

**Fort Worth Independent School District
127 Christene C. Moss Elementary School
2024-2025 Campus Improvement Plan**



Mission Statement

"Our mission is to provide a community that promotes accountability in achievement, equity, trust and a quality education for each learner while building meaningful and positive relationships."

Vision

"To cultivate an academic environment where students are challenged daily through rigorous assignments and activities to help them become self-reliant problem solvers who think critically."

Core Beliefs

Our Values are...

Student Achievement

Accountability

Relationships

Integrity

Equity

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Comprehensive Needs Assessment

Revised/Approved: April 5, 2024

Demographics

Demographics Summary

Christene C. Moss Elementary is a Title 1 campus servicing 298 students in Southeast East Fort Worth. Our campus demographics are 50.5% Hispanic, 48.1% African Americans, and 1.3% White, Multiple, or Native American. 99% of our student population are Economically Disadvantaged with 334% English Language Learners and 11% receiving Special Education Services. According to our school report card, 20.1% mobility rate with an average class size of 20:1.

Demographics Strengths

Christene C. Moss Elementary has great partnerships in which supports the mission and vision of the campus. Throughout the school year, we have been able to provide food for our families through our grant funded Tarrant County Good For You Food Pantry. To increase enrollment and attendance, the campus has actively engaged with parents in many varied activities such as Family Prom, Parent Teacher Conferences, and other engagement activities.

This year, we were 100% fully staffed throughout the school year with 95% of the staff retained from the previous school year. 98% of the teachers remained in the grade level from the previous school year to build teacher capacity in the content and grade level.

Currently, the Teacher to Student Ratio is 11:1 which creates a more one on one experience for our students. The teacher experience ranges with majority of the staff with 1-5 years, 46.1%, 6-10 years, 15.4%, and 11-20 years, 23.1%. According to the FWISD School Performance Framework, our campus is rated 4 out of 5 stars, due to increase student growth and achievement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to FOCUS, 11% of our student population, receive Special Education Services. 5/17, 29%, of the identified students are within the grades of K-2nd grade. **Root Cause:** Due to lack of training and inconsistencies in the MTSS process, teachers are unclear of the process of identification and the process of identification and levels of support that is needed for Speech, Dyslexia, and other SPED Services.

Problem Statement 2 (Prioritized): According to the 23-24 FWISD Data Portal, 83% of the of the 12 Out of School Suspensions are from our African American males for one of the following offenses: fighting, disrespect to staff, and aggravating/agitating others. **Root Cause:** Due to inconsistencies of Social Emotional Learning lessons in the classroom, lack of understanding of school wide discipline procedures and its system, implementation of Behavior Support Plans, lack of Trauma Informed Professional learning, and individualized support for identified repeat offenders.

Student Learning

Student Learning Summary

During the 2023-2024, the campus focused on three "Big Clouds" Tier I instruction, Student Discourse and Engagement, and Growth Mindset. Throughout the school year, the teachers engaged in training and Professional Learning Communities with a focus on best instructional practices in alignment with the campus focus.

The EOY NWEA MAP data indicates that 74% of K-5th Grade Students met their projected growth in Math and 59% of K-5 students met their projected growth goals in Reading (English) and 27% Reading (Spanish). According to the NWEA EOY Student Growth Summary Report indicated that there was observe growth in all grade levels in Math and in K-3rd and 5th Grade demonstrated observed growth in Reading.

Our Math Spring Benchmark data indicated that 5% of the 3rd Grade Students scored Meets and/or Masters, 4th Grade Students scored 47% Meets and/or Masters, while 5th Grade Math had 15% to score Meets and/or Masters. The Reading Spring Benchmark data indicated that 15% of the 3rd Grade Students scored Meets and/or Masters, 4th Grade students scored 27% at Meets and/or Masters, while 5th Grade students scored 15% at Meets and/or Masters.

Upcoming STAAR scores are pending on the August deadline according to the state and will not be released until then.

Throughout the school year, we utilized supplemental curriculum program such as Lexia Core 5 (Reading) and Dreambox (Math). Throughout the school year, 94% of the students meet their usage of the program with 226 students completing 20 skills or more. While using the program to fidelity, student data indicated that 26% reached the EOY Benchmark, 34% were in their appropriate grade level, 19% were 1 grade below, and 20% were 20% 2 grades below with an average of 60% of the student population In or Above Grade Level.

Student Learning Strengths

During the 2023- 2024 school year, the Spring 5th grade Reading Interim data indicated that 60% of our students performed at the Meets level and 42% of scored Masters.

4th grade Math Interim Data indicated that 52% met Approaches, 41% Meets, and 30% Masters and 5th Grade Math was at 76% Approaches, 58 % Meet and 31% Masters.

5th Grade Science Spring Interim indicated that 50% met Approaches, 31% Meets, and 24% Masters. Both the Math and Science scores outperformed the previous Interim and STAAR scores.

The EOY NWEA Map Data indicates that K-5 Grade Math has shown significant observed growth in all grade levels. K-3rd and 5th grade also met or exceeded the EOY Reading Growth Goal.

Also, throughout the school year 79% of the students met their usage of the Lexia Program and 703 reading certificates of Lexia lessons were issued to students for completing their Lexia levels.

Throughout the school year, the teachers engaged in Professional Learning Communities that emphasized on the pedagogy of Data Driven Instruction which included analyzing student work and creating an action plan for reteaching lowest skills. During the PLC's content area teachers were able to receive one on one coaching in which they were to practice the lesson before the delivery of the instruction with immediate feedback. As evident in Walkthroughs and Data, teachers implemented the best instructional practices and ensure students were growing instructional daily.

Starting in October 2023, core content teachers engaged in After School Tutoring to strategically support Tier II and Tier III students with researched based interventions. Also, 1st-3rd grade students participated in the intervention support with Reading Partners.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the 2023-2024 EOY MAP Data, 45% of tk-5th grade students are below or well below in Reading Achievement. **Root Cause:** Students are moved from one grade level to another without adequate interventions and supports due to inconsistencies in campus expectations for interventions and the MTSS process.

Problem Statement 2 (Prioritized): According to the 2023-2024 EOY MAP Data, 44% of K-5th grade students are below or well below in Math Achievement. **Root Cause:** Instructional practices around the implementation of acceleration instruction and small group instruction for struggling students is inconsistent across grade levels.

Problem Statement 3 (Prioritized): According to the 2023-2024 EOY MAP Data, 75% of K-5th grade students are below or well below in Reading Spanish Achievement. **Root Cause:** Due to a lack of understanding of how to support and use the appropriate Spanish resources to help struggling students, teachers need adequate professional learning on how to support students in Spanish.

Problem Statement 4 (Prioritized): According to the CLI Engage Wave 3 data, 61% of the English Program students did not master Alliteration and Listening. **Root Cause:** Teachers lack the professional development on how to incorporate alliteration and active listening/ retelling during instruction time and transitions.

School Processes & Programs

School Processes & Programs Summary

Throughout the year, all teachers participated in the Professional Learning that emphasized our 3 main levers of school improvement, Tier I Instruction, Student Discourse and Engagement, and Growth Mindset. During the trainings, the teachers learned and implemented within their classroom the best instructional practices such as planning for student engagement, discourse, and writing using the Lead4Ward Instructional Playlist Strategies. Also, teachers engaged in how to authentically have students write across all curriculum and how to analyze student work to change instructional practices. Through the work of Data Driven Instruction, the teachers were able to utilize data and plan effective Tier I instruction and reteach lesson during our Professional Learning Communities.

During the school year, teachers developed a strong understanding of the the implementation and pacing of the curriculum. Prek- 1st grade, 2nd and 3rd grade DLE were self contained while 2nd through 5th grade classrooms were taught as a team teaching pair. 4th and 5th grade were taught as team teaching duo across grade levels.

At least once monthly, teachers were informed of the instructional focus via the staff newsletter. Teachers partner with the Instructional Coach to go over best instructional practices while administration conducted weekly Walkthroughs for instructional feedback.

Each month, the campus had a month-long focus using the Character Strong Curriculum. Teachers were to use the Curriculum Strong SEL Curriculum daily which encompassed SEL team building activities and activities. For identified students, they were supported through the school counselor and/or the MHMR Navigator.

Throughout the school year, students had many opportunities to engage in extracurricular opportunities such as Book Club, Dance Team, Student Council, Moss News Network, and Cheerleading. Students had to apply and/or participate in once a week meeting. All extracurricular activities were all sponsored by teacher and/or staff leaders.

School Processes & Programs Strengths

This school year, the campus only had one new teacher to the campus. 95% of the staff roster was retained which benefited the school culture, climate, and procedures. Due to staff retention, this aided in increasing teacher efficacy using the curriculum and campus operational systems and procedures.

Weekly, teachers engaged in PLC's that targeted planning, preparation, and data driven instruction to support our highest campus levers: Quality Tier I Instruction, Student Discourse and Engagement, and Growth Mindset. All teachers participated in ongoing Staff and Pyramid PLC in which they were provided support from their peers, Instructional Coaches, District Coaches, and Administration.

The Prekindergarten teachers engaged in the curriculum, Creative Curriculum in which they were able to participate in Learning Walks with a focus on classroom environment. To ensure fidelity to the program, teachers engaged in Professional Learning Communities to plan, practice of best instructional practices, and ways to engage parents within the new curriculum and review campus and classroom data.

As required by House Bill 1416, formally House Bill 4545, 4th and 5th grade students who were not successful on STAAR test during the previous school year received additional instructional hours to accelerate learning through After School Tutoring and other partnering organizations

This school year, teachers submitted their weekly lesson "Google Slides" to the school informational platform of Canvas. Teachers also engaged in Long Range Planning in which they reviewed the upcoming assessments, engaged in backwards planning, and developing authentic and aligned exit tickets.

Throughout the school year, there was a focus on implementing student programs to increase the campus culture. Many new student clubs were implemented such as the Moss News Network, Cheerleading, Basketball, Student Council, Safety Patrol, Book Club, Ladies In Training. The students who participated were able to demonstrate leadership skills throughout the school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to the attendance rate as noted in FWISD Data Portal, 68% of the students who have 10 or more absenteeism are in PK, 1st, 3rd, and 5th grade as compared to 32% in K, 2nd, and 4th grade. **Root Cause:** Due to various reasons such as health issues, lack of parent understanding of the impact absenteeism, and inconsistencies in campus attendance recovery procedures, students continue to have high numbers of absents.

Problem Statement 2 (Prioritized): According to the 23-24 FOCUS data, 4% of the 307 student population receives Dyslexia Services in which less than 1% (1 student) of the student population is from K-2. **Root Cause:** Inconsistencies in the process and procedures of the MTSS process and identification of flagged students.

Perceptions

Perceptions Summary

The mission, vision, and values of the campus are in alignment with the District's goals and expectations. It is our first priority to provide a safe learning environment for all stakeholders.

Through various methods, it has been identified that Moss Elementary as a "family, warm, clean, and bright" atmosphere. As one of campus Big Clouds, it was important that we focus on Growth Mindset with all stakeholders. This year, we embraced all visitors to our campus through many family engagement activities which included: Back to School Blitz and Meet the Teacher Night, Family Wellness Night Open House, Muffins with Moms, Groovin' with Grandparents, Easter Egg Hunt, Family Prom, Donuts for Dads, Bring Your Parent to School Day, Parent/Teacher Conferences, Academic Night, and Holiday Programs. From our parent surveys, 98% of parents were pleased with the engagement activities we conducted for our students and parents.

With building our student engagement on the campus, there was a 75% increase in enrollment with our Fort Worth After School Program. Every month, we celebrate our student

This school year, we increased the number of families utilizing the Food Pantry to 100 to 125 families. With the food pantry and other programs we have on the campus there has been an increase of parent volunteers to support our student programs.

In December 2023, in partnership with Kaboom, The Challenge of Tarrant County, community and parent volunteers, we were able to build a brand new playground and garden. With the assistance of many individuals were able to beautify our playground with a colorful mural.

We believe strongly in our partnerships! Our partners have sponsored many student support items such as coats, supplies, gift cards, books, dry goods, washing detergent, etc. Our campus partners with the following organizations: Truevine Baptist Church, Beth Eden Baptist Church, Community of Hope Lutheran Church of Christ, Dunbar Alumni Association, Bell Helicopter, Zeta Phi Beta Sorority, R Life Organization, and Blue Zones

Perceptions Strengths

Consistently throughout the school year, parents engaged in many family engagement events. From Academic Nights to Community Wellness Events, our school community had the opportunity to learn about the school's expectations and bridge the home/school connection. Throughout the school year, with the support of many of our partners, we have been able to support our Food Pantry and beautify our campus. This has created a welcoming, safe, and vibrant environment for our school community.

The teaching staff also sponsored many after school student clubs such as cheerleading, Moss News Network, and Book Club to engage students. This year the Moss Mediation Room was used to help individual students to deescalate their behavior with the assistance of the Case Manager and Counselor.

According to teacher survey, the staff works well together and have become a family community. Because of the climate of the campus it has assisted the campus importance of ensuring all students are successful to help them grow.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the FWISD Principal Dashboard, the campus data indicates that the 44% of the student population has 10 or more absences for the

school year. **Root Cause:** Inconsistencies exist regarding the reinforcement of attendance procedures on the campus.

Problem Statement 2 (Prioritized): In the FWISD FOCUS data, it was observed that 24% of the office referrals were attributed to incidents of Fighting/Assault, with 50% of these cases involving African American boys. **Root Cause:** Due to inconsistencies in Social Emotional Learning lessons, inadequate understanding of school-wide discipline protocols, challenges in implementing Behavior Support Plans, insufficient Trauma-Informed Professional development, and the need for personalized intervention for identified repeat offenders.

Priority Problem Statements

Problem Statement 1: According to FOCUS, 11% of our student population, receive Special Education Services. 5/17, 29%, of the identified students are within the grades of K-2nd grade.

Root Cause 1: Due to lack of training and inconsistencies in the MTSS process, teachers are unclear of the process of identification and the process of identification and levels of support that is needed for Speech, Dyslexia, and other SPED Services.

Problem Statement 1 Areas: Demographics

Problem Statement 2: According to the 23-24 FWISD Data Portal, 83% of the of the 12 Out of School Suspensions are from our African American males for one of the following offenses: fighting, disrespect to staff, and aggravating/agitating others.

Root Cause 2: Due to inconsistencies of Social Emotional Learning lessons in the classroom, lack of understanding of school wide discipline procedures and its system, implementation of Behavior Support Plans, lack of Trauma Informed Professional learning, and individualized support for identified repeat offenders.

Problem Statement 2 Areas: Demographics

Problem Statement 3: According to the attendance rate as noted in FWISD Data Portal, 68% of the students who have 10 or more absenteeism are in PK, 1st, 3rd, and 5th grade as compared to 32% in K, 2nd, and 4th grade.

Root Cause 3: Due to various reasons such as health issues, lack of parent understanding of the impact absenteeism, and inconsistencies in campus attendance recovery procedures, students continue to have high numbers of absents.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: According to the FWISD Principal Dashboard, the campus data indicates that the 44% of the student population has 10 or more absences for the school year.

Root Cause 4: Inconsistencies exist regarding the reinforcement of attendance procedures on the campus.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: According to the 2023-2024 EOY MAP Data, 45% of tk-5th grade students are below or well below in Reading Achievement.

Root Cause 5: Students are moved from one grade level to another without adequate interventions and supports due to inconsistencies in campus expectations for interventions and the MTSS process.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: According to the 2023-2024 EOY MAP Data, 44% of K-5th grade students are below or well below in Math Achievement.

Root Cause 6: Instructional practices around the implementation of acceleration instruction and small group instruction for struggling students is inconsistent across grade levels.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: According to the 2023-2024 EOY MAP Data, 75% of K-5th grade students are below or well below in Reading Spanish Achievement.

Root Cause 7: Due to a lack of understanding of how to support and use the appropriate Spanish resources to help struggling students, teachers need adequate professional learning on how to support students in Spanish.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: According to the CLI Engage Wave 3 data, 61% of the English Program students did not master Alliteration and Listening.

Root Cause 8: Teachers lack the professional development on how to incorporate alliteration and active listening/ retelling during instruction time and transitions.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: According to the 23-24 FOCUS data, 4% of the 307 student population receives Dyslexia Services in which less than 1% (1 student) of the student population is from K-2.

Root Cause 9: Inconsistencies in the process and procedures of the MTSS process and identification of flagged students.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: In the FWISD FOCUS data, it was observed that 24% of the office referrals were attributed to incidents of Fighting/Assault, with 50% of these cases involving African American boys.

Root Cause 10: Due to inconsistencies in Social Emotional Learning lessons, inadequate understanding of school-wide discipline protocols, challenges in implementing Behavior Support Plans, insufficient Trauma-Informed Professional development, and the need for personalized intervention for identified repeat offenders.

Problem Statement 10 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
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline 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
- 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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: June 6, 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 58 % to 76% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 0% to 50% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 52% to 75% by May 2025.

Evaluation Data Sources: CLI Engage Data, Companion Report

Strategy 1: Improve the quality and alignment of Tier I Instruction for all students through the use of Creative Curriculum utilizing Teaching Strategies.

Strategy's Expected Result/Impact: 76% of the 2024-2025 Pre-Kindergarten Students will be on target in Phonological Awareness by the EOY as measured the CLI Engage Data.

Staff Responsible for Monitoring: Administration, District and Campus Coaches

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Learning 4 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: PreK 3/4 Teachers and Teacher Assistants will attend ongoing Professional Learning that will reinforce and support quality instruction through the use of best practices.</p> <p>Intended Audience: Prekindergarten Teachers and Teacher Assistants, Early Learning Coaches</p> <p>Provider / Presenter / Person Responsible: Lead Teacher, District and Campus Coaches,</p> <p>Date(s) / Timeframe: Quarter 1- Aug- October 2024 Quarter 2 -November- February 2025 Quarter 3- March- May 2025</p> <p>Collaborating Departments: Early Learning</p> <p>Delivery Method: In Person and Online Training</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Prek 3/4 Teachers will work closely with the Campus and District Coach during, after school and PLC to organize the classroom according to the Environmental Checklist and plan effective engaging lesson where students are able to engage and utilize hands on, cross curricular, and real world experiences during the learn and play activities.</p> <p>Intended Audience: Prek3/4 Teachers and TA's</p> <p>Provider / Presenter / Person Responsible: Early Learning Coaches, Prek Lead Teacher, Campus Coach</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Early Learning</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Supplies and materials for each unit - TITLE I (211) - 211-11-6399-04E-127-30-510-000000-25F10 - \$600</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:

Student Learning
<p>Problem Statement 4: According to the CLI Engage Wave 3 data, 61% of the English Program students did not master Alliteration and Listening. Root Cause: Teachers lack the professional development on how to incorporate alliteration and active listening/ retelling during instruction time and transitions.</p>
School Processes & Programs
<p>Problem Statement 1: According to the attendance rate as noted in FWISD Data Portal, 68% of the students who have 10 or more absenteeism are in PK, 1st, 3rd, and 5th grade as compared to 32% in K, 2nd, and 4th grade. Root Cause: Due to various reasons such as health issues, lack of parent understanding of the impact absenteeism, and inconsistencies in campus attendance recovery procedures, students continue to have high numbers of absents.</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 47.5% to 76% 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 12.8% to 50% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 44.9% to 65% by May 2025.

Evaluation Data Sources: Map Fluency and CIP Companion

Strategy 1: Improve the quality and alignment of Tier I Literacy Instruction for all students by enhancing teacher quality and building teacher capacity through ongoing Professional Learning sessions with a focus on lesson preparation, student engagement, student work analysis and data driven instruction.

Strategy's Expected Result/Impact: 75% of the students will be able to meet or exceed the key indicators as identified on MAP Fluency Assessment.

Staff Responsible for Monitoring: Administrators, Content Coaches, Dyslexia Teacher

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

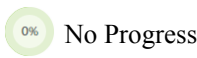
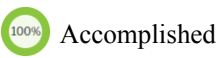
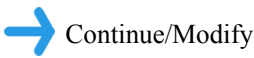

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 1 - Student Learning 1, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: 100% of K-5th Grade Literacy will attend Professional Learning, plan for effective delivery and implement best instructional strategies as according to the Science of Teaching Reading.</p> <p>Intended Audience: K-5th Grade Teachers</p> <p>Provider / Presenter / Person Responsible: District and Campus Coaches, Administration, Lead Teachers, Dyslexia Teacher</p> <p>Date(s) / Timeframe: August 2024 September 2024 October 2024 November 2024 January 2025 February 2025</p> <p>Collaborating Departments: Humanities and Early Learning</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Reading Materials, Manipulatives, and Supplies - TITLE I (211) - 211-11-6329-04E-127-30-510-000000-25F10 - \$500, Substitutes for Professional Learning - BASIC (199 PIC 11) - 199-11-6112-XXX-127-11-313-000000- - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: According to FOCUS, 11% of our student population, receive Special Education Services. 5/17, 29%, of the identified students are within the grades of K-2nd grade. Root Cause: Due to lack of training and inconsistencies in the MTSS process, teachers are unclear of the process of identification and the process of identification and levels of support that is needed for Speech, Dyslexia, and other SPED Services.</p>
Student Learning
<p>Problem Statement 1: According to the 2023-2024 EOY MAP Data, 45% of tk-5th grade students are below or well below in Reading Achievement. Root Cause: Students are moved from one grade level to another without adequate interventions and supports due to inconsistencies in campus expectations for interventions and the MTSS process.</p>
<p>Problem Statement 3: According to the 2023-2024 EOY MAP Data, 75% of K-5th grade students are below or well below in Reading Spanish Achievement. Root Cause: Due to a lack of understanding of how to support and use the appropriate Spanish resources to help struggling students, teachers need adequate professional learning on how to support students in Spanish.</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 53.7% to 70% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 12.8 % to 50% by May 2025.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 70% by May 2025.

Evaluation Data Sources: FWISD CIP Companion Guide

Strategy 1: Ensure PLC's are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources.

Strategy's Expected Result/Impact: 75% of the student population will be able to meet or exceed their expected growth as measured by the MAP NWEA Reading EOY Assessment.

Staff Responsible for Monitoring: Administration, Instructional Coach, Grade Level Leaders and Teachers

Title I:

2.4, 2.5

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 1, 3 - School Processes & Programs 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Develop a strategic intervention time for students who are identified Tier III and Tier II students in Branching minds and monitor through strategic Progress Monitoring using recommended research- based materials Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin, Instructional Coach, MTSS Coordinator Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: MTSS, Humanities Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

Strategy's Expected Result/Impact: 60% of the students will meet or exceed their expected growth as determined by MAP Growth Reading.

Staff Responsible for Monitoring: Administrators, Instructional Coach, Grade Level Leaders

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 1, 3 - School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide after school tutoring to support Tier II and Tier III students who are identified as at risk and/or bilingual to eliminate the achievement gap through research based interventions and enrichment.</p> <p>Intended Audience: Students and Teachers</p> <p>Provider / Presenter / Person Responsible: Administrator, After School Coordinator</p> <p>Date(s) / Timeframe: August 2024- April 2025</p> <p>Collaborating Departments: Learning and Leading, Student Support</p> <p>Delivery Method: In Person</p> <p>Funding Sources: After School Tutoring given by Tutors with degrees or certified - TITLE I (211) - 211-11-6116-04E-127-30-510-000000-25F10 - \$19,000, Summer Planning for Teachers - TITLE I (211) - 211-13-6116-04E-127-30-510-000000-25F10 - \$3,000, Snacks for After School Tutoring and Professional Learning - UNDISTRIBUTED (199 PIC 99) - 199-23-6499-XXX-127-99-313-000000- - \$1,000, After School Tutoring with degrees or certified - BASIC (199 PIC 11) - 199-11-6116-XXX-127-11-313-000000- - \$2,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Empty review cells			

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide authentic and culturally relevant resources and books for students.</p> <p>Intended Audience: Bilingual and At Risk students</p> <p>Provider / Presenter / Person Responsible: Administration, Librarian</p> <p>Date(s) / Timeframe: September 2024- April 2025</p> <p>Collaborating Departments: Library Media and Bilingual Department</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Library Books - TITLE I (211) - 211-12-6329-04E-127-30-510-000000-25F10 - \$2,500, Classroom Supplies and Materials - BEA (199 PIC 25) - 199-11-6399-001-127-25-313-000000 - \$795, Library materials - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-127-99-313-000000- - \$250</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: According to the 2023-2024 EOY MAP Data, 45% of tk-5th grade students are below or well below in Reading Achievement. Root Cause: Students are moved from one grade level to another without adequate interventions and supports due to inconsistencies in campus expectations for interventions and the MTSS process.</p>
<p>Problem Statement 3: According to the 2023-2024 EOY MAP Data, 75% of K-5th grade students are below or well below in Reading Spanish Achievement. Root Cause: Due to a lack of understanding of how to support and use the appropriate Spanish resources to help struggling students, teachers need adequate professional learning on how to support students in Spanish.</p>
School Processes & Programs
<p>Problem Statement 1: According to the attendance rate as noted in FWISD Data Portal, 68% of the students who have 10 or more absenteeism are in PK, 1st, 3rd, and 5th grade as compared to 32% in K, 2nd, and 4th grade. Root Cause: Due to various reasons such as health issues, lack of parent understanding of the impact absenteeism, and inconsistencies in campus attendance recovery procedures, students continue to have high numbers of absents.</p>
<p>Problem Statement 2: According to the 23-24 FOCUS data, 4% of the 307 student population receives Dyslexia Services in which less than 1% (1 student) of the student population is from K-2. Root Cause: Inconsistencies in the process and procedures of the MTSS process and identification of flagged students.</p>
Perceptions
<p>Problem Statement 1: According to the FWISD Principal Dashboard, the campus data indicates that the 44% of the student population has 10 or more absences for the school year. Root Cause: Inconsistencies exist regarding the reinforcement of attendance procedures on the campus.</p>

Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 77% to 85% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 73% to 85% by May 2025.

Evaluation Data Sources: CLI Engage, FWISD Companion Report

Strategy 1: Develop the capacity of PK teachers to implement the Creative Curriculum utilizing the Teaching Strategies through ongoing Professional Learning Sessions to enhance teacher quality.

Strategy's Expected Result/Impact: 96% of the Prek Students will be on track in all categories of Math as assessed by CLI Engage Wave # 3.

Staff Responsible for Monitoring: Prek Teachers, Administration, District Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will engage in ongoing Planning and Data PLC's where student assessments (i.e CLI Engage, Unit and Informal Assessments, Progress Monitoring, etc) and class work are analyzed using the campus Data Action Plan.</p> <p>Intended Audience: Prek Teachers, District and Campus Instructional Coaches and Administrators</p> <p>Provider / Presenter / Person Responsible: Administrators</p> <p>Date(s) / Timeframe: Weekly starting in August to May 2025</p> <p>Collaborating Departments: Early Learning</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Supplies and Materials for Instruction - TITLE I (211) - 211-11-6399-04E-127-30-510-000000-25F10 - \$1,011.20, Supplies and Materials for Instruction - BASIC (199 PIC 11) - 199-11-6399-XXX-127-11-313-000000- - \$7,530</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: During the Classroom Environment Walk, ensure that each interest area incorporates Math concepts and during lesson internalization implement Math Strategies to help support math concepts.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Admin, Instructional Coach</p> <p>Date(s) / Timeframe: August 2024-May 2025, monthly</p> <p>Collaborating Departments: Early Learning</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
<p>Problem Statement 1: According to FOCUS, 11% of our student population, receive Special Education Services. 5/17, 29%, of the identified students are within the grades of K-2nd grade. Root Cause: Due to lack of training and inconsistencies in the MTSS process, teachers are unclear of the process of identification and the process of identification and levels of support that is needed for Speech, Dyslexia, and other SPED Services.</p>

Goal 2: Early Math

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

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 52% to 62%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 52 % to 62% by May 2025.

Evaluation Data Sources: TX- KEA

Strategy 1: Teachers will engage in Professional Learning and implement strategies in regards to student engagement and discourse.

Strategy's Expected Result/Impact: 62% of the students will be on track for T-KEA.

Staff Responsible for Monitoring: Admin, Coach,

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


Build a foundation of reading and math


- ESF Levers:


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


Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Teachers will engage in professional learning regarding student discourse, writing, and engagement. Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin, Coaches Date(s) / Timeframe: August 2024-March 2025 Collaborating Departments: Learning and Leading, Math Dept Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: According to the 2023-2024 EOY MAP Data, 44% of K-5th grade students are below or well below in Math Achievement. **Root Cause:** Instructional practices around the implementation of acceleration instruction and small group instruction for struggling students is inconsistent across grade levels.

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 60.6 % to 75% 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 57.8% to 70% by May 2025.

High Priority

Evaluation Data Sources: MAP Data, Companion Guide

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards with alignment including the exit tickets, classroom activities, student discourse, intervention and formative assessment of the given curriculum.

Strategy's Expected Result/Impact: 75% of the K-5 Grade students will meet or exceed projected growth on Map Growth Math.

Staff Responsible for Monitoring: Administration and Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Provide/purchase classroom resources instruction that promotes student engagement and assessments within the curriculum Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Learning andLeading Delivery Method: In Person Funding Sources: Technology, Supplies, and Materials for services - TITLE I (211) - 211-11-6329-04E-127-30-510-000000-25F10 - \$4,100, Social Emotional Materials and Supplies for At risk students - SCE (199 PIC 24) - 199-11-6399-001-127-24-313-000000- - \$890	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Attend Professional Learning in and out of the state to develop and implement best instructional practices.</p> <p>Intended Audience: Teachers and Administration, Instructional Coach</p> <p>Provider / Presenter / Person Responsible: Administration</p> <p>Date(s) / Timeframe: October 2024- June 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Purchase a registration and travel accommodations for attendees. - TITLE I (211) - 211-23-6411-04E-127-30-510-000000-25F10 - \$4,000, Purchase a registration and travel accommodations for attendees. - TITLE I (211) - 211-13-6411-04E-127-30-510-000000-25F10 - \$4,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Provide substitutes for Teachers for Professional Learning</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Administration</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Subs- Professional - BASIC (199 PIC 11) - 199-11-6112-XXX-127-11-313-000000- - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: According to FOCUS, 11% of our student population, receive Special Education Services. 5/17, 29%, of the identified students are within the grades of K-2nd grade. Root Cause: Due to lack of training and inconsistencies in the MTSS process, teachers are unclear of the process of identification and the process of identification and levels of support that is needed for Speech, Dyslexia, and other SPED Services.</p>
Student Learning
<p>Problem Statement 2: According to the 2023-2024 EOY MAP Data, 44% of K-5th grade students are below or well below in Math Achievement. Root Cause: Instructional practices around the implementation of acceleration instruction and small group instruction for struggling students is inconsistent across grade levels.</p>

Goal 3: CCMR

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

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 34.1 % to 45% 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 32.8 % to 45% by May 2025.

Evaluation Data Sources: STAAR Data. MAP Projected Summary

Strategy 1: Engage in PLC's that include planning sessions, learning walks, vertical articulation, and data analysis that communicate clear expectations and strategies to ensure quality Tier 1 Instruction with student/teacher accountability utilizing the district's curriculum and its resources, technology, and materials.

Strategy's Expected Result/Impact: 45 % of the students will score Meets or above as indicated on the STAAR assessment.

Staff Responsible for Monitoring: Administration, Instructional Coach

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 2 - School Processes & Programs 2 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide resources, materials, technology applications, and incentives to engage students in higher order thinking strategies, projects, and learning to engage and provide student discourse within the instruction.</p> <p>Intended Audience: Students and Teachers</p> <p>Provider / Presenter / Person Responsible: Administration, GT Teachers and Content Teachers</p> <p>Date(s) / Timeframe: August 2024- April 2025</p> <p>Collaborating Departments: Gifted and Talent, Learning and Leading</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Supplies and Resources for Projects - BASIC (199 PIC 11) - 199-11-6399-XXX-127-11-313-000000- - \$2,000, Supplies, Technology Resources/Robots, and Materials for Experiments, Projects, and Learning - GT (199 PIC 21) - \$386</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: According to the 23-24 FWISD Data Portal, 83% of the of the 12 Out of School Suspensions are from our African American males for one of the following offenses: fighting, disrespect to staff, and aggravating/agitating others. **Root Cause:** Due to inconsistencies of Social Emotional Learning lessons in the classroom, lack of understanding of school wide discipline procedures and its system, implementation of Behavior Support Plans, lack of Trauma Informed Professional learning, and individualized support for identified repeat offenders.

Student Learning

Problem Statement 2: According to the 2023-2024 EOY MAP Data, 44% of K-5th grade students are below or well below in Math Achievement. **Root Cause:** Instructional practices around the implementation of acceleration instruction and small group instruction for struggling students is inconsistent across grade levels.

School Processes & Programs

Problem Statement 2: According to the 23-24 FOCUS data, 4% of the 307 student population receives Dyslexia Services in which less than 1% (1 student) of the student population is from K-2. **Root Cause:** Inconsistencies in the process and procedures of the MTSS process and identification of flagged students.

Perceptions

Problem Statement 2: In the FWISD FOCUS data, it was observed that 24% of the office referrals were attributed to incidents of Fighting/Assault, with 50% of these cases involving African American boys. **Root Cause:** Due to inconsistencies in Social Emotional Learning lessons, inadequate understanding of school-wide discipline protocols, challenges in implementing Behavior Support Plans, insufficient Trauma-Informed Professional development, and the need for personalized intervention for identified repeat offenders.

Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 28% to 38% 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 18 % to 28% by May 2025.

Evaluation Data Sources: STAAR, MAP Projected Summary Report

Strategy 1: Engage in PLC's that include planning sessions, learning walks, vertical articulation, and data analysis using the Data Driven Instruction Protocol to communicate clear expectations and strategies to ensure quality Tier 1 Instruction with student/teacher accountability utilizing the district's curriculum and its resources, technology, and materials.

Strategy's Expected Result/Impact: 38% of the students will score Meets or above as indicated on the STAAR assessment.

Staff Responsible for Monitoring: Administration, Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide resources, materials, and incentives to engage students with identified learning disabilities, and at-risk students to maintain focus and engagement within the instruction.</p> <p>Intended Audience: Students and Teachers</p> <p>Provider / Presenter / Person Responsible: Administration, Special Education Teachers, Dyslexia</p> <p>Date(s) / Timeframe: August 2024- April 2025</p> <p>Collaborating Departments: SPED and Dyslexia</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Resources, Materials, and Snack Incentives that promote academic and behavior success. - SPED (199 PIC 23) - \$2,021, Snack Incentives that promote academic and behavior success. - SPED (199 PIC 23) - \$440</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide resources for remediation and intervention for students at risk after school</p> <p>Intended Audience: At risk/ Tier II and III students</p> <p>Provider / Presenter / Person Responsible: Administration and Teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Learning and Leading, SPED</p> <p>Delivery Method: In Person</p> <p>Funding Sources: STAAR Remediation, Intervention Resources - SCE (199 PIC 24) - 199-11-6399-001-127-24-313-000000- - \$2,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: According to FOCUS, 11% of our student population, receive Special Education Services. 5/17, 29%, of the identified students are within the grades of K-2nd grade. Root Cause: Due to lack of training and inconsistencies in the MTSS process, teachers are unclear of the process of identification and the process of identification and levels of support that is needed for Speech, Dyslexia, and other SPED Services.</p>
Student Learning
<p>Problem Statement 2: According to the 2023-2024 EOY MAP Data, 44% of K-5th grade students are below or well below in Math Achievement. Root Cause: Instructional practices around the implementation of acceleration instruction and small group instruction for struggling students is inconsistent across grade levels.</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 25 % to 15% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 28 % to 18% by May 2025.

Evaluation Data Sources: ADQ Data Reports

Strategy 1: Establish an active attendance committee with well defined roles that create action steps such as but not limited to Home Visits, Mentorship, Check Ins, Parent Meetings for identified chronic or high absences in order to eliminate barriers that hinder from academic achievement.

Strategy's Expected Result/Impact: The cohort of enrolled students that were identified will decrease from 28% to 18 % as identified in the FWISD Data Dashboard.

Staff Responsible for Monitoring: Family Engagement Specialist, Data Clerk, Assistant Principal, Case Manager, Counselor

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Re-define the roles and responsibilities of the attendance committee members to establish systems and procedures for reviewing the data to identify students with chronic attendances, create a plan of action, monitor and document, and identify ways of celebrating those identified students (home visits, warm calls, electronic/written notifications, and restoration).</p> <p>Intended Audience: Teachers, Counselor, Family Engagement Specialist, Data Clerk, Case Manager, and Administrators</p> <p>Provider / Presenter / Person Responsible: Administrator and Attendance Committee</p> <p>Date(s) / Timeframe: Monthly starting August 2024 though May 2025</p> <p>Collaborating Departments: Student Records, MTSS, Family Engagement</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Family Engagement Specialist - TITLE I (211) - 211-61-6129-04L-127-30-510-000000-25F10 - \$32,604, Technology and Resources - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-127-99-313-000000- - \$1,744, Family Engagement Supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-127-30-510-000000-25F10 - \$1,878</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Students attend Field Trips that are TEKS aligned according to district and campus field trip schedule.</p> <p>Intended Audience: Students and Teachers</p> <p>Provider / Presenter / Person Responsible: Students and Teachers</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Travel for Students - UNDISTRIBUTED (199 PIC 99) - 199-36-6412-XXX-127-99-313-000000- - \$356, Transportation for Students TITLE I - TITLE I (211) - 211-11-6412-04E-127-30-510-000000-25F10 - \$800</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Establish parent and family events that encourage student achievement, attendance, and discipline.</p> <p>Intended Audience: Parents</p> <p>Provider / Presenter / Person Responsible: Administration, Teachers, Family Engagement Specialist, Counselor</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Parent Engagement, Family Resource Center, Learning and Leading</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Snacks and other instructional materials for parent meeting - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-127-99-313-000000- - \$400</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: According to the attendance rate as noted in FWISD Data Portal, 68% of the students who have 10 or more absenteeism are in PK, 1st, 3rd, and 5th grade as compared to 32% in K, 2nd, and 4th grade. **Root Cause:** Due to various reasons such as health issues, lack of parent understanding of the impact absenteeism, and inconsistencies in campus attendance recovery procedures, students continue to have high numbers of absents.

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

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

Performance Objective 2: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 2.3% to 1.5% by May 2025.

Evaluation Data Sources: Decrease the number of referrals of African American boys from 50% to 35%

Strategy 1: Engage all students in campus wide social emotional learning which includes but not limited to Restorative Practices and Character Strong Curriculum to engage students in authentic conversations and activities that build social well being as a positive school community.

Strategy's Expected Result/Impact: Decrease the number of referrals of African American boys from 56% to 35%.

Staff Responsible for Monitoring: Administration, Teachers, PBIS Committee

Title I:

2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Re-define and provide clear expectations of the discipline procedures for student referrals through Professional Learning, so there is a clear understanding of the campus and district expectations. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: August, 2024 , January 2025, March 2025 Collaborating Departments: Student Support Dept Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Utilize the campus Student Support Teams to engage the staff in Professional Learning, support Behavior Plans, provide de-escalation strategies, and ongoing wellness activities.</p> <p>Intended Audience: Teachers and Student Support Team</p> <p>Provider / Presenter / Person Responsible: Counselor, Case Manager, Teachers, Administrators</p> <p>Date(s) / Timeframe: Monthly starting in August.</p> <p>Collaborating Departments: Student Support Department, Counseling, Psychological Services.</p> <p>Delivery Method: In Person and Virtual</p> <p>Funding Sources: Resources, Manipulatives and Supplies for Social Emotional Learning - SPED (199 PIC 23) - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: According to the 23-24 FWISD Data Portal, 83% of the of the 12 Out of School Suspensions are from our African American males for one of the following offenses: fighting, disrespect to staff, and aggravating/agitating others. Root Cause: Due to inconsistencies of Social Emotional Learning lessons in the classroom, lack of understanding of school wide discipline procedures and its system, implementation of Behavior Support Plans, lack of Trauma Informed Professional learning, and individualized support for identified repeat offenders.</p>
Perceptions
<p>Problem Statement 2: In the FWISD FOCUS data, it was observed that 24% of the office referrals were attributed to incidents of Fighting/Assault, with 50% of these cases involving African American boys. Root Cause: Due to inconsistencies in Social Emotional Learning lessons, inadequate understanding of school-wide discipline protocols, challenges in implementing Behavior Support Plans, insufficient Trauma-Informed Professional development, and the need for personalized intervention for identified repeat offenders.</p>

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lisa Barboza	Family Engagement Specialist		

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Supplies and materials for each unit	Supplies and materials for instructional use	211-11-6399-04E-127-30-510-000000-25F10	\$600.00
1	2	1	1	Reading Materials, Manipulatives, and Supplies	Reading materials & Software for classroom use	211-11-6329-04E-127-30-510-000000-25F10	\$500.00
1	3	2	1	After School Tutoring given by Tutors with degrees or certified	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-127-30-510-000000-25F10	\$19,000.00
1	3	2	1	Summer Planning for Teachers	Extra duty for summer planning (off contract days)	211-13-6116-04E-127-30-510-000000-25F10	\$3,000.00
1	3	2	2	Library Books	Reading materials for library use	211-12-6329-04E-127-30-510-000000-25F10	\$2,500.00
2	1	1	1	Supplies and Materials for Instruction	Supplies and materials for instructional use	211-11-6399-04E-127-30-510-000000-25F10	\$1,011.20
2	3	1	1	Technology, Supplies, and Materials for services	Reading materials & Software for classroom use	211-11-6329-04E-127-30-510-000000-25F10	\$4,100.00
2	3	1	2	Purchase a registration and travel accommodations for attendees.	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-127-30-510-000000-25F10	\$4,000.00
2	3	1	2	Purchase a registration and travel accommodations for attendees.	Travel for Teachers (PD)	211-13-6411-04E-127-30-510-000000-25F10	\$4,000.00
4	1	1	1	Family Engagement Specialist	Family Engagement Specialist	211-61-6129-04L-127-30-510-000000-25F10	\$32,604.00
4	1	1	2	Transportation for Students TITLE 1	Transportation costs for students	211-11-6412-04E-127-30-510-000000-25F10	\$800.00
Sub-Total							\$72,115.20
Budgeted Fund Source Amount							\$72,115.20
+/- Difference							\$0.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Family Engagement Supplies	Supplies and materials for parental involvement	211-61-6399-04L-127-30-510-000000-25F10	\$1,878.00
Sub-Total							\$1,878.00
Budgeted Fund Source Amount							\$1,878.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Substitutes for Professional Learning	INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-127-11-313-000000-	\$1,500.00
1	3	2	1	After School Tutoring with degrees or certified	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-127-11-313-000000-	\$2,500.00
2	1	1	1	Supplies and Materials for Instruction	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-127-11-313-000000-	\$7,530.00
2	3	1	3	Subs- Professional	INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-127-11-313-000000-	\$1,500.00
3	1	1	1	Supplies and Resources for Projects	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-127-11-313-000000-	\$2,000.00
Sub-Total							\$15,030.00
Budgeted Fund Source Amount							\$15,030.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplies, Technology Resources/Robots, and Materials for Experiments, Projects, and Learning	GENERAL SUPPLIES		\$386.00
Sub-Total							\$386.00
Budgeted Fund Source Amount							\$386.00
+/- Difference							\$0.00

SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Snack Incentives that promote academic and behavior success.	MISC OPERATING COSTS		\$440.00
3	2	1	1	Resources, Materials, and Snack Incentives that promote academic and behavior success.	GENERAL SUPPLIES		\$2,021.00
4	2	1	2	Resources, Manipulatives and Supplies for Social Emotional Learning	FURN&EQUIP < \$5000		\$500.00
Sub-Total							\$2,961.00
Budgeted Fund Source Amount							\$2,961.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1	Social Emotional Materials and Supplies for At risk students	Supplies and materials for instructional use	199-11-6399-001-127-24-313-000000-	\$890.00
3	2	1	2	STAAR Remediation, Intervention Resources	Supplies and materials for instructional use	199-11-6399-001-127-24-313-000000-	\$2,500.00
Sub-Total							\$3,390.00
Budgeted Fund Source Amount							\$3,390.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	2	Classroom Supplies and Materials	Supplies and materials - instruction	199-11-6399-001-127-25-313-000000	\$795.00
Sub-Total							\$795.00
Budgeted Fund Source Amount							\$795.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1	Snacks for After School Tutoring and Professional Learning	SCHOOL LEADERSHIP MISC OPERATING COSTS	199-23-6499-XXX-127-99-313-000000-	\$1,000.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	2	Library materials	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-127-99-313-000000-	\$250.00
4	1	1	1	Technology and Resources	SCHOOL LEADERSHIP TECHNOLOGY < \$5000	199-23-6396-XXX-127-99-313-000000-	\$1,744.00
4	1	1	2	Travel for Students	COCURRICULAR/ EXTRACURRIC TRAVEL - STUDENT	199-36-6412-XXX-127-99-313-000000-	\$356.00
4	1	1	3	Snacks and other instructional materials for parent meeting	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-127-99-313-000000-	\$400.00
Sub-Total							\$3,750.00
Budgeted Fund Source Amount							\$3,750.00
+/- Difference							\$0.00
Grand Total Budgeted							\$100,305.20
Grand Total Spent							\$100,305.20
+/- 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