

Fort Worth Independent School District
144 Leadership Academy at Mitchell Boulevard Elementary
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning.

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Comprehensive Needs Assessment

Revised/Approved: April 5, 2024

Demographics

Demographics Summary

The Leadership Academy at Mitchell Boulevard enrollment consists of 363 students. The demographics consists of 42% Hispanic, 55% African American, and 2% White/Other. The attendance is 93.2%. Student discipline consists of 126 referrals which is 17% of students. 20% of students are enrolled in special education. About 20% of teachers are new to the campus while others have been with LAN for more years. The teacher-student ratios are 11. The mobility rate is 26.2%

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus attendance rate is at 89% and students with chronic attendance issues continues to be a problem **Root Cause:** Lack of stability at the homefront places families in crisis mindset which places education at the bottom of the priority totem pole.

Problem Statement 2: Only 27% of our special education students met standard on STAAR Reading. **Root Cause:** Scaffolding instruction and meeting the needs of the students at their respective levels is something teachers continue to need support with.

Student Learning

Student Learning Summary

Student Learning Summary

MOY MAP GROWTH MATH

- Math showed a decline in growth, from 59% last year to 46% meeting growth this year
- Grade 4 Math showed declines in achievement and growth (-14% pts Meets, -32% pts for growth), though both remained comparable or higher to comparisons
- While Grade 5 showed declines in growth for Math, achievement showed very large gains (+14% pts Approaches, +7% pts for Meets); similarly large achievement gains were seen in Grade 5 Reading; both had achievement higher than comparison schools
- A similar pattern was seen at Grade 3 (growth declined or stagnant but with increases in achievement levels); both were “middle of the pack” among comparison schools

Student Learning Strengths

MOY MAP GROWTH READING

- Reading showed increases in achievement and growth, with an increase of +4% points at Meets
- While Grade 5 showed declines in growth for Math, achievement showed very large gains (+14% pts Approaches, +7% pts for Meets); similarly large achievement gains were seen in Grade 5 Reading; both had achievement higher than comparison schools
- A similar pattern was seen at Grade 3 (growth declined or stagnant but with increases in achievement levels); both were “middle of the pack” among comparison schools

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2 (Prioritized): Only 17% of students are on meets grade level for math according to MOY MAP Growth **Root Cause:** Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student attendance rate is currently 89% and not at the target of 95% **Root Cause:** Chronic absenteeism plays a role in absences along with mobility rate of our parents. Lack of education and knowledge of how absenteeism impacts student learning

Problem Statement 2: 36% of our students are at meets grade level on all subjects for STAAR. **Root Cause:** tailored, differentiated instruction with data driven small group instruction is not being implemented enough to impact this

Perceptions

Perceptions Summary

My supervisor, or someone at work, cares about me as a person - 89%

I know what is expected of me at work. - 96%

I have the materials & equipment to do my work well.- 74%

The mission/purpose of LAN makes me feel my job is important.- 92%

Overall Org Health Avg - 75%

Perceptions Strengths

My supervisor, or someone at work, cares about me as a person - 88%

I know what is expected of me at work. - 96%

I have the materials & equipment to do my work well.- 71%

The mission/purpose of LAN makes me feel my job is important.- 92%

Overall Org Health Avg - 75%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 63% of Teachers receive feedback on their teaching while 70% of teachers find feedback valuable. **Root Cause:** Administrators and instructional support are not tailoring their feedback to meet the needs of the teachers.

Problem Statement 2: 54% of teachers feel that professional learning is valuable to them **Root Cause:** Teachers do not see the connection of why the professional learning is important and how it will impact instruction

Priority Problem Statements

Problem Statement 1: Campus attendance rate is at 89% and students with chronic attendance issues continues to be a problem

Root Cause 1: Lack of stability at the homefront places families in crisis mindset which places education at the bottom of the priority totem pole.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 20% of students are on meets grade level for reading according to MOY MAP Growth

Root Cause 2: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Only 17% of students are on meets grade level for math according to MOY MAP Growth

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

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student attendance rate is currently 89% and not at the target of 95%

Root Cause 4: Chronic absenteeism plays a role in absences along with mobility rate of our parents. Lack of education and knowledge of how absenteeism impacts student learning

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 63% of Teachers receive feedback on their teaching while 70% of teachers find feedback valuable.

Root Cause 5: Administrators and instructional support are not tailoring their feedback to meet the needs of the teachers.

Problem Statement 5 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: April 8, 2024

Goal 1: Early Literacy

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 86% to 92% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 72% to 88% 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 81% to 92% by May 2025.

Strategy 1: : Implementation of Scholastic Pre-K curriculum and following with fidelity.

Campus will implement the Scholastic Pre-K curriculum with fidelity in addition to provide small group and one-on-one instruction to increase Circle phonological awareness performance.

Strategy's Expected Result/Impact: At least 92% of all pre-k students will meet target on Circle Phonological Awareness assessment

Staff Responsible for Monitoring: Pre-K teachers, Administrators, Pre-k network specialist

Title I:

2.4





- 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 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Purchase classroom supplies for teachers to provide top tier one instruction and students to be able to interact in all modes of learning (hands-on)</p> <p>Intended Audience: Students and teachers</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: 2024-2025</p> <p>Collaborating Departments: LAN and FWISD</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-144-24-313-000000- - \$4,140</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Only 20% of students are on meets grade level for reading according to MOY MAP Growth Root Cause: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.</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 65% to 73% 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 77% to 84% 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 67% to 74% by May 2025.

Strategy 1: Implement targeted after school support for students who need additional small group support followed by assessing to see if students achieved goals. Recognize students for their accomplishments.

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: Demographics 1 - Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Purchase student incentives to recognize students for efforts beyond the school day (eg: after school tutoring, Saturday School etc.)</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Administration, Teachers</p> <p>Date(s) / Timeframe: 2024-2025</p> <p>Funding Sources: student incentives - TITLE I (211) - 211-11-6499-04E-144-30-510-000000-25F10 - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Inclusion teachers will provide tailored support to our SPED identified learners with supplemental hands-on materials and supplies.</p> <p>Intended Audience: SPED students</p> <p>Provider / Presenter / Person Responsible: Inclusion teachers</p> <p>Date(s) / Timeframe: 2024-2025</p> <p>Funding Sources: - SPED (199 PIC 23) - \$1,000</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: Campus attendance rate is at 89% and students with chronic attendance issues continues to be a problem Root Cause: Lack of stability at the homefront places families in crisis mindset which places education at the bottom of the priority totem pole.</p>
Student Learning
<p>Problem Statement 1: Only 20% of students are on meets grade level for reading according to MOY MAP Growth Root Cause: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.</p> <p>Problem Statement 2: Only 17% of students are on meets grade level for math according to MOY MAP Growth Root Cause: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.</p>

Goal 1: Early Literacy

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

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 66% to 78% 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 67% to 77% 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 52% to 57% by May 2025.

Strategy 1: Design and implement structured and supportive learning plan to support desired growth by May 2025.

Strategy's Expected Result/Impact: Increased growth to _____%

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Data Leader

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 1, 2 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Purchase STAAR aligned instructional support materials to allow teachers to remediate and tailor instruction to meet the needs of all classroom learners.</p> <p>Intended Audience: Studewnts</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: 2024-2025 school year</p> <p>Funding Sources: instructional support materials - TITLE I (211) - 211-11-6329-04E-144-30-510-000000-25F10 - \$10,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Purchase copy paper, instructional supplies and materials to allow teachers to support their students in the instructional process.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: 2024-2025 school year</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-12-6499-XXX-144-99-313-000000- - \$10,350</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: Only 20% of students are on meets grade level for reading according to MOY MAP Growth Root Cause: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.</p>
<p>Problem Statement 2: Only 17% of students are on meets grade level for math according to MOY MAP Growth Root Cause: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.</p>
Perceptions
<p>Problem Statement 1: 63% of Teachers receive feedback on their teaching while 70% of teachers find feedback valuable. Root Cause: Administrators and instructional support are not tailoring their feedback to meet the needs of the teachers.</p>

Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 85% to 92% 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 72% to 88% by May 2025.

Strategy 1: We will continue to implement the Math model via Stemscopecs with fidelity and track student performance daily.

Strategy's Expected Result/Impact: At least 75% of all students will meet their EOY MAP growth in the content of Math.

Staff Responsible for Monitoring: Teachers, administration, data analyst

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide ample work space for students and small groups to give them differentiated instruction when needed. This includes at the Ben Q board, small group stations, and in the hallway using erasable, magnetic white boards to show student and teacher exemplars and work out Math problems.</p> <p>Intended Audience: Teachers and students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: 2024-2025 Collaborating Departments: LAN and FWISD Funding Sources: - SPED (199 PIC 23) - \$3,499</p>	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning

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

Problem Statement 2: Only 17% of students are on meets grade level for math according to MOY MAP Growth **Root Cause:** Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

Goal 2: Early Math

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

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 85% to 91% 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 83% by May 2025.

Strategy 1: The Kindergarten team will continue to implement the Stemscores program with fidelity while providing small group instruction based on data from daily student performance

Strategy's Expected Result/Impact: 90% of all Kinder aged students will meet expectations on TX-KEA for Math.

Staff Responsible for Monitoring: Teachers, Administrators, Data Analysts

Title I:

2.4

- TEA Priorities:


Build a foundation of reading and math


- ESF Levers:


Lever 4: High-Quality Instructional Materials and Assessments


Problem Statements: Student Learning 1, 2 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Hold monthly principal meetings with parent/guardians, providing snacks, breakfast, etc. to continue to educate parent and families on the importance of support the Stemscores curriculum along with other contents and difference it will make in their child's growth</p> <p>Intended Audience: Parents and children</p> <p>Provider / Presenter / Person Responsible: Principal, Teachers</p> <p>Date(s) / Timeframe: 2024-2025</p> <p>Funding Sources: - TITLE I (211) - 211-61-6499-04L-144-30-510-000000-25F10 - \$2,588</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

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

Problem Statement 2: Only 17% of students are on meets grade level for math according to MOY MAP Growth **Root Cause:** Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

Perceptions

Problem Statement 1: 63% of Teachers receive feedback on their teaching while 70% of teachers find feedback valuable. **Root Cause:** Administrators and instructional support are not tailoring their feedback to meet the needs of the teachers.

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 62% to 72% 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 55% to 65% by May 2025.

Strategy 1: Redefine and restructure campus learning plan and system to ensure tier 1 instruction with classroom supports is happening daily in all classrooms prek-5.

Strategy's Expected Result/Impact: Increased MAP growth in all grades and contents

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.4, 2.5

- TEA Priorities:





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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1, 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Purchase STAAR and MAP aligned instructional support materials to allow teachers in all grade levels to meet the needs of students during small group and whole group instruction Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: 2024-2025 Funding Sources: - BASIC (199 PIC 11) - 199-11-6321-XXX-144-11-313-000000- - \$8,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Support and grow our Gifted and Talented students by purchasing materials that allow for hands-on and outside the box experiences that will continue to grow them</p> <p>Intended Audience: Gifted and Talented Students</p> <p>Provider / Presenter / Person Responsible: GT Specialist</p> <p>Date(s) / Timeframe: 2024-2025</p> <p>Funding Sources: - GT (199 PIC 21) - \$588</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: Only 20% of students are on meets grade level for reading according to MOY MAP Growth Root Cause: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.</p>
<p>Problem Statement 2: Only 17% of students are on meets grade level for math according to MOY MAP Growth Root Cause: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.</p>
Perceptions
<p>Problem Statement 1: 63% of Teachers receive feedback on their teaching while 70% of teachers find feedback valuable. Root Cause: Administrators and instructional support are not tailoring their feedback to meet the needs of the teachers.</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 62% to 76% 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 37% to 47% by May 2025.

Strategy 1: Provide after-school and/or Saturday school tutoring to increase student understanding and performance

Strategy's Expected Result/Impact: Increased in student outcomes by tailored instruction and small class sizes after hours

Staff Responsible for Monitoring: Teachers and Administration

Title I:

2.4, 2.5





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Provide tutoring both after-school and/or on Saturdays by campus teachers to increase student learning time Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: 2024-2025 Funding Sources: - TITLE I (211) - 211-11-6116-04E-144-30-510-000000-25F10 - \$3,000	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Campus attendance rate is at 89% and students with chronic attendance issues continues to be a problem **Root Cause:** Lack of stability at the homefront places families in crisis mindset which places education at the bottom of the priority totem pole.

Student Learning

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

Problem Statement 2: Only 17% of students are on meets grade level for math according to MOY MAP Growth **Root Cause:** Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

School Processes & Programs

Problem Statement 1: Student attendance rate is currently 89% and not at the target of 95% **Root Cause:** Chronic absenteeism plays a role in absences along with mobility rate of our parents. Lack of education and knowledge of how absenteeism impacts student learning

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 62% to 73% 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 36% to 46% by May 2025.

Strategy 1: Ensure campus teachers and administration have adequate furniture, desk chairs, etc. to function daily in the classroom and house all materials needed by both teachers and students

Strategy's Expected Result/Impact: Provide a positive and supportive climate so teachers and administrators can perform properly.

Staff Responsible for Monitoring: Administration

Title I:

2.4

- TEA Priorities:





Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Purchase any needed furniture for teachers and/or administrators so staff can function properly and house necessary materials for both staff and students Intended Audience: Staff and students Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: 2024-2025 Funding Sources: - BASIC (199 PIC 11) - 199-11-6398-XXX-144-11-313-000000- - \$2,350	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Dual Language teachers provide after school and Saturday school instruction to allow our newcomers more time on task to enhance literacy and math skills.</p> <p>Intended Audience: DLE students</p> <p>Provider / Presenter / Person Responsible: Teachers,</p> <p>Date(s) / Timeframe: 2024-2025</p> <p>Funding Sources: - BEA (199 PIC 25) - 199-61-6499-001-144-25-313-000000 - \$758</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: 63% of Teachers receive feedback on their teaching while 70% of teachers find feedback valuable. Root Cause: Administrators and instructional support are not tailoring their feedback to meet the needs of the teachers.</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 10% to 0% 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 10% to 0% by May 2025.

Strategy 1: Establish campus wide systems to monitor excessive absences and create incentives for improvement

Strategy's Expected Result/Impact: Attendance rates to improve and student outcomes to improve for specific students

Staff Responsible for Monitoring: Campus Leadership team

Title I:

2.4

- TEA Priorities:


Improve low-performing schools

- ESF Levers:


Lever 1: Strong School Leadership and Planning

Problem Statements: Demographics 1 - School Processes & Programs 1


Action Step 1 Details	Reviews			
Action Step 1: Campus establishes a committee that works towards monitoring student attendance and designing next steps for improving attendance Intended Audience: Students and families Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: On Going Collaborating Departments: District Attendance Department	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Campus attendance rate is at 89% and students with chronic attendance issues continues to be a problem **Root Cause:** Lack of stability at the homefront places families in crisis mindset which places education at the bottom of the priority totem pole.

School Processes & Programs

Problem Statement 1: Student attendance rate is currently 89% and not at the target of 95% **Root Cause:** Chronic absenteeism plays a role in absences along with mobility rate of our parents. Lack of education and knowledge of how absenteeism impacts student learning

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 25% to 10% by May 2025.

Strategy 1: Develop a support system including campus leadership, counselors, teachers, and intervention specialist to support students and families with trauma related issues that impact students during the school day.

Strategy's Expected Result/Impact: Limit the number of removals from classes to allow in on-task behavior

Staff Responsible for Monitoring: Intervention Specialist, Counselor, administration

Title I:

2.4, 2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Hire Intervention Specialist to work with students with trauma related situations/experiences and students with behavioral issues to limit the time out of class.</p> <p>Intended Audience: students and families</p> <p>Provider / Presenter / Person Responsible: Administration</p> <p>Date(s) / Timeframe: 2024-2025</p> <p>Funding Sources: Intervention Specialist - TITLE I (211) - 211-31-6119-04E-144-30-510-000000-25F10 - \$58,900</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Campus attendance rate is at 89% and students with chronic attendance issues continues to be a problem **Root Cause:** Lack of stability at the homefront places families in crisis mindset which places education at the bottom of the priority totem pole.

School Processes & Programs

Problem Statement 1: Student attendance rate is currently 89% and not at the target of 95% **Root Cause:** Chronic absenteeism plays a role in absences along with mobility rate of our parents. Lack of education and knowledge of how absenteeism impacts student learning

Perceptions

Problem Statement 1: 63% of Teachers receive feedback on their teaching while 70% of teachers find feedback valuable. **Root Cause:** Administrators and instructional support are not tailoring their feedback to meet the needs of the teachers.

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 on Engagement on the district's Parent Survey to 60% by May 2025.

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

Strategy 1: Family Engagement Specialist will work with campus to hold parent meetings to get input, feedback, and involvement of parents and families.

Strategy's Expected Result/Impact: Increased Involvement

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

4.2

- **TEA Priorities:**


Improve low-performing schools

- **ESF Levers:**


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

Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1


Action Step 1 Details	Reviews			
Action Step 1: Snacks and Materials to be purchased for parent meetings and events. Intended Audience: Families Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: On Going Funding Sources: Snacks and Materials - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-144-30-510-000000-25F10 - \$2,070	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Campus attendance rate is at 89% and students with chronic attendance issues continues to be a problem **Root Cause:** Lack of stability at the homefront places families in crisis mindset which places education at the bottom of the priority totem pole.

School Processes & Programs

Problem Statement 1: Student attendance rate is currently 89% and not at the target of 95% **Root Cause:** Chronic absenteeism plays a role in absences along with mobility rate of our parents. Lack of education and knowledge of how absenteeism impacts student learning

Perceptions

Problem Statement 1: 63% of Teachers receive feedback on their teaching while 70% of teachers find feedback valuable. **Root Cause:** Administrators and instructional support are not tailoring their feedback to meet the needs of the teachers.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	student incentives	Snacks or incentives for students	211-11-6499-04E-144-30-510-000000-25F10	\$5,000.00
1	3	1	1	instructional support materials	Reading materials & Software for classroom use	211-11-6329-04E-144-30-510-000000-25F10	\$10,000.00
2	2	1	1		Snacks for parents to promote participation	211-61-6499-04L-144-30-510-000000-25F10	\$2,588.00
3	1	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-144-30-510-000000-25F10	\$3,000.00
4	2	1	1	Intervention Specialist	Title I Intervention Specialist	211-31-6119-04E-144-30-510-000000-25F10	\$58,900.00
Sub-Total							\$79,488.00
Budgeted Fund Source Amount							\$79,488.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	Snacks and Materials	Snacks for parents to promote participation	211-61-6499-04L-144-30-510-000000-25F10	\$2,070.00
Sub-Total							\$2,070.00
Budgeted Fund Source Amount							\$2,070.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1		INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-144-11-313-000000-	\$8,000.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1		INSTRUCTION FURN&EQUIP < \$5000	199-11-6398-XXX-144-11-313-000000-	\$2,350.00
Sub-Total							\$10,350.00
Budgeted Fund Source Amount							\$10,350.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	2		GENERAL SUPPLIES		\$588.00
Sub-Total							\$588.00
Budgeted Fund Source Amount							\$588.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2		GENERAL SUPPLIES		\$1,000.00
2	1	1	1		FURN/EQUIP > \$5,000		\$3,499.00
Sub-Total							\$4,499.00
Budgeted Fund Source Amount							\$4,499.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Supplies and materials for instructional use	199-11-6399-001-144-24-313-000000-	\$4,140.00
Sub-Total							\$4,140.00
Budgeted Fund Source Amount							\$4,140.00
+/- Difference							\$0.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2		Snacks - parent/community to promote participation	199-61-6499-001-144-25-313-000000	\$758.00
Sub-Total							\$758.00
Budgeted Fund Source Amount							\$758.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		INSTRCTNL RES/MED SVCS MISC OPERATING COSTS	199-12-6499-XXX-144-99-313-000000-	\$10,350.00
Sub-Total							\$10,350.00
Budgeted Fund Source Amount							\$10,350.00
+/- Difference							\$0.00
Grand Total Budgeted							\$112,243.00
Grand Total Spent							\$112,243.00
+/- 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