feedback opportunities will be provided to ensure standards are aligned to curriculum and Tier 1 instruction.</p> <p>Intended Audience: Pre-K Teachers and Assistants</p> <p>Provider / Presenter / Person Responsible: Leadership Team</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: Weekly PLC's and District professional development opportunities with Early Learning Dept.</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Based on our EOY MAP Growth Achievement in Reading for the 2023-2024 school year, 71% of Kinder - 5th grade students are not reading at grade level.</p> <p>Root Cause: During Tier 1 Instruction, teachers lack an understanding of providing differentiated supports to address every students' need in Reading.</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 62% to 70% 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 48% to 55% by May 2025.

Increase the percentage of Special Education students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 19% to 30% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Fluency Data

Strategy 1: Increase our knowledge of best practices to teach all students foundational reading skills with the use of district approved curriculum and resources.

Strategy's Expected Result/Impact: K-3rd grade students will be able to read fluently.

Staff Responsible for Monitoring: K-3rd grade teachers, Title 1 Teacher Assistants, Leadership Team

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>Action Step 1: WDM will be held during PLC times to analyze student work. All PK-5th grade teachers will participate in weekly data meetings utilizing the DDI protocol. Additional materials and resources will be purchased to support individualized student needs in the classroom. Provide additional supplies, materials and resources to our subpopulation groups of students.</p> <p>Intended Audience: Pre-K through 5th grade teachers and students. Provider / Presenter / Person Responsible: Leadership Team/All Pre-K through 5th grade teachers Date(s) / Timeframe: Ongoing Collaborating Departments: Professional Learning Department Learning and Leading Department Delivery Method: Professional development and delivery of materials and resources</p> <p>Funding Sources: Supplies, Materials and Resources - TITLE I (211) - 211-11-6399-04E-132-30-510-000000-25F10 - \$10,000, Supplies, Materials and Resources - SCE (199 PIC 24) - 199-11-6399-001-132-24-313-000000- - \$5,745</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Based on our EOY MAP Growth Achievement in Reading for the 2023-2024 school year, 71% of Kinder - 5th grade students are not reading at grade level. Root Cause: During Tier 1 Instruction, teachers lack an understanding of providing differentiated supports to address every students' need in Reading.</p>
Student Learning
<p>Problem Statement 1: Based on EOY MAP Growth Reading during the 2023-2024 school year, only 61% of students met projected growth. Root Cause: Teachers lack the necessary supports/opportunities to tailor students' specific needs in foundational reading skills.</p>

Goal 1: Early Literacy

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

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 56% to 65% 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 47% to 55% by May 2025.

Increase the percentage of Economically Disadvantaged students who meet or exceed projected growth on MAP Growth Reading in English from 56% to 65% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Reading Data

Strategy 1: Support students that need Reading/Math interventions during the school day.
Provide additional supplies, materials and resources to all subpopulations groups of students.

Strategy's Expected Result/Impact: K-5th grade students will improve their reading foundational skills to read fluently.

Staff Responsible for Monitoring: Leadership Team

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

- Results Driven Accountability

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Title I Teacher Assistants (2) will conduct small group instruction with push in/pull out groups to help close students' gaps in reading.</p> <p>Intended Audience: K-5th grade students' whose data demonstrates that they have gaps in reading foundational skills.</p> <p>Provider / Presenter / Person Responsible: Title 1 Teacher Assistants, Administrators</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: Literacy Department Learning and Leading Department</p> <p>Delivery Method: Small group instruction</p> <p>Funding Sources: Title 1 Bilingual Teacher Assistant - TITLE I (211) - 211-11-6129-04E-132-30-510-000000-25F10 - \$26,894, Title 1 Teacher Assistant - TITLE I (211) - 211-11-6129-04E-132-30-510-000000-25F10 - \$36,379, Supplies, Materials and Resources for SPED population - SPED (199 PIC 23) - \$3,575, Supplies, Materials and Resources for Gifted and Talented Population of students - GT (199 PIC 21) - \$538, Supplies, Materials and Resources for bilingual population of students - BEA (199 PIC 25) - 199-11-6399-001-132-25-313-000000 - \$2,160</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide additional necessary supports to all students in K-5th grade to ensure quality Tier 1 Instruction is provided with individualized student supports.</p> <p>Intended Audience: All K-5th grade students All K-5th grade teachers and staff</p> <p>Provider / Presenter / Person Responsible: Leadership Team District Departments</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: Learning and Leading Department Additional District Departments as needed</p> <p>Delivery Method: PLC's Staff Meetings Professional Learning Opportunities throughout the year</p> <p>Funding Sources: Supplies and Materials - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-132-99-313-000000- - \$13,900, Instructional Materials and Supplies - BASIC (199 PIC 11) - 199-11-6321-XXX-132-11-313-000000- - \$12,440</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: Based on our EOY MAP Growth Achievement in Reading for the 2023-2024 school year, 71% of Kinder - 5th grade students are not reading at grade level. **Root Cause:** During Tier 1 Instruction, teachers lack an understanding of providing differentiated supports to address every students' need in Reading.

Student Learning

Problem Statement 2: Based on Lexia report for the 2023-2024 school year, 32% of our students in K-5th grade are working below grade level material. **Root Cause:** Professional development opportunities were not specific in meeting staff' individual needs to address gaps in foundational reading skills.

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 in English from 77% to 85% by May 2025.

Increase the percentage of PK students who score On Track on Circle Math in Spanish from 86% to 95% by May 2025.

Increase the percentage of Economically Disadvantaged students who score On Track on Circle Math in English from 77% to 85% by May 2025.

Evaluation Data Sources: Circle Assessment

Strategy 1: All Pre-K Teachers will attend professional learning opportunities to analyze student work utilizing the DDI protocol during PLC's. Additional professional learning opportunities will be provided to ensure Pre-K teachers know how to implement the curriculum with fidelity and ensure alignment with state standards.

Strategy's Expected Result/Impact: Pre-K students will be on track with mastery of pre-k standards.

Staff Responsible for Monitoring: Pre-K Teachers, Administrators

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 2 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Classroom walkthroughs/observations with feedback will be provided to Pre-K Teachers/Assistants to ensure Tier 1 Instruction is aligned to state standards and curriculum.</p> <p>Intended Audience: Pre-K Teachers and Assistants</p> <p>Provider / Presenter / Person Responsible: Leadership Team/Early Learning Dept.</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: Early Learning Dept.</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Based on our EOY MAP Growth Achievement in Reading for the 2023-2024 school year, 71% of Kinder - 5th grade students are not reading at grade level. Root Cause: During Tier 1 Instruction, teachers lack an understanding of providing differentiated supports to address every students' need in Reading.
Perceptions
Problem Statement 2: During the 2023-2024 school year, Kinder and 4th grade students had an attendance rate of below 95% (below the district goal). Root Cause: Parents, students and staff need resources, materials and training to get students to come to school every day starting from the first day of school.

Goal 2: Early Math

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

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 60% to 68% by May 2025.
 Increase the percentage of Hispanic students who score On Track on TX-KEA Math from 52% to 60% by May 2025.

Evaluation Data Sources: TX-KEA

Strategy 1: Kinder teachers will ensure that district curriculum/resources are utilized to ensure Tier 1 instruction is implemented with fidelity.

Strategy's Expected Result/Impact: Kinder teachers will be able to analyze student work and determine next steps to address students' individual needs.

Staff Responsible for Monitoring: Kinder Teachers along with Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


Build a foundation of reading and math

- ESF Levers:


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

Problem Statements: School Processes & Programs 2 - Perceptions 2


Action Step 1 Details	Reviews			
<p>Action Step 1: Kinder Teachers will attend weekly PLC's to analyze student work and focus on standards that students have not mastered. Additional professional learning opportunities will be given to ensure all students are demonstrating growth in Math.</p> <p>Intended Audience: Kinder Teachers Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: Ongoing Collaborating Departments: Math Department Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 2: Based on 2024 STAAR Results, only 44% of 3rd-5th grade students met grade level in Math. **Root Cause:** During instruction, students lack the necessary materials and supplies to utilize in the classroom.

Perceptions

Problem Statement 2: During the 2023-2024 school year, Kinder and 4th grade students had an attendance rate of below 95% (below the district goal). **Root Cause:** Parents, students and staff need resources, materials and training to get students to come to school every day starting from the first day of school.

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 71% to 80% by May 2025.

Increase the percentage of Economically Disadvantaged students who Meet or Exceed projected growth on MAP Growth from 72% to 80% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Math Growth Data

Strategy 1: Ensure all Kinder - 5th grade Teachers are given multitude opportunities in Math to ensure students are mastering Math standards through professional learning opportunities, weekly PLC's using DDI protocol with district approved curriculum and resources.

Strategy's Expected Result/Impact: Kinder - 5th grade students will demonstrate growth towards mastering grade-level standards in Math. Kinder - 5th grade teachers will be able to address individual students' needs in the classroom.

Staff Responsible for Monitoring: Kinder - 5th grade teachers, Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- 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

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: District approved supplemental resources and materials will be purchased to ensure all Kinder-5th grade teachers and students have the needed classroom materials, manipulatives, and individualized supports for the classroom.</p> <p>Intended Audience: Kinder - 5th grade students Kinder - 5th grade teachers</p> <p>Provider / Presenter / Person Responsible: Kinder - 5th grade teachers Leadership Team</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Supplemental Resources/Materials/Supplies - TITLE I (211) - 211-11-6399-04E-132-30-510-000000-25F10 - \$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>				

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Based on 2024 STAAR Results, only 44% of 3rd-5th grade students met grade level in Math. Root Cause: During instruction, students lack the necessary materials and supplies to utilize in the classroom.</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 33% to 45% by June 2025.

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 33% to 40% by May 2025.
 Increase the percentage of Economically Disadvantaged students scoring at MEETS or above on STAAR Reading from 34% to 40% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Scores

Strategy 1: Establish and monitor a variety of systems to ensure all students are given daily access to Tier 1 instruction with district approved programs/ resources, along with small group instruction to ensure every student is provided individualized supports to make academic progress.

Strategy's Expected Result/Impact: All students will progress in their reading abilities and skills to reach mastery in grade level Reading standards.

Staff Responsible for Monitoring: All Pre-K - 5th grade teachers
 Leadership Team

Title I:
 2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Kinder - 5th grade Teachers will give additional reading support to students after school.</p> <p>Intended Audience: All students who lack reading foundational skills.</p> <p>Provider / Presenter / Person Responsible: Kinder - 5th grade Teachers Leadership Team</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: Literacy Department Learning and Leading Department</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Tutoring After School/Saturday Camps - TITLE I (211) - 211-11-6116-04E-132-30-510-000000-25F10 - \$16,926.20</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Based on our EOY MAP Growth Achievement in Reading for the 2023-2024 school year, 71% of Kinder - 5th grade students are not reading at grade level. **Root Cause:** During Tier 1 Instruction, teachers lack an understanding of providing differentiated supports to address every students' need in Reading.

Student Learning

Problem Statement 2: Based on Lexia report for the 2023-2024 school year, 32% of our students in K-5th grade are working below grade level material. **Root Cause:** Professional development opportunities were not specific in meeting staff' individual needs to address gaps in foundational reading skills.

School Processes & Programs

Problem Statement 1: Based on 2024 STAAR Results, only 33% of 3rd-5th grade students met grade level in Reading. **Root Cause:** Lack of support to effectively address individual students' needs based on assessment data.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 33% to 45% by June 2025.

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 44% to 51% by May 2025.

Increase the percentage of Hispanic students scoring at MEETS or above on STAAR Math from 46% to 55% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math Scores

Strategy 1: Provide a rich data-informed campus culture to establish norms where all students are given instructional best practices to secure student outcomes in the classroom.

Strategy's Expected Result/Impact: All teachers, along with their students, will know the goals they have set to warrant academic progress in the area of Math and Reading

Staff Responsible for Monitoring: K-5th grade teachers

Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

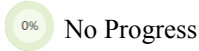
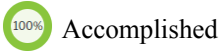
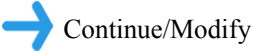

- ESF Levers:

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

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

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Weekly PLC's and staff meetings will be focused on the DDI protocol where standards and student work will be analyzed to determine instructional gaps. Once instructional gaps are identified, teachers will plan reteach lessons to ensure alignment to the standard and track students' academic progress.</p> <p>All 4th and 5th grade students/teachers will track and create goals to ensure all students are leveling up in Reading/Math STAAR results from previous year.</p> <p>Intended Audience: K-5th grade Teachers and Students</p> <p>Provider / Presenter / Person Responsible: K-5th grade Teachers Leadership Team</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: On-going</p> <p>Funding Sources: Professional Development Opportunities after contract hours - TITLE I (211) - 211-13-6116-OPD-132-30-510-000000-25F10 - \$4,000, Materials for Student Goal Setting Folders, etc. - TITLE I (211) - 211-11-6399-04E-132-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Based on 2024 STAAR Results, only 44% of 3rd-5th grade students met grade level in Math. Root Cause: During instruction, students lack the necessary materials and supplies to utilize in the classroom.</p>

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

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 11% to 7% by May 2025.

Decrease the number and percentage of Special Education students who have excessive absences (1 or more courses below 90% attendance) from 12% to 7% by May 2025.

Decrease the number and percentage of African American students who have excessive absences (1 or more courses below 90% attendance) from 11% to 7% by May 2025.

High Priority

Evaluation Data Sources: Attendance Reports

Strategy 1: Provide a nurturing, safe and equitable school environment where all students are given a safe and positive learning experience every day at school.

Strategy's Expected Result/Impact: By providing a safe and positive learning environment, all students will be eager and happy to come to school to learn.

Staff Responsible for Monitoring: All campus staff

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Grant a variety of incentives to students that have perfect and enhanced attendance every six weeks during the school year.</p> <p>Intended Audience: All PK-5th grade students</p> <p>Provider / Presenter / Person Responsible: All PK-5th grade Teachers Leadership Team</p> <p>Date(s) / Timeframe: Every six weeks</p> <p>Collaborating Departments: Family and Community Resources PTO</p> <p>Delivery Method: Student celebrations and assemblies provided throughout the school year.</p> <p>Funding Sources: Student Incentives - TITLE I (211) - 211-11-6499-04E-132-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: During the 2023-2024 school year, identified Special Education students were present only 94.2%, which is below our average of 95.1% overall. Root Cause: As a campus staff, we lack the skills and training to build long-term relationships with our SPED students about the importance of coming to school every day.</p>
Perceptions
<p>Problem Statement 2: During the 2023-2024 school year, Kinder and 4th grade students had an attendance rate of below 95% (below the district goal). Root Cause: Parents, students and staff need resources, materials and training to get students to come to school every day starting from the first day of school.</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: Increase positive response by students to the learning environment by decreasing the number of incident referrals by school personnel on Branching Minds from 59% to 40% by May 2025.

Increase positive response by Special Education students to the learning environment by decreasing the number of incident referrals by school personnel on Branching Minds from 41% to 30% by May 2025.

High Priority

Evaluation Data Sources: Branching Minds/Focus Reports, district and campus surveys

Strategy 1: Establish a positive learning environment where all campus staff are building positive relationships with students.

Strategy's Expected Result/Impact: All students will feel safe and supported in a positive learning environment.

Staff Responsible for Monitoring: All campus staff

Title I:

2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, 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

- Results Driven Accountability

Problem Statements: Demographics 1 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Professional learning opportunities and additional resources will be given to all campus staff to ensure all students know that they are supported academically, socially and emotionally at school. Intended Audience: All Teachers and students on campus. Provider / Presenter / Person Responsible: Counselor, Administrators Date(s) / Timeframe: Ongoing Collaborating Departments: Counseling Department Family and Community Resources Delivery Method: Professional Learning Opportunities	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: During the 2023-2024 school year, identified Special Education students were present only 94.2%, which is below our average of 95.1% overall. **Root Cause:** As a campus staff, we lack the skills and training to build long-term relationships with our SPED students about the importance of coming to school every day.

Perceptions

Problem Statement 2: During the 2023-2024 school year, Kinder and 4th grade students had an attendance rate of below 95% (below the district goal). **Root Cause:** Parents, students and staff need resources, materials and training to get students to come to school every day starting from the first day of school.

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

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

Performance Objective 3: Decrease the number of out of school suspensions for African American students from 6% to 0% by May 2025.

High Priority

Evaluation Data Sources: Focus Discipline Referrals and Branching Minds Data

Strategy 1: Persist with building on a diversified collection of MTSS supports with access to additional professional learning opportunities and resources to enhance positive behavior outcomes for all students on campus.

Strategy's Expected Result/Impact: All students will feel safe, valued and supported in the classroom, which will lead to minimal discipline referrals in the classroom.

Staff Responsible for Monitoring: All campus staff

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: All students on campus will feel a sense of belonging and safety through morning greetings by all campus staff. Weekly meetings will be held in every classroom to determine goals/next steps for behaviors that need to be addressed as a class, if needed.</p> <p>Intended Audience: All students</p> <p>Provider / Presenter / Person Responsible: All campus staff Leadership Team, Counselor</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Collaborating Departments: Counseling Department MTSS Department Family and Community Resources</p> <p>Delivery Method: Professional Learning Opportunities Staff Meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: During the 2023-2024 school year, identified Special Education students were present only 94.2%, which is below our average of 95.1% overall. **Root Cause:** As a campus staff, we lack the skills and training to build long-term relationships with our SPED students about the importance of coming to school every day.

Student Learning

Problem Statement 1: Based on EOY MAP Growth Reading during the 2023-2024 school year, only 61% of students met projected growth. **Root Cause:** Teachers lack the necessary supports/opportunities to tailor students' specific needs in foundational reading skills.

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 4: Increase the positive perception of parents on engagement and feedback as evidenced by participation in key strategic events and programs from 40% to 60% from by May 2025.

Evaluation Data Sources: Parents' verbal and written feedback provided

Strategy 1: Continue to build partnerships with school community stakeholders to determine campus action plans in areas of improvement to ensure all students grow academically, socially and emotionally.

Strategy's Expected Result/Impact: By ensuring that all of our school community stakeholders know our district and campus goals, they will be able to participate and assist in decision-making next steps for all students.

Staff Responsible for Monitoring: Leadership Team

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:





Recruit, support, retain teachers and principals, 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

- Results Driven Accountability

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide parent workshops that prioritize students' social, emotional and academic needs based on district and campus goals.</p> <p>Intended Audience: All Campus Community Stakeholders Provider / Presenter / Person Responsible: Leadership Team Date(s) / Timeframe: Every month Collaborating Departments: Family and Community Resources Delivery Method: Monthly workshops with all community stakeholders</p> <p>Funding Sources: Supplies and materials for monthly meetings - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-132-30-510-000000-25F10 - \$1,000, Snacks for parent participation for monthly meetings - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-132-30-510-000000-25F10 - \$834, Host a Family Museum Night where all school community stakeholders can engage in activities as a family/school community. - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-132-30-510-000000-25F10 - \$800</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 4 Problem Statements:

Demographics
<p>Problem Statement 2: Based on our EOY MAP Growth Achievement in Reading for the 2023-2024 school year, 71% of Kinder - 5th grade students are not reading at grade level. Root Cause: During Tier 1 Instruction, teachers lack an understanding of providing differentiated supports to address every students' need in Reading.</p>
Student Learning
<p>Problem Statement 1: Based on EOY MAP Growth Reading during the 2023-2024 school year, only 61% of students met projected growth. Root Cause: Teachers lack the necessary supports/opportunities to tailor students' specific needs in foundational reading skills.</p>
Perceptions
<p>Problem Statement 1: During the 2023-2024 school year, we did not have any parent workshops. Root Cause: Our staff does not have the necessary training or tools to offer parent workshops focused on helping their children at home.</p>

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Supplies, Materials and Resources	Supplies and materials for instructional use	211-11-6399-04E-132-30-510-000000-25F10	\$10,000.00
1	3	1	1	Title 1 Bilingual Teacher Assistant	Title I Teacher Assistant	211-11-6129-04E-132-30-510-000000-25F10	\$26,894.00
1	3	1	1	Title 1 Teacher Assistant	Title I Teacher Assistant	211-11-6129-04E-132-30-510-000000-25F10	\$36,379.00
2	3	1	1	Supplemental Resources/Materials/Supplies	Supplies and materials for instructional use	211-11-6399-04E-132-30-510-000000-25F10	\$5,000.00
3	1	1	1	Tutoring After School/Saturday Camps	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-132-30-510-000000-25F10	\$16,926.20
3	2	1	1	Materials for Student Goal Setting Folders, etc.	Supplies and materials for instructional use	211-11-6399-04E-132-30-510-000000-25F10	\$2,000.00
3	2	1	1	Professional Development Opportunities after contract hours	Extra duty pay for PD after hours	211-13-6116-0PD-132-30-510-000000-25F10	\$4,000.00
4	1	1	1	Student Incentives	Snacks or incentives for students	211-11-6499-04E-132-30-510-000000-25F10	\$1,000.00
Sub-Total							\$102,199.20
Budgeted Fund Source Amount							\$102,199.20
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Host a Family Museum Night where all school community stakeholders can engage in activities as a family/school community.	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-132-30-510-000000-25F10	\$800.00
4	4	1	1	Snacks for parent participation for monthly meetings	Snacks for parents to promote participation	211-61-6499-04L-132-30-510-000000-25F10	\$834.00
4	4	1	1	Supplies and materials for monthly meetings	Supplies and materials for parental involvement	211-61-6399-04L-132-30-510-000000-25F10	\$1,000.00
Sub-Total							\$2,634.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$2,634.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Instructional Materials and Supplies	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-132-11-313-000000-	\$12,440.00
Sub-Total							\$12,440.00
Budgeted Fund Source Amount							\$12,440.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Supplies, Materials and Resources for Gifted and Talented Population of students	GENERAL SUPPLIES		\$538.00
Sub-Total							\$538.00
Budgeted Fund Source Amount							\$538.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Supplies, Materials and Resources for SPED popluation	GENERAL SUPPLIES		\$3,575.00
Sub-Total							\$3,575.00
Budgeted Fund Source Amount							\$3,575.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Supplies, Materials and Resources	Supplies and materials for instructional use	199-11-6399-001-132-24-313-000000-	\$5,745.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$5,745.00
Budgeted Fund Source Amount							\$5,745.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Supplies, Materials and Resources for bilingual population of students	Supplies and materials - instruction	199-11-6399-001-132-25-313-000000	\$2,160.00
Sub-Total							\$2,160.00
Budgeted Fund Source Amount							\$2,160.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Supplies and Materials	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-132-99-313-000000-	\$13,900.00
Sub-Total							\$13,900.00
Budgeted Fund Source Amount							\$13,900.00
+/- Difference							\$0.00
Grand Total Budgeted							\$143,191.20
Grand Total Spent							\$143,191.20
+/- 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