

**Fort Worth Independent School District
135 Van Zandt-Guinn Elementary School
2024-2025 Campus Improvement Plan**



Mission Statement

We will increase ALL student achievement through active student engagement and intentional, quality tier 1 data-driven instruction.

Vision

We believe student success is achieved when school, family & community work together to support the whole child.

Value Statement

T.I.G.E.R.S.

Teamwork

Integrity

Growth-Mindset

Effort

Resilient

Self-Aware

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Comprehensive Needs Assessment

Revised/Approved: February 27, 2024

Demographics

Demographics Summary

Van Zandt-Guinn Elementary is located in the heart of Historic Southside and only two miles away from downtown Fort Worth. Van Zandt-Guinn first opened its doors as one of two underground schools in FWISD in 1979. A modern, above-ground new building was inaugurated in February 2017. The following school year, 2017 - 2018, Van Zandt-Guinn Elementary and I.M. Terrell Elementary merged to become one school under the leadership of Van Zandt-Guinn's former principal. Although, our enrollment had been on a steady decline starting the 2018-2019 school year when the Butler housing units began to close their doors, our enrollment has fluctuated hitting a record low of 250 in 2020 – 2021 to 329 students in 2022 – 2023. Currently we serve approximately 309 students which approximately 52% are African Americans, 44% are Hispanics and 4% is made up of Whites and .6% all others. Our EBs make up 33% of our student population. The percentage of our students identified as economically disadvantaged is 98%. Currently, our daily attendance rate is 93.55%, a .5% increase from last year's overall ADA. Our mobility rate sits at 31% well above the district's 17% and significantly higher than the state's 14%. Our homeless students population is 16%.

In 2018-2019, the school was rated "Improvement Required." The following year in 2019 - 2020 Van Zandt-Guinn was rated "C." Due to the pandemic and Covid-19 school shutdown, our school, as all other Texas' schools, were considered "not rated" during the 2020 - 2021 school year. During the 2021 - 2022 our school received a "B" rating. We are currently still awaiting TEA's new rating system to be finalized to receive our rating for the 2022 - 2023 school year.

Demographics Strengths

Van Zandt-Guinn's teaching staff consists of 23 highly qualified (certified) teachers who work directly with students on a daily basis. Eight of our classroom teachers have taught at least 20 years while 5 of our homeroom/certified teachers have been teaching for 10+ years. In other words, 61% of our classroom teachers are considered experienced/veteran and dedicated to children. At least six of our certified teachers and support staff have been at Van Zandt-Guinn for more than 20 years. We are a neighborhood school and many of our students' parents have come through Van Zandt-Guinn Elementary and some of our teachers have taught the parents of our current students. Additionally, because we have consistently served student groups with similar demographics, we can more easily predict and be prepared to meet the needs of our diverse student population from year to year. We have a large supportive community partnership. Our community partners include but are not limited to Fortress, Fort Worth Children's Partnership, Rotary Club, Toys for Tots, White's Chapel, NAACP, Broadway Baptist Church, St. Andrews Methodist Church, Fort Worth Elks Lodge, Tarrant County Black Historical & Genealogical Society Inc., etc.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Van Zandt-Guinn has a 98% economically disadvantaged student population with wide-range and varied academic and emotional needs including a 32% mobility rate causing learning gaps impacting & preventing us from carrying out systems with fidelity and to completion. **Root Cause:** We lack a process during enrollment to serve as an 'intake' interview that allows us to know students as soon as they arrive to help us understand their strengths, areas of growth, needs, academic & social-emotional gaps to quickly intervene and continue the learning for them and the rest of the school.

Problem Statement 2: We lack meaningful relationship-building processes with parents of students with chronic absenteeism, high mobility rate and families who are disengaged

and disconnected from school. **Root Cause:** Our community events and/or opportunities for families to engage in academic dialogue do not adequately inform and empower parents with resources and valuable information to strengthen their abilities to navigate academic complexities.

Student Learning

Student Learning Summary

Student Learning Summary

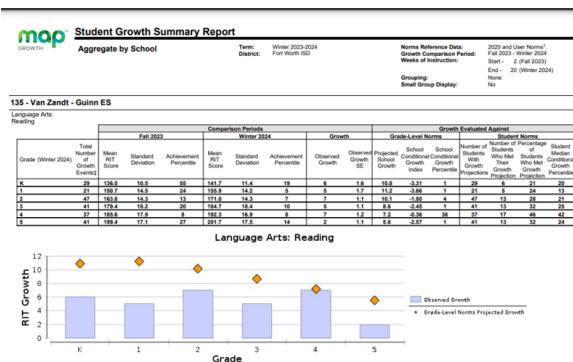
2023 STAAR

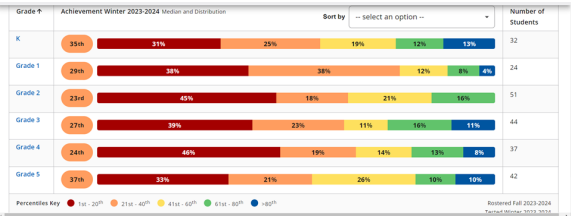
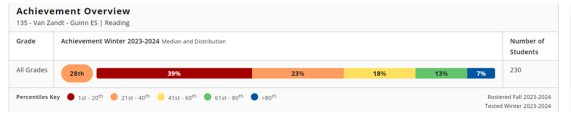
3rd	VZG	VZG Clean	FWISD	Difference
Math	15/37	15/37	16/37	1
Reading	20/52	19/52	23/52	3
4th				
Math	16/40	16/40	18/40	2
Reading	20/52	20/52	22/52	2
5th				
Math	15/45	15/45	20/42	5
Reading	25/52	25/52	27/52	2
Science	14/39	13/39	18/39	4

<https://bit.ly/42SyB8m>

2023 TELPAS

Our 2023 TELPAS data shows 79 EB students were assessed last year. Less than 1% (.8% = 6/79) of our emergent bilingual students performed at advanced high (level 4). 38% of our EBs performed at advanced level (30/79). A total of 32/79 (41%) scored a '2' (intermediate) level, with the remaining 14% (11/79) scoring a "1" equivalent to beginning level.





map Student Growth Summary Report

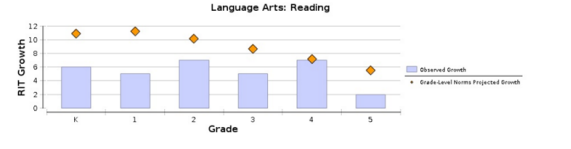
Aggregate by School

Term:	Winter 2023-2024	Norms Reference Date:	2020 and User Norms
District:	Fort Worth ISD	Growth Comparison Period:	Fall 2023 - Winter 2024
		Weeks of Instruction:	Start: 2 (Fall 2023)
			End: 20 (Winter 2024)
		Grouping:	None
		Small Group Display:	No

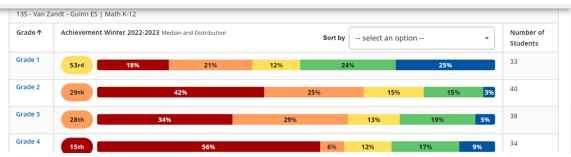
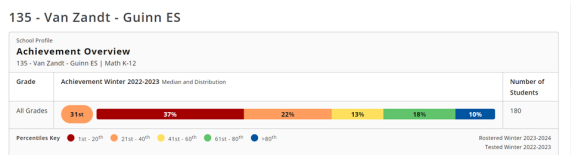
135 - Van Zandt - Guinn ES

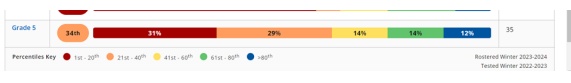
Language Arts: Reading

Grade (Winter 2024)	Total Number of Growth Events	Fall 2023			Winter 2024			Growth		Grade Level Norms			Growth Exceeded Against			Student Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Projected Growth SE	School Growth Index	School Conditional Growth Percentile	Number of Students Who Met Growth Projection	Percent of Students Who Met Growth Projection	Percentile	Median	Standard Deviation	Conditional Growth Percentile	
K	39	188.8	10.6	85	187.7	11.4	19	6	1.6	10.8	-3.1%	1	28	6	21	28		
1	37	189.7	10.6	56	189.8	10.4	9	6	1.7	11.2	-3.6%	1	21	6	24	31		
2	47	183.8	14.3	13	171.8	14.3	1	7	1.1	16.1	-1.8%	4	47	13	28	21		
3	41	178.4	18.2	20	184.2	18.4	10	6	1.1	18.1	-2.6%	1	41	13	28	28		
4	37	188.8	17.9	8	182.2	18.2	6	7	1.2	7.2	-0.3%	18	37	17	48	42		
5	41	189.4	17.1	37	187.2	17.4	14	2	1.1	14.1	-2.7%	1	41	13	31	24		



2023 – 2024 MAP (Math)





map Student Growth Summary Report

Aggregate by School

Name: Winter 2023-2024
District: Fort Worth ISD

Norms Reference Date: 2023 and User Norms: Fall 2023 - Winter 2024
Growth Comparison Period: Fall 2023 - Winter 2024
Weeks of Instruction: Start - 2 (Fall 2023)
End - 20 (Winter 2024)
Grouping: None
Small Group Display: No

135 - Van Zandt - Guinn ES

Math: Math K-12

Grade (Winter 2024)	Comparison Periods					Growth			Growth Exceeded Anticipated						
	Fall 2023	Winter 2023		Growth		Observed Growth	Projected Growth	Grade Level Norms	Number of Students	Number of Students	Number of Students	Number of Students			
K	126.7	123.9	48	125.3	13.2	46	13	1.3	12.2	9.84	43	42	19	46	46
1	114.4	113.2	12	113.3	11.4	19	7	1.2	11.6	11.76	36	36	9	37	41
2	112.9	112.6	33	117.6	14.8	14	1	1.1	10.3	2.02	1	48	18	39	40
3	117.9	117.3	6	118.3	11.4	19	10	0.8	8.4	1.18	15	42	21	39	41
4	121.2	119.9	13	126.5	14.8	15	6	0.9	7.1	-1.18	13	27	14	35	39
5	120.5	117.1	14	126.4	17.4	13	6	1.0	8.4	-0.68	10	41	17	41	41

Math: Math K-12 BIT Growth by Grade

Student Learning Strengths

Currently, the MOY MAP math data shows our students in 1st & 3rd are meeting and exceeding the grade level anticipated/expected growth. The MOY MAP Reading data shows 4th grade reading as the grade level that reached the expected growth from EOY to MOY.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The level that students are performing at is below grade level expectations. On our last benchmarks third through fifth grade students, 22% of students met reading grade level expectations and 18% of students met math grade level expectations, therefore 78% (reading) and 82% (math) of our students do not meet grade level expectations. **Root Cause:** Students are not reaching grade level expectations and mastering foundational literacy and mathematical concepts in the previous grade levels including primary grades due to lack of in-depth content knowledge and expertise to monitor and adjust/differentiate instructional methods to ensure students have the opportunity to master what is being taught.

Problem Statement 2 (Prioritized): Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math. **Root Cause:** We lack in-depth knowledge on how to adequately implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs. Therefore, our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and

School Processes & Programs

School Processes & Programs Summary

Our leadership team is made up by the principal, assistant principal, data analyst, instructional coach, counselor and librarian. We have also worked on solidify the work of other teams such as grade level chairs, attendance committee, academic chairs, PTA, etc. Many of the processes and programs in existence at Van Zandt-Guinn stem from the collaborative weekly or bi-weekly leadership team meetings where school-wide events are planned and determined as well as instructional initiatives such as PLCs, MTSS/RTI, ESF/LAFA, etc. Teachers, including the electives team, come together weekly for PLCs to meet with core leadership team members (principal, AP, instructional coach and data analyst) to collaborate and discuss lesson plans, formative assessments/exit tickets, teacher exemplars, success criteria charts, student work samples and student data. This year we have diligently worked on supporting teachers through the depth of year two of implementation of Amplify & Eureka while also ensuring teachers aligned lessons and activities to the rigor of the state standards and systems to monitor individual student learning and growth. Students at VZG are assessed using district-mandated tests at the beginning, middle and end of the school year to help us understand how they are performing academically to help us develop systems and interventions to support them individually or by trends. We make data-informed decisions to reverse students' downward trajectories, impact stagnant scores and/or skyrocket on-level and above-level results. Yet, we still have to create systems of accountability to ensure all teachers receive timely coaching and feedback on their lesson plans, activities, formative and formal assessments and teaching.

School Processes & Programs Strengths

One of our greatest strengths this year has been the consistency and diligence during our PLCs. Consistent PLCs have allowed teachers protected time with their grade level teams and leadership team members to fine tune lesson plans and formative assessments/exit tickets that align with district and school expectations. We have created a safe space for teachers to collaborate and share their strengths and struggles with each other and with the leadership core team. In building trusting relationships, we have allowed our professional learning communities to help us navigate through challenges and create realistic goals. We gather qualitative and quantitative data through learning walks, walkthroughs and student data. Every six weeks, the attendance committee meets to discuss attendance as a whole as well as district and state policies, chronic absenteeism, home/shelter visits and attendance recovery. The student support team meets approximately twice a month to discuss the best way to support students with a varied list of challenges. Our SST is made up of school leaders, PE teacher, district equity and restorative practices representatives, parent engagement specialist, reading interventionist and data analyst. All our students have access to 1:1 technology devices. All our classroom teachers received brand new Mac laptops and 100% of our classrooms have new BenQ interactive boards.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): High percentage of students performing below grade level in all grade levels and lack foundational skills in reading and math to be successful in their current grade level creating challenges for teachers who struggle to implement effective ways to teach grade level standards while also providing differentiated and scaffolded opportunities. **Root Cause:** No opportunities for vertical alignment to provide clear learning expectations throughout the grade levels including foundational skills, mastery of student expectations, teacher expertise, instructional non-negotiables, etc.

Problem Statement 2: We lack clear and consistent processes to ensure all students, especially SpEd and African Americans (most at risk), receive the support they need academically and socially-emotionally to experience short and long-term success. **Root Cause:** Significant number of students do not receive consistent early intervention and teachers lack knowledge of the process to use adequate interventions and necessary resources to meet the needs of all students.

Perceptions

Perceptions Summary

Van Zandt-Guinn Elementary is an inviting and welcoming school for teachers, students and visitors. We anticipate 87% of our classroom, electives and Special education/inclusion teachers will be returning to teach at Van Zandt-Guinn during the 2024 – 2025 school year. Historically teacher retention has been a positive outcome of intentional recruitment and strategic teacher placement. High teacher and staff turnover is not a serious concern at our campus. On the contrary, with the exception of a bilingual 4th & 5th grade teacher, we are fully staffed with highly qualified and certified teachers in every classroom. Students are welcomed daily in the building with a smile while receiving updates and reminders about upcoming events and deadlines. During announcements, students and staff are reminded of our school values and behavioral expectations. Our school-wide procedures, transitions and non-negotiables/priorities are area that need to be revisited until we have 100% accountability from teachers, staff and students. Our students continue to transition from location to location loudly and without much redirection from some teachers and other support staff. We proudly require the school uniform and have high parental support and buy-in to our dress code expectations. Most of our families understand and follow beginning of the day guidelines from entering through the drop up zone to signing students in the office after 7:50 a.m. We have an active SBDM made up of teachers, support staff and highly invested community members. Our partners ensure teachers and students feel supported. Throughout the year we receive donations in the forms of school supplies, gift cards, jackets, school uniforms, luncheons and goody bags. Parents have access to the principal, PTA & Parent Engagement Specialist throughout the school year. Students and families also receive a newsletter from the principal every six weeks where they are able to review important information, opportunities to volunteer, upcoming events for students and their families, etc. Our PTA is growing and fundraisers are now consistently happening monthly or during special events. Our Parent Cafe is attended by a large group of invested parents who want to learn more about how to best support the education of their child(ren). Our families have access to our food pantry and have opportunities throughout the week to get canned food, fresh fruits/vegetables and toiletries. A group of community members and teachers, staff and their families installed a new Kaboom! playground and last summer. Our students absolutely enjoy having a brand new set of playground equipment.

Perceptions Strengths

During family engagement events, a high percentage of parents and families attend. Our parents give positive feedback on the experiences we provide for the students and their families and they are also highly invested in volunteering food items for these events. For example, during the fall festivals, we receive an overabundance of food items requested for our different stations. Students, parents and families kindly donate as much as they can and joyfully provided more than necessary. Our cheer team, VZG Tigerttes, by the leadership of Ms. Washington, our parent engagement specialist, participate and successfully incorporates joy and enthusiasm during some of our school-wide events. We strive to design a safe, organized, predictable & welcoming environment to our students with our House system so that they continue to feel they are part of a team. Van Zandt-Guinn is currently the Top 5 Readers Become Leaders reading contest in Network 4. We are encouraging students to continue to read at home and document their reading minutes so we can be announced as the #1 schools in FWISD during the NCAA Gymnastics Finals at Dickies Arena. Every Friday students hear invested staff members chant: “You got your reading log? I got my reading log!”

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A high percentage of parents do not have active ParentPortal accounts, therefore they do not access students' reports cards and lack understanding of how their student is performing academically. **Root Cause:** School has not developed a process for teachers that clearly articulates how to make systematic, effective and timely connections through different modes with parents and holding each stakeholder accountable to the school-teacher-parent-student compact.

Problem Statement 2: We encounter significant challenging and uncomfortable situations witnessed by staff, other families and students due to individuals who struggle to adequately communicate their discomfort and concerns when trying to resolve issues. **Root Cause:** We have yet to develop multiple ways to communicate our expectations clearly with all stakeholders and consistently model respect, empathy and active listening.

Priority Problem Statements

Problem Statement 1: Van Zandt-Guinn has a 98% economically disadvantaged student population with wide-range and varied academic and emotional needs including a 32% mobility rate causing learning gaps impacting & preventing us from carrying out systems with fidelity and to completion.

Root Cause 1: We lack a process during enrollment to serve as an 'intake' interview that allows us to know students as soon as they arrive to help us understand their strengths, areas of growth, needs, academic & social-emotional gaps to quickly intervene and continue the learning for them and the rest of the school.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math.

Root Cause 2: We lack in-depth knowledge on how to adequately implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs. Therefore, our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and

Problem Statement 2 Areas: Student Learning

Problem Statement 3: High percentage of students performing below grade level in all grade levels and lack foundational skills in reading and math to be successful in their current grade level creating challenges for teachers who struggle to implement effective ways to teach grade level standards while also providing differentiated and scaffolded opportunities.

Root Cause 3: No opportunities for vertical alignment to provide clear learning expectations throughout the grade levels including foundational skills, mastery of student expectations, teacher expertise, instructional non-negotiables, etc.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: A high percentage of parents do not have active ParentPortal accounts, therefore they do not access students' reports cards and lack understanding of how their student is performing academically.

Root Cause 4: School has not developed a process for teachers that clearly articulates how to make systematic, effective and timely connections through different modes with parents and holding each stakeholder accountable to the school-teacher-parent-student compact.

Problem Statement 4 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
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- State-developed online interim assessments

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- 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
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: March 26, 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 77% to 88% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 100% to 100% 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 77% to 88% by May 2025.

High Priority

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

Strategy's Expected Result/Impact: Our campus will increase students ready to learn the fundamentals of reading in PK4 and Kindergarten.

Staff Responsible for Monitoring: Principal, Assistant Principal & Instructional Coach

Title I:

2.4, 2.6





- TEA Priorities:

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

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team supports teachers in delivering aligned instruction, activities, and assessments by using professional development time to ensure teachers fully unpack PK guidelines and evaluate lessons for alignment and/or make adjustments as needed to ensure alignment to the tier 1 level of rigor outlined in the PK guidelines.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal, AP & CIC Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Leading & Learning Delivery Method: PLCs & One-on-one coaching</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Professional Developments for Bilingual and ESL teachers to incorporate strategies to increase the achievement of EB students.</p> <p>Intended Audience: Bilingual & ESL teachers Provider / Presenter / Person Responsible: Principal, AP & CIC Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Leading & Learning and Multicultural Department Delivery Method: In person & online</p> <p>Funding Sources: Instructional materials for EB students. - BEA (199 PIC 25) - 199-11-6399-001-135-25-313-000000 - \$713</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 2: Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math. Root Cause: We lack in-depth knowledge on how to adequately implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs. Therefore, our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and</p>
School Processes & Programs
<p>Problem Statement 1: High percentage of students performing below grade level in all grade levels and lack foundational skills in reading and math to be successful in their current grade level creating challenges for teachers who struggle to implement effective ways to teach grade level standards while also providing differentiated and scaffolded opportunities. Root Cause: No opportunities for vertical alignment to provide clear learning expectations throughout the grade levels including foundational skills, mastery of student expectations, teacher expertise, instructional non-negotiables, etc.</p>

Goal 1: Early Literacy

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

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 46% to 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 52% 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 13% to 50% by May 2025.

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

Strategy's Expected Result/Impact: Our campus will increase the percentage of students in Kindergarten-Grade 3 who meet or exceed grade level expectations on key MAP Fluency indicators.

Staff Responsible for Monitoring: Principal, AP & CIC

Title I:

2.4, 2.6

- TEA Priorities:

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

- ESF Levers:

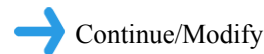

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Instructional Leadership Team supports teachers in delivering aligned instruction, activities, and assessments by using professional development time to ensure teachers fully unpack standards and evaluate lessons for alignment and/or make adjustments as needed to ensure alignment to the tier 1 level of rigor outlined in the TEKS. Intended Audience: teachers Provider / Presenter / Person Responsible: Principal, AP & CIC Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Leading & Learning Delivery Method: PLCs & one-on-one coaching	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Title 1 Reading & Math Teacher collaboration with peer teachers to assess, instruct, and/or intervene with tier 3 students based on their needs as identified by campus reading data.</p> <p>Intended Audience: Teachers & students</p> <p>Provider / Presenter / Person Responsible: Principal, AP & Title 1 Reading & Math teacher</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Leading & Learning and the MTSS/RTI Department</p> <p>Delivery Method: Pull-in and push out interventions & co-teaching</p> <p>Funding Sources: Title 1 Reading/Math Teacher - TITLE I (211) - 211-11-6119-04E-135-30-510-000000-25F10 - \$69,525, Supplies for instructional use - TITLE I (211) - 211-11-6399-04E-135-30-510-000000-25F10 - \$471, Instructional resources - SCE (199 PIC 24) - 199-11-6399-001-135-24-313-000000- - \$3,765</p>	Formative		Summative	
	Nov	Jan	Mar	June



Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math. Root Cause: We lack in-depth knowledge on how to adequately implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs. Therefore, our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and</p>
School Processes & Programs
<p>Problem Statement 1: High percentage of students performing below grade level in all grade levels and lack foundational skills in reading and math to be successful in their current grade level creating challenges for teachers who struggle to implement effective ways to teach grade level standards while also providing differentiated and scaffolded opportunities. Root Cause: No opportunities for vertical alignment to provide clear learning expectations throughout the grade levels including foundational skills, mastery of student expectations, teacher expertise, instructional non-negotiables, etc.</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 30% to 50% 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 57% to 75% 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 27% to 60% by May 2025.

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

Strategy's Expected Result/Impact: Our campus will increase the percentage of students in grades 3-5 who meet or exceed projected growth on MAP Growth Reading.

Staff Responsible for Monitoring: Principal, AP & CIC

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team supports teachers in delivering aligned instruction, activities, and assessments by using professional development time to ensure teachers fully unpack standards and evaluate lessons for alignment and/or make adjustments as needed to ensure alignment to the tier 1 level of rigor outlined in the TEKS.</p> <p>Intended Audience: teachers</p> <p>Provider / Presenter / Person Responsible: Principal, AP & CIC</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Leading & Learning</p> <p>Delivery Method: PLCs & one-on-one coaching</p> <p>Funding Sources: General supplies for instruction - BASIC (199 PIC 11) - 199-11-6399-XXX-135-11-313-000000- - \$13,710, General supplies for instruction - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-135-99-313-000000- - \$4,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math. Root Cause: We lack in-depth knowledge on how to adequately implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs. Therefore, our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and</p>
School Processes & Programs
<p>Problem Statement 1: High percentage of students performing below grade level in all grade levels and lack foundational skills in reading and math to be successful in their current grade level creating challenges for teachers who struggle to implement effective ways to teach grade level standards while also providing differentiated and scaffolded opportunities. Root Cause: No opportunities for vertical alignment to provide clear learning expectations throughout the grade levels including foundational skills, mastery of student expectations, teacher expertise, instructional non-negotiables, etc.</p>

Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 88% to 95% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 80% by May 2025.

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

Strategy's Expected Result/Impact: Our campus will increase students ready to learn the basics of math in PK4 and Kindergarten.

Staff Responsible for Monitoring: Principal, AP & CIC

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: Student Learning 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team supports PK teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson.</p> <p>Intended Audience: teachers Provider / Presenter / Person Responsible: Principal, AP & CIC Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Leading & Learning, Early Learning Delivery Method: PLCs & one-on-one coaching</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math. **Root Cause:** We lack in-depth knowledge on how to adequately implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs. Therefore, our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and

School Processes & Programs

Problem Statement 1: High percentage of students performing below grade level in all grade levels and lack foundational skills in reading and math to be successful in their current grade level creating challenges for teachers who struggle to implement effective ways to teach grade level standards while also providing differentiated and scaffolded opportunities. **Root Cause:** No opportunities for vertical alignment to provide clear learning expectations throughout the grade levels including foundational skills, mastery of student expectations, teacher expertise, instructional non-negotiables, etc.

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 0% to 0% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 0% by May 2025.

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

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten students who meet or exceed projected growth in TX-KEA Math assessment.

Staff Responsible for Monitoring: Principal, AP & CIC

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: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team supports teachers in delivering aligned instruction, activities, and assessments by using professional development time to ensure teachers fully unpack standards and evaluate lessons for alignment and/or make adjustments as needed to ensure alignment to the tier 1 level of rigor outlined in the TEKS.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal & ICI Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Learning & Leading Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math. **Root Cause:** We lack in-depth knowledge on how to adequately implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs. Therefore, our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and

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 39% to 60% 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 27% to 65% by May 2025.

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

Strategy's Expected Result/Impact: Our campus will increase the percentage of Kindergarten- Grade 5 who meet or exceed growth on MAP Growth Math.

Staff Responsible for Monitoring: Principal, AP & CIC

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: Student Learning 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal, AP & CIC Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Leading & Learning Delivery Method: PLCs & one-on-one coaching</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:

Student Learning

Problem Statement 2: Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math. **Root Cause:** We lack in-depth knowledge on how to adequately implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs. Therefore, our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and

School Processes & Programs

Problem Statement 1: High percentage of students performing below grade level in all grade levels and lack foundational skills in reading and math to be successful in their current grade level creating challenges for teachers who struggle to implement effective ways to teach grade level standards while also providing differentiated and scaffolded opportunities. **Root Cause:** No opportunities for vertical alignment to provide clear learning expectations throughout the grade levels including foundational skills, mastery of student expectations, teacher expertise, instructional non-negotiables, etc.

Goal 3: CCMR

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

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 26% to 60% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 24% to 58% by May 2025.

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: Our campus will increase the percentage of 3-5 grade students scoring at meets or above on STAAR Reading.

Staff Responsible for Monitoring: Principal, AP & CIC

Title I:

2.4, 2.6





- TEA Priorities:

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

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, exemplars, success criteria charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal, AP & CIC Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Leading & Learning Delivery Method: PLCs & one-on-one coaching</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Our campus will increase the percentage of 3-5 grade students scoring at meets or above on STAAR Reading.

Staff Responsible for Monitoring: Principal, AP, CIC & Title 1 Math & Reading Teacher

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 3: Positive School Culture, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Back-to-school professional development will emphasize the importance of a data-informed culture to foster student ownership of learning outcomes and goal setting.</p> <p>Intended Audience: Teachers & Students</p> <p>Provider / Presenter / Person Responsible: Principal, AP, CIC & Title 1 Math & Reading Teacher</p> <p>Funding Sources: Supplies to accelerate learning - GT (199 PIC 21) - \$504</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 2: Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math. Root Cause: We lack in-depth knowledge on how to adequately implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs. Therefore, our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and</p>
School Processes & Programs
<p>Problem Statement 1: High percentage of students performing below grade level in all grade levels and lack foundational skills in reading and math to be successful in their current grade level creating challenges for teachers who struggle to implement effective ways to teach grade level standards while also providing differentiated and scaffolded opportunities. Root Cause: No opportunities for vertical alignment to provide clear learning expectations throughout the grade levels including foundational skills, mastery of student expectations, teacher expertise, instructional non-negotiables, etc.</p>

Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 18% to 40% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 11% to 35% by May 2025.

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: Our campus will increase the percentage of 3-5 grade students scoring at meets or above on STAAR Math.

Staff Responsible for Monitoring: Principal, AP & CIC

Title I:

2.4, 2.6

- TEA Priorities:

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

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, exemplars, success criteria charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal, AP & CIC Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Leading & Learning Delivery Method: PLCs & one-on-one coaching</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-13-6399-XXX-135-99-313-000000- - \$210</p>	Formative		Summative	
	Nov	Jan	Mar	June

Strategy 2: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Our campus will increase the percentage of 3-5 grade students scoring at meets or above on STAAR Math.

Staff Responsible for Monitoring: Principal, AP, CIC & Title 1 Math & Reading Teacher

Title I:

2.4, 2.6

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: During PLCs and individual planning time, teachers and staff analyze student data for the purpose of: identifying student learning gaps, adjusting instruction to close the identified gaps, and creating assessments to ensure the gaps were closed.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal, AP & CIC Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Leading & Learning Delivery Method: PLCs & one-on-one coaching</p> <p>Funding Sources: Instructional materials - SPED (199 PIC 23) - \$2,403</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Van Zandt-Guinn has a 98% economically disadvantaged student population with wide-range and varied academic and emotional needs including a 32% mobility rate causing learning gaps impacting & preventing us from carrying out systems with fidelity and to completion. Root Cause: We lack a process during enrollment to serve as an 'intake' interview that allows us to know students as soon as they arrive to help us understand their strengths, areas of growth, needs, academic & social-emotional gaps to quickly intervene and continue the learning for them and the rest of the school.</p>

Student Learning

Problem Statement 2: Our 2022 - 2023 Reading STAAR data indicates only 30% of our students met or mastered grade level expectations (25% met; 5% mastered). The Math STAAR results show 20% of our students met or mastered grade level expectations (16% met; 4% mastered). Therefore, 70% of our 3rd - 5th grade students only approached or did not meet grade level expectations in reading and 80% in math. **Root Cause:** We lack in-depth knowledge on how to adequately implement differentiation, scaffolding, re-teaching and acceleration practices to ensure students have access to grade level instructional tasks while also addressing their needs. Therefore, our students are experiencing a domino effect from learning gaps and lack mastery of foundational skills from earlier grade levels and

School Processes & Programs

Problem Statement 1: High percentage of students performing below grade level in all grade levels and lack foundational skills in reading and math to be successful in their current grade level creating challenges for teachers who struggle to implement effective ways to teach grade level standards while also providing differentiated and scaffolded opportunities.

Root Cause: No opportunities for vertical alignment to provide clear learning expectations throughout the grade levels including foundational skills, mastery of student expectations, teacher expertise, instructional non-negotiables, etc.

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

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 24% to 12% by May 2025.

Decrease the number and percentage of EB students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 13% to 0% by May 2025.

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Our campus will decrease the number and percentage of students who are chronically absent and have office referrals.

Staff Responsible for Monitoring: Principal and AP

Title I:

2.4, 2.5

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: At the start of the year, timelines and expectations will be determined and communicated to relevant stakeholders by campus leadership on the following topics: the MTSS process, student attendance procedures, student behavior documentation and intervention procedures, and student culture and expectations.</p> <p>Intended Audience: Teachers & Support Staff Provider / Presenter / Person Responsible: Principal & AP Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Leading & Learning Delivery Method: Back to school week</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Create opportunities for all teachers and staff to be effective agents of positive and constructive change at school by giving them a voice by completing a school-climate survey in the fall and spring semesters or as needed throughout the year.</p> <p>Intended Audience: Teachers & Staff Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: December 2024 and April 2025 Collaborating Departments: Counseling department Delivery Method: Online</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: Van Zandt-Guinn has a 98% economically disadvantaged student population with wide-range and varied academic and emotional needs including a 32% mobility rate causing learning gaps impacting & preventing us from carrying out systems with fidelity and to completion. Root Cause: We lack a process during enrollment to serve as an 'intake' interview that allows us to know students as soon as they arrive to help us understand their strengths, areas of growth, needs, academic & social-emotional gaps to quickly intervene and continue the learning for them and the rest of the school.</p>
Perceptions
<p>Problem Statement 1: A high percentage of parents do not have active ParentPortal accounts, therefore they do not access students' reports cards and lack understanding of how their student is performing academically. Root Cause: School has not developed a process for teachers that clearly articulates how to make systematic, effective and timely connections through different modes with parents and holding each stakeholder accountable to the school-teacher-parent-student compact.</p>

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

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

Performance Objective 2: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 1.5 to .5 by May 2025.

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease the percentage of out-of-school suspensions for African American students that are disproportionately referred for disciplinary action.

Staff Responsible for Monitoring: Principal, AP & Counselor

Title I:

2.5, 2.6

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: At the beginning of the year, timelines and expectations will be determined and communicated to relevant stakeholders by campus leadership on the following topics: MTSS process, student attendance procedures, student behavior documentation and intervention procedures, and student culture and expectations.</p> <p>Intended Audience: Teachers, Support Staff & Families</p> <p>Provider / Presenter / Person Responsible: Principal, AP & Counselor</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Restorative Practices, Attendance & Leading & Learning</p> <p>Delivery Method: In-person & via various communication sources</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Professional development will be offered to all staff and will be differentiated to new staff members for documenting parent contacts, student behaviors, interventions in Branching Minds, and Restorative Practices.</p> <p>Intended Audience: New & returning teachers</p> <p>Provider / Presenter / Person Responsible: Principal, AP & Counselor</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Restorative Practices, MTSS & Leading and Learning</p> <p>Delivery Method: PLCs, professional development & one-on-one coaching</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: At the beginning of the school year, teachers will develop a Relational Agreement with their class to post in their classrooms as well as Restorative Circles to build relationships. Relational Agreement will be used to guide and redirect classroom behavior for student culture and updated throughout the year. Restorative Circles will be implemented daily to foster a sense of community and ownership.</p> <p>Intended Audience: Teachers, Support Staff & Students</p> <p>Provider / Presenter / Person Responsible: Principal, AP, Counselor & Restorative Practices Specialist</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Restorative Practices Department</p> <p>Delivery Method: PLCs & professional development</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Van Zandt-Guinn has a 98% economically disadvantaged student population with wide-range and varied academic and emotional needs including a 32% mobility rate causing learning gaps impacting & preventing us from carrying out systems with fidelity and to completion. Root Cause: We lack a process during enrollment to serve as an 'intake' interview that allows us to know students as soon as they arrive to help us understand their strengths, areas of growth, needs, academic & social-emotional gaps to quickly intervene and continue the learning for them and the rest of the school.</p>
Perceptions
<p>Problem Statement 1: A high percentage of parents do not have active ParentPortal accounts, therefore they do not access students' reports cards and lack understanding of how their student is performing academically. Root Cause: School has not developed a process for teachers that clearly articulates how to make systematic, effective and timely connections through different modes with parents and holding each stakeholder accountable to the school-teacher-parent-student compact.</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 3: Increase the positive perception of parents as evidence in a 50% decrease of negative/complaint phones calls to the district by May 2025.

Strategy 1: Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

Strategy's Expected Result/Impact: Our campus will increase the number of student and parent engagement activities to increase parent involvement on campus and academics.

Staff Responsible for Monitoring: Principal, AP, Counselor & Family Engagement Specialist

Title I:

2.6, 4.1, 4.2

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: The campus principal will follow district policies to create the campus SBDM and will determine and communicate to relevant stakeholders the dates for meetings at the start of the school year. Intended Audience: Stakeholders Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Leading & Learning Delivery Method: Community Meetings/SBDM Meetings	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: The campus Family Engagement Specialist in consultation with campus leadership will create a year-long Parent Engagement plan to be communicated out at the start of the school year. Funds will be used to provide snacks, supplies, and materials at parent events.</p> <p>Intended Audience: Stakeholders</p> <p>Provider / Presenter / Person Responsible: Principal, AP & Family Engagement Specialist</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Leading & Learning and Parent Partnerships</p> <p>Delivery Method: Community Meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Notifying parents of important information including academics, warning letters, test scores, and events.</p> <p>Intended Audience: Families</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal & Family Engagement Specialist</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Leading & Learning and Parent Partnerships</p> <p>Delivery Method: In person & mail</p> <p>Funding Sources: Supplies for family communication and engagement - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-135-30-510-000000-25F10 - \$1,842</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:

Perceptions
<p>Problem Statement 1: A high percentage of parents do not have active ParentPortal accounts, therefore they do not access students' reports cards and lack understanding of how their student is performing academically. Root Cause: School has not developed a process for teachers that clearly articulates how to make systematic, effective and timely connections through different modes with parents and holding each stakeholder accountable to the school-teacher-parent-student compact.</p>

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Supplies for instructional use	Supplies and materials for instructional use	211-11-6399-04E-135-30-510-000000-25F10	\$471.00
1	2	1	2	Title 1 Reading/Math Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04E-135-30-510-000000-25F10	\$69,525.00
Sub-Total							\$69,996.00
Budgeted Fund Source Amount							\$69,996.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	3	Supplies for family communication and engagement	Supplies and materials for parental involvement	211-61-6399-04L-135-30-510-000000-25F10	\$1,842.00
Sub-Total							\$1,842.00
Budgeted Fund Source Amount							\$1,842.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	General supplies for instruction	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-135-11-313-000000-	\$13,710.00
Sub-Total							\$13,710.00
Budgeted Fund Source Amount							\$13,710.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Supplies to accelerate learning	GENERAL SUPPLIES		\$504.00
Sub-Total							\$504.00

GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$504.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	2	1	Instructional materials	GENERAL SUPPLIES		\$2,403.00
Sub-Total							\$2,403.00
Budgeted Fund Source Amount							\$2,403.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Instructional resources	Supplies and materials for instructional use	199-11-6399-001-135-24-313-000000-	\$3,765.00
Sub-Total							\$3,765.00
Budgeted Fund Source Amount							\$3,765.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Instructional materials for EB students.	Supplies and materials - instruction	199-11-6399-001-135-25-313-000000	\$713.00
Sub-Total							\$713.00
Budgeted Fund Source Amount							\$713.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	General supplies for instruction	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-135-99-313-000000-	\$4,500.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1		STAFF DEVELOPMENT GENERAL SUPPLIES	199-13-6399-XXX-135-99-313-000000-	\$210.00
Sub-Total							\$4,710.00
Budgeted Fund Source Amount							\$4,710.00
+/- Difference							\$0.00
Grand Total Budgeted							\$97,643.00
Grand Total Spent							\$97,643.00
+/- Difference							\$0.00

Policies, Procedures, and Requirements

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

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