

Fort Worth Independent School District
208 T.A. Sims Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Mission Statement

The mission of T. A. Sims Elementary School is to encourage, educate, and empower each child by providing positive learning experiences that result in student success.

Vision

Vision

We believe in meeting students where they are and consistently encouraging, educating, and empowering each child so they can go far!

Value Statement

Values

Encourage – We believe we can achieve great things individually and as a team!

Educate – We believe that education is the key to success and we always do our best!

Empower- We believe in meeting students where they are and providing the necessary motivation & support so they go far!

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Comprehensive Needs Assessment

Revised/Approved: September 27, 2024

Demographics

Demographics Summary

T. A. Sims Elementary School is an urban campus within the historic Polytechnic Heights community located in southeast Fort Worth, Texas. It was originally founded in 1989 and named after Dr. T. A. Sims, the longest-serving member of the Fort Worth Independent School Board. T. A. Sims Elementary educates approximately 600 students in grades Pre-K 3 through 5th. Our diverse school population consists of 91% Hispanic, 8% African-American, 1% White/Other, and 63% Emerging Bilingual. We have several invested community partners that help support our campus efforts including: Forth Worth Children's Partnership, Poly United Community Center, First United Methodist Church, and Kid's Hope. We provide Regular Programming, one-way Dual Language, ESL, Gifted and Talented, Rigorous Individualized Specialized Education (RISE), Inclusion, and Resource Special Education classes. Our school provides extracurricular activities for students beyond the school day including Fort Worth After School Program, Tutoring, Art Club, UIL, Football, Softball, Soccer, and Cheerleading.

Demographics	Number of Students	Percentage
Total Enrollment	595	
Hispanic or Latino	540	91%
Black or African American	46	8%
White	8	< 1%
Asian	1	< 1%
Special Populations		
Economically Disadvantage	574	96%
Emerging Bilingual	376	63%
GT	34	.06%
Dyslexia	27	.04%
SPED	79	13%

Demographics Strengths

We currently have 595 students which surpassed projected enrollment. We provide multiple resources to support the economic needs of students and their families including free breakfast and lunch for all students, chromebooks for students, school supplies, uniforms, and winter coats for those in need. We also provide after school programming that includes homework help, STEM activities, fine arts, and dinner for students 3rd-5th grade. Pre-K3 classes are offered for students who qualify and live in our attendance zone. Extra-curricular activities that include Art Club, UIL, football, soccer, softball, and cheerleading are provided to students 3rd-5th grade. We have several SEL supports in place to assist

students including the use of Restorative Practices and PBIS as well as a full-time certified counselor, social worker, and partnership with Helping Hands We have highly qualified SPED staff that provide services and consultation to meet the diverse needs of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 23% of students are labeled as chronically absent, with 45% of African-American students identified as chronically absent. **Root Cause:** Our attendance committee needs more specificity including clear roles, responsibilities, goals, and dates for consistent meetings and parent information events

Problem Statement 2 (Prioritized): 13% of our student population, receive Special Education Services. **Root Cause:** Due to lack of training in Differentiated Instruction and inconsistencies in the MTSS process, teachers are not proficient in the identification and application of support needed for Speech, Dyslexia, Autism and other specified learning disabilities.

Student Learning

Student Learning Summary

T.A. Sims ES uses multiple sources of data to analyze student progress and achievement. One of those measures being MAP Growth which is used to project the likelihood of students meeting expectations for STAAR. At the end of year 2023 STAAR performance for Reading was at 24% Met and STAAR performance for Math was at 32% Met. Although, we are currently underperforming the district in Reading by 8%, we are outperforming the district in Math by 7% according to MOY MAP Growth and on track to meet our campus goal of improving Reading and Math STAAR performance at the Met level by at least 10%. To help address learning gaps and to accelerate students, T.A. Sims Elementary offers extended learning time via after school tutoring and Summer School. We have 10 TIA-designated teachers serving our PK-5th Grade students, 1 Special Education Inclusion/Resource Teacher, 1 RISE Teacher, 2 Dyslexia Teachers, Title I Teacher, and a Title I Teacher Assistant to help support students with additional academic needs and accelerate academic growth for all students. Additionally, T.A. Sims has a Campus Instructional Coach and is partnered Region XI to receive ongoing training and PD to help build teacher capacity and support identified students.

	MAP Growth Reading English	MAP Growth Math
	% Met Expected Growth BOY-MOY	% Met Expected Growth BOY-MOY
Total Enrollment	36	56
Hispanic or Latino	33	54
Black or African American	51	70
White	*	*
Asian	*	*
Special Populations		
Economically Disadvantage	35	56
Emerging Bilingual	31	52
SPED	31	55

Student Learning Strengths

There is marked growth in MAP Math for all subgroups and some growth in MAP Reading with 56% of students demonstrating expected growth from Fall to Spring. 3rd-5th Grade met or exceeded the grade-level norms for projected growth in both Reading and Math. 95% of Pre-K students met expectations and were considered "On Track" on the English Circle Phonological Awareness assessment. 92% of Pre-K students met expectations and were considered "On Track" on the Spanish Circle Phonological Awareness assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 25% of 3rd-5th Grade students are at the Meets level on the STAAR Reading assessment in English. **Root Cause:** Teachers need support understanding the depth of the state standards to be able to plan and deliver TEKS-aligned lessons and students need targeted interventions and supports to accelerate their learning.

Problem Statement 2 (Prioritized): 32% of 3rd-5th Grade students are at the Meets level on the STAAR Math assessment. **Root Cause:** Teachers need support understanding the depth of the state standards to be able to plan and deliver TEKS-aligned lessons and students need targeted interventions and supports to accelerate their learning.

School Processes & Programs

School Processes & Programs Summary

The school culture at T. A. Sims Elementary School is focused on academic success for all students in a safe and positive learning environment with standards aligned lesson plans and instructional delivery that include formative and summative assessments to promote mastery of the TEKS aligned learning objective. Throughout the year, all teachers participated in Professional Learning that emphasized Lesson Alignment, Checking For Understanding, and Student Engagement. During the training, the teachers learned and implemented best instructional practices such as planning for student discourse, standards alignment, exemplars, success criteria, and daily exit tickets. Through the work of Data Driven Instruction, the teachers were able to utilize data to plan effective Tier I instruction and reteach lessons during PLCs. During the school year, teachers developed a strong understanding of the curriculum. T.A.Sims partnered with Region XI to engage in school improvement work with TIL to refine and develop quality lesson plans and best teaching practices while the administration provided routine feedback on lesson plans and walkthroughs. PK-1st Grade were self-contained while 2nd through 5th grade classrooms were taught as a team teaching pair. Teachers were informed of the instructional focus via the monthly staff newsletter and calendar.

We are developing a data-rich campus culture focused on student growth and achievement, teachers also use the daily formative assessments to monitor student learning and adjust instruction based on student needs each day by focusing on the misconception from the previous day's learning and providing students with an opportunity to correct the misconception and master the skill. T. A. Sims Elementary utilizes the Ron Clark Academy House system as part of our Positive Behavior Intervention and Support Management System. Students 3rd-5th Grade are inducted into a House and able to earn points for their House in the following categories: academics, attendance, citizenship, effort, and school spirit. Every six weeks, the House with the most points is celebrated with a party. This also creates smaller communities within the school and provides opportunities for student leadership in their Houses. These Houses have also greatly increased school spirit. On Friday staff and students wear their House colors and end the day in the gym with a House Meeting to build comradery, develop leadership skills, and celebrate wins. PK-2 students work to earn Bulldog Bucks for behavior, attendance, and academics. PK-2 students enjoy trading in their Bulldog Bucks bi-weekly at the Bulldog Store. Another culture-building aspect is our monthly committees. At the beginning of the year, teachers and staff join a monthly committee which, in communication with Campus Admin, creates and shares out a monthly calendar of events for students, staff, and families. For campus leadership, the Instructional Leadership Team consists of the principal, assistant principal, data analyst, and instructional coach. Each grade level, including electives, has a grade-level leader and at the start of the year, the faculty votes on the CERC team comprised of staff members who act as an advising body to the principal. The Student Support Team consists of the principal, assistant principal, counselor, family engagement specialist, social worker, data analyst, and teacher leaders as appropriate. Throughout the school year, students had many opportunities to engage in extracurricular opportunities such as FWAS, Art Club, Girl Scouts, Football, Softball, Soccer, and Cheerleading. All extracurricular activities were sponsored by teachers and staff as a commitment to the development of the whole child.

School Processes & Programs Strengths

Recognition and celebration of cultural heritage and school spirit is a campus strength and can be seen in the artwork displayed as well as the special events, dress-up days, and bulletin board displays. Staff feel as though they have instructional support through instructional coaching, weekly PLCs, feedback from the Instructional Leadership Team, and collaboration with their colleagues across grade levels. Communication with staff and families via newsletters, activity calendars, call-outs, and social media is a culture-building strength. T. A. Sims Elementary takes pride in being a one-way dual language campus that serves 63% of EB students in their native Spanish language. All teachers are fully certified to teach their assigned grade level and content. Ten PK-5th grade teachers at T.A. Sims ES are designated TIA teachers with proven success in improving student outcomes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers meet weekly as a PLC to improve their effectiveness in delivering quality Tier 1 instruction. However, there is a lack of proficiency in content knowledge and differentiation that prevents gaps in student learning from being closed. **Root Cause:** Lack of training for differentiation offered to general ed teachers to

meet the diverse learning needs of students.

Problem Statement 2: Student learning and engagement. is not at the optimal level because teachers do not have access to the recommended technology tools for teaching & learning. **Root Cause:** T.A. Sims Teachers could not routinely implement recommendations from Technology Training because SmartBoards were not installed in any of the classrooms during the 2023-2024 school year. The Teacher MacBooks and iPads are not compatible with the older model promethean boards that are currently in use.

Perceptions

Perceptions Summary

Parent participation: Our largest parent participation events are Meet The Teacher, Open House, Fall Festival, Field Day, Awards Ceremonies, and Sports Events with attendance between 300-500 parents/family members at these events. T. A. Sims Elementary does not have an active PTA. Community Partnerships: Kid's Hope of First United Methodist Church provides mentors for our students. Poly UCC provides after-school care, summer programs, and parent resources. Our campus is part of the Fort Worth Children's Partnership (FWCP) which supports our campus in several different areas including providing the opportunity for our PreK and Kindergarten students to attend Museum School biweekly. They also fund a swim camp in partnership with TCU in the summer. Incentives for staff, students, and families are funded by FWCP to improve attendance, academics, and conduct. Campus Committees: All staff commit to being part of a committee each year. These committees include attendance, Positive Behavior Intervention, Support, LPAC, Grade Level Leads, House Leads, or monthly culture committees. The monthly culture committees are responsible for planning and communicating activities during their assigned month. These activities must include staff, student, and family components. Once the activities have been approved by the principal, the committee creates, posts, and distributes a monthly calendar, so all staff, students, and families can participate. House System: Students, staff, and parents are excited to belong to our House System. The four Houses, Altruismo, Amistad, Isibindi, and Reveur are modeled after the Ron Clark House System. House committee members attended Ron Clark training to ensure the system was implemented effectively. Campus staff and students in 3rd-5th Grade are inducted into one of the houses which they will be a part of their entire time at T. A. Sims ES. Students are able to earn points for their House through grades, citizenship, effort, attendance, and other positive ways. These points can be added by any staff member on campus via the Ron Clark app. The points update instantly and can be displayed for students to see easily on monitors in the hallway and cafeteria. Student names are also displayed when they earn points. Every six weeks, the house with the most points receives a house party! These parties have included: renting video game trucks, life-size game parties, movie parties, amazing race parties, and more. Students dress up every Friday in their house colors and wear their campus-provided house shirts. Friday afternoons conclude with House meetings to promote comradery, and leadership skills, and to celebrate wins. This has been a positive addition to our campus to build campus spirit, student leadership, and responsibility, and to create a feeling of belonging across the campus.

Perceptions Strengths

T. A. Sims Elementary has a strong and collaborative campus climate and culture. Students actively participate in school events and demonstrate leadership and respect. Most students have good attendance and demonstrate good conduct. There is good staff attendance and staff commitment to participate in after-school activities. There are multiple fun activities and dress-up days planned and communicated with families to increase student experience. We have good parent participation in campus events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the FWISD Principal Dashboard, the campus data indicates that 41% of students have 10 or more absences for the school year.
Root Cause: Lack of parent understanding of the adverse impact of chronic absenteeism, underutilization of resources to address factors that are causing absences, and inconsistent enforcement of attendance expectations that hold parents accountable for truancy.

Priority Problem Statements

Problem Statement 1: Teachers meet weekly as a PLC to improve their effectiveness in delivering quality Tier 1 instruction. However, there is a lack of proficiency in content knowledge and differentiation that prevents gaps in student learning from being closed.

Root Cause 1: Lack of training for differentiation offered to general ed teachers to meet the diverse learning needs of students.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: 25% of 3rd-5th Grade students are at the Meets level on the STAAR Reading assessment in English.

Root Cause 2: Teachers need support understanding the depth of the state standards to be able to plan and deliver TEKS-aligned lessons and students need targeted interventions and supports to accelerate their learning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 32% of 3rd-5th Grade students are at the Meets level on the STAAR Math assessment.

Root Cause 3: Teachers need support understanding the depth of the state standards to be able to plan and deliver TEKS-aligned lessons and students need targeted interventions and supports to accelerate their learning.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: According to the FWISD Principal Dashboard, the campus data indicates that 41% of students have 10 or more absences for the school year.

Root Cause 4: Lack of parent understanding of the adverse impact of chronic absenteeism, underutilization of resources to address factors that are causing absences, and inconsistent enforcement of attendance expectations that hold parents accountable for truancy.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: 13% of our student population, receive Special Education Services.

Root Cause 5: Due to lack of training in Differentiated Instruction and inconsistencies in the MTSS process, teachers are not proficient in the identification and application of support needed for Speech, Dyslexia, Autism and other specified learning disabilities.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

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

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

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 95% to 96% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 92% to 96% by May 2025.

Evaluation Data Sources: CLI and CIP Companion Guide

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

Strategy's Expected Result/Impact: 96% of the 2024-2025 Pre-Kindergarten Students will be on target in Phonological Awareness by the EOY as measured by CLI Engage.

Staff Responsible for Monitoring: Campus Admin and District Early Learning Coach

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: PreK 3 and PreK4 Teachers and Teacher Assistants will attend ongoing Professional Learning that will reinforce and support quality instruction that addresses the learning needs of diverse learners through the use of Early Learning best practices.</p> <p>Intended Audience: PreK Teachers and Teacher Assistants, Early Learning Coach</p> <p>Provider / Presenter / Person Responsible: Lead Teacher, District Coach, and Campus Admin</p> <p>Date(s) / Timeframe: Quarter 1- Aug- October 2024 Quarter 2 -November- February 2025 Quarter 3- March- May 2025</p> <p>Collaborating Departments: Early Learning</p> <p>Delivery Method: In Person and online training</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: PreK 3 and PreK 4 Teachers will work closely with the Campus and District Coach during after school and PLC to organize the classroom according to the Environmental Checklist and plan effective and engaging lessons where students can engage and utilize hands on, cross curricular, and real world experiences during the learn and play activities.</p> <p>Intended Audience: PreK3 and PreK4 Teachers and TAs</p> <p>Provider / Presenter / Person Responsible: Early Learning Coach, PreKLead Teacher</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Early Learning</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Supplies and Materials for Units of Study - BEA (199 PIC 25) - 199-11-6399-001-208-25-313-000000 - \$2,738</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Teachers meet weekly as a PLC to improve their effectiveness in delivering quality Tier 1 instruction. However, there is a lack of proficiency in content knowledge and differentiation that prevents gaps in student learning from being closed. Root Cause: Lack of training for differentiation offered to general ed teachers to meet the diverse learning needs of students.</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 46.7% 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 27.6% to 50% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 28% to 48% by May 2025.

Evaluation Data Sources: MAP Fluency EOY English and Spanish

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

Strategy's Expected Result/Impact: 70% of the students will be able to meet or exceed the key indicators as identified on the MAP Fluency Assessment.

Staff Responsible for Monitoring: Administrators, Instructional Coach, Dyslexia Teachers

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: 100% of K-5th Grade Literacy will attend Professional Learning, plan for effective delivery, and implement best instructional strategies according to the Science of Teaching Reading.</p> <p>Intended Audience: K-5th Gr. Teachers</p> <p>Provider / Presenter / Person Responsible: District and Campus Coaches, Administration, Lead Teachers, Dyslexia Teachers</p> <p>Date(s) / Timeframe: August 2024-November 2024, January 2025-February 2025</p> <p>Collaborating Departments: Literacy Dept. and Early Learning Dept.</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: Reading Materials and Supplies - TITLE I (211) - 211-11-6399-04E-208-30-510-000000-25F10 - \$1,000, Substitutes for Professional Learning - BASIC (199 PIC 11) - 199-11-6112-XXX-208-11-313-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Teachers meet weekly as a PLC to improve their effectiveness in delivering quality Tier 1 instruction. However, there is a lack of proficiency in content knowledge and differentiation that prevents gaps in student learning from being closed. Root Cause: Lack of training for differentiation offered to general ed teachers to meet the diverse learning needs of students.</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 39.8% to 70% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 43% to 63% 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 51.2% to 70% by May 2025.

Evaluation Data Sources: 23-24 EOY MAP

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs with district approved resources.

Strategy's Expected Result/Impact: 70% of the student population will be able to meet or exceed their expected growth as measured by the MAP Reading EOY Assessment.

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

Title I:

2.4, 2.5





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Schedule bi-weekly data meetings where teachers collaboratively analyze student work to identify specific learning needs and develop targeted plans to address specific student needs using district approved resources.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Campus Admin and Instructional Coach</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: ADQ, Learning & Leading</p> <p>Delivery Method: In-Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

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

Title I:

2.4, 2.5

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide Title I Teacher to support Tier II and Tier III students who are identified as at risk to eliminate the achievement gap through research based interventions and enrichment.</p> <p>Intended Audience: Students and Teachers Provider / Presenter / Person Responsible: Title I Teacher Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Learning and Leading, Student Support, Literacy Delivery Method: In person</p> <p>Funding Sources: Title I Teacher - TITLE I (211) - 211-11-6119-04E-208-30-510-000000-25F10 - \$69,525</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide after-school tutoring to support Tier II and Tier III students who are identified as at risk and/or bilingual.</p> <p>Intended Audience: Students and Teachers Provider / Presenter / Person Responsible: Administrator, After School Coordinator Date(s) / Timeframe: September 2024-April 2024 Collaborating Departments: Learning and Leading, Student Support Delivery Method: In Person</p> <p>Funding Sources: After School Tutoring - TITLE I (211) - 211-11-6116-04E-208-30-510-000000-25F10 - \$489.40, Summer Planning for Teachers - TITLE I (211) - 211-13-6116-04E-208-30-510-000000-25F10 - \$100, Snacks for After-School Tutoring and Professional Learning - BASIC (199 PIC 11) - 199-11-6395-XXX-208-11-313-000000- - \$1,500, Title 1 TA TA I RESOURCE T I - TITLE I (211) - 211-11-6129-04E-208-30-510-000000-25F10 - \$26,864</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: Provide authentic and culturally relevant resources and books for students.</p> <p>Intended Audience: Bilingual and At Risk students</p> <p>Provider / Presenter / Person Responsible: Librarian, Campus Admin</p> <p>Date(s) / Timeframe: September 2024-December 2024</p> <p>Collaborating Departments: Library Media and Bilingual Dept.</p> <p>Delivery Method: In person</p> <p>Funding Sources: Library Books - BASIC (199 PIC 11) - 199-11-6329-XXX-208-11-313-000000- - \$4,000, Library Supplies & Materials - BASIC (199 PIC 11) - 199-11-6399-XXX-208-11-313-000000- - \$150</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Teachers meet weekly as a PLC to improve their effectiveness in delivering quality Tier 1 instruction. However, there is a lack of proficiency in content knowledge and differentiation that prevents gaps in student learning from being closed. Root Cause: Lack of training for differentiation offered to general ed teachers to meet the diverse learning needs of students.</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 94.9% to 96% by May 2025.

Increase the percentage of Emerging Bilingual students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 88% to 96% by May 2025.

Evaluation Data Sources: CLI Engage, FWISD Companion Report

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

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

Staff Responsible for Monitoring: Prek Teachers, Campus Admin, District Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will engage in ongoing Planning, Data student assessments (i.e CLI Engage, Unit and Informal Assessments, Progress Monitoring, etc) and class work are analyzed using the campus Data Action Plan.</p> <p>Intended Audience: Prek Teachers, District and Campus Instructional Coaches, and Campus Administrators</p> <p>Provider / Presenter / Person Responsible: Campus Admin</p> <p>Date(s) / Timeframe: Weekly August 2024-May 2025</p> <p>Collaborating Departments: Early Learning</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Supplies and Materials for use with At-Risk & Bilingual Students - BASIC (199 PIC 11) - 199-11-6399-XXX-208-11-313-000000- - \$22,210</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: 13% of our student population, receive Special Education Services. **Root Cause:** Due to lack of training in Differentiated Instruction and inconsistencies in the MTSS process, teachers are not proficient in the identification and application of support needed for Speech, Dyslexia, Autism and other specified learning disabilities.

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 38% to 45% by May 2025.

Evaluation Data Sources: TX-KEA Campus Report (ADQ Archive)

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 Framework 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: Build teacher capacity in planning and delivering this new curriculum to increase the percentage of Kinder students who score On Track on TX-KEA Math.

Staff Responsible for Monitoring: Campus ILT

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

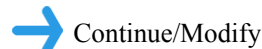
Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: The Instructional Leadership Team supports teachers in developing rigorous lessons that meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation of which plans for both scaffolds and enrichment in each day's lesson.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus ILT Date(s) / Timeframe: August 2024-May2025 Collaborating Departments: Math Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June



Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Teachers meet weekly as a PLC to improve their effectiveness in delivering quality Tier 1 instruction. However, there is a lack of proficiency in content knowledge and differentiation that prevents gaps in student learning from being closed. **Root Cause:** Lack of training for differentiation offered to general ed teachers to meet the diverse learning needs of students.

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 54% to 70% by May 2025.

Increase the percentage of Emerging Bilingual students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 49% to 70% by May 2025.

Evaluation Data Sources: 23-24 EOY MAP

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

Strategy's Expected Result/Impact: 70% of the K-5 Grade students will meet or exceed projected growth on Map Growth Math.

Staff Responsible for Monitoring: Campus ILT

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Purchas classroom resources for instruction that promotes student engagement and assessments within the curriculum Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Admin Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Math Delivery Method: In Person Funding Sources: Technology, Supplies, and Materials - TITLE I (211) - 211-11-6396-04E-208-30-510-000000-25F10 - \$186	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Attend Professional Learning in and out of the state to develop and implement best instructional practices.</p> <p>Intended Audience: Teachers, Admin, Inst. Coach</p> <p>Provider / Presenter / Person Responsible: Administrators</p> <p>Date(s) / Timeframe: September 2024-June 2025</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Travel accommodations & registration for attendees - TITLE I (211) - 211-13-6411-04E-208-30-510-000000-25F10 - \$4,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: 32% of 3rd-5th Grade students are at the Meets level on the STAAR Math assessment. Root Cause: Teachers need support understanding the depth of the state standards to be able to plan and deliver TEKS-aligned lessons and students need targeted interventions and supports to accelerate their learning.</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 23% to 35% 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 12% to 30% by May 2025.

Evaluation Data Sources: STAAR data, MAP Growth projections





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

Strategy's Expected Result/Impact: 35 % of the students will score Meets or above as indicated on the STAAR assessment.

Staff Responsible for Monitoring: Campus Admin and Inst. Coach

- Title I:**
2.4, 2.5, 2.6
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide resources, materials, technology applications, and incentives to engage students in higher order thinking strategies, projects, and learning to engage and provide student discourse within the instruction.</p> <p>Intended Audience: Students and Teachers</p> <p>Provider / Presenter / Person Responsible: Administration, GT Teachers and Content Teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Gifted and Talented, Learning and Leading</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Supplies and resources for GT - GT (199 PIC 21) - \$571</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

Problem Statement 1: 25% of 3rd-5th Grade students are at the Meets level on the STAAR Reading assessment in English. **Root Cause:** Teachers need support understanding the depth of the state standards to be able to plan and deliver TEKS-aligned lessons and students need targeted interventions and supports to accelerate their 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 31% to 45% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to 40% by May 2025.

Evaluation Data Sources: STAAR data, MAP Growth projections

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

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

Staff Responsible for Monitoring: Campus Admin, Inst. Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Provide resources, materials, and incentives to engage students with identified learning disabilities, and at-risk students to maintain focus and engagement within the instruction. Intended Audience: Students and Teachers Provider / Presenter / Person Responsible: Administration, Special Education Teachers, Dyslexia Date(s) / Timeframe: August 2024-2025 Collaborating Departments: SPED and Dyslexia Teachers Delivery Method: In Person Funding Sources: Resources, Materials, Incentives, Snacks - SPED (199 PIC 23) - \$3,779	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide resources for remediation and intervention for students at risk after school Intended Audience: At risk student population Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: September 2024-April 2025 Collaborating Departments: Learning and Leading, SPED Delivery Method: In Person Funding Sources: Intervention Resources & Materials - SCE (199 PIC 24) - 199-11-6399-001-208-24-313-000000- - \$7,785	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: 32% of 3rd-5th Grade students are at the Meets level on the STAAR Math assessment. Root Cause: Teachers need support understanding the depth of the state standards to be able to plan and deliver TEKS-aligned lessons and students need targeted interventions and supports to accelerate their learning.</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 20.85% to 15% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 20% by May 2025.

Evaluation Data Sources: Attendance Reports, Attendance Dashboard

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

Strategy's Expected Result/Impact: Increase student attendance and parent engagement while decreasing negative student behaviors.

Staff Responsible for Monitoring: FES, Campus Admin, Staff

Title I:

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			
<p>Action Step 1: Engage parents through parenting classes, education & technology courses for parents, family engagement activities, parent teacher conferences throughout the school year.</p> <p>Intended Audience: Parents, Community Stakeholders</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist, Teachers, Counselor, Wellness Coordinator</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Family Partnerships</p> <p>Delivery Method: In person</p> <p>Funding Sources: Additional Family Engagement Specialist - TITLE I (211) - 211-61-6129-04L-208-30-510-000000-25F10 - \$32,276, Family Academic Engagement Nights - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-208-30-510-000000-25F10 - \$700, Snacks for Parent Engagement - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-208-30-510-000000-25F10 - \$2,616, Supplies and Resources for Parent Engagement - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-208-30-510-000000-25F10 - \$200, Extra Duty Pay for FES/Support Staff - TITLE I (211) - 211-11-6121-04E-208-30-510-000000-25F10 - \$574</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Utilize Communication tools to stakeholders such as but not limited to newsletters, social media, and website of school events, volunteer opportunities, student achievement, and points of school pride.</p> <p>Intended Audience: Parents and Community Stakeholders</p> <p>Provider / Presenter / Person Responsible: Administration, Counselor, Librarian, Family Engagement Specialist</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Family Partnerships and Communication</p> <p>Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Establish an active attendance committee with well defined roles that create action steps such as but not limited to Home Visits, Mentorship, Check Ins, Parent Meetings for identified chronic or high absences to eliminate barriers that hinder students from academic achievement.

Strategy's Expected Result/Impact: The cohort of enrolled students that were identified will decrease from 20.85% to 15 % as identified in the FWISD Data Dashboard.





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

Title I:
2.4, 2.6
- **TEA Priorities:**
Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Re-define the roles and responsibilities of the attendance committee members to establish systems and procedures for reviewing the data to identify students with chronic absences, create a plan of action, monitor and document, and identify ways of celebrating those identified students (home visits, warm calls, electronic/written notifications, and restoration).</p> <p>Intended Audience: Teachers, Counselor, Family Engagement Specialist, Data Clerk, and Administrators</p> <p>Provider / Presenter / Person Responsible: Attendance Committee</p> <p>Date(s) / Timeframe: Monthly starting August 2024 though May 2025</p> <p>Collaborating Departments: Student Records, MTSS, Family Engagement</p> <p>Delivery Method: In person</p> <p>Funding Sources: Social Emotional Supplies, Materials, Resources - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-208-99-313-000000- - \$800, Travel for Students - UNDISTRIBUTED (199 PIC 99) - 199-36-6412-XXX-208-99-313-000000- - \$3,500, PPE, Supplies & Materials for Nurse - UNDISTRIBUTED (199 PIC 99) - 199-33-6399-XXX-208-99-313-000000- - \$600</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: According to the FWISD Principal Dashboard, the campus data indicates that 41% of students have 10 or more absences for the school year. Root Cause: Lack of parent understanding of the adverse impact of chronic absenteeism, underutilization of resources to address factors that are causing absences, and inconsistent enforcement of attendance expectations that hold parents accountable for truancy.</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 0% to 0% by May 2025.

Evaluation Data Sources: ADQ Reports, Focus Reports

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

Strategy's Expected Result/Impact: Maintain 0% suspension rate for Af. Am students

Staff Responsible for Monitoring: Administration, Teachers, PBIS Committee

Title I:

2.6

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Re-define and provide clear expectations of the discipline procedures for student referrals through Professional Learning, so there is a clear understanding of the campus and district expectations.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Campus MTSS Team</p> <p>Date(s) / Timeframe: Sept 2024- April 2025 quarterly PD/training</p> <p>Collaborating Departments: MTSS, Student Support</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Services, Supplies, and Materials - UNDISTRIBUTED (199 PIC 99) - 199-61-6264-XXX-208-99-313-000000- - \$400</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure the MTSS Team meetings include analysis of discipline data and Branching Minds interventions, action plans with timelines to address student's needs, and monitor the outcome of the intervention</p> <p>Intended Audience: MTSS Team</p> <p>Provider / Presenter / Person Responsible: Teacher Leaders, ILT, Campus Admin.</p> <p>Date(s) / Timeframe: August-May</p> <p>Collaborating Departments: MTSS and Restorative Practice Dept.</p> <p>Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% 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 2: 13% of our student population, receive Special Education Services. Root Cause: Due to lack of training in Differentiated Instruction and inconsistencies in the MTSS process, teachers are not proficient in the identification and application of support needed for Speech, Dyslexia, Autism and other specified learning disabilities.</p>

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Darnell Giddings	Family Engagement Specialist	Parent Engagement/Strategic Partnerships	1

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Reading Materials and Supplies	Supplies and materials for instructional use	211-11-6399-04E-208-30-510-000000-25F10	\$1,000.00
1	3	2	1	Title I Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04E-208-30-510-000000-25F10	\$69,525.00
1	3	2	2	After School Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-208-30-510-000000-25F10	\$489.40
1	3	2	2	Title 1 TA TA I RESOURCE T I	Title I Teacher Assistant	211-11-6129-04E-208-30-510-000000-25F10	\$26,864.00
1	3	2	2	Summer Planning for Teachers	Extra duty for summer planning (off contract days)	211-13-6116-04E-208-30-510-000000-25F10	\$100.00
2	3	1	1	Technology, Supplies, and Materials	Technology for instructional use	211-11-6396-04E-208-30-510-000000-25F10	\$186.00
2	3	1	2	Travel accommodations & registration for attendees	Travel for Teachers (PD)	211-13-6411-04E-208-30-510-000000-25F10	\$4,000.00
4	1	1	1	Extra Duty Pay for FES/Support Staff	Extra duty/Overtime (Support Staff)	211-11-6121-04E-208-30-510-000000-25F10	\$574.00
4	1	1	1	Additional Family Engagement Specialist	Family Engagement Specialist	211-61-6129-04L-208-30-510-000000-25F10	\$32,276.00
Sub-Total							\$135,014.40
Budgeted Fund Source Amount							\$135,014.40
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Family Academic Engagement Nights	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-208-30-510-000000-25F10	\$700.00
4	1	1	1	Supplies and Resources for Parent Engagement	Supplies and materials for parental involvement	211-61-6399-04L-208-30-510-000000-25F10	\$200.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Snacks for Parent Engagement	Snacks for parents to promote participation	211-61-6499-04L-208-30-510-000000-25F10	\$2,616.00
Sub-Total							\$3,516.00
Budgeted Fund Source Amount							\$3,516.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Substitutes for Professional Learning	INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-208-11-313-000000-	\$2,000.00
1	3	2	2	Snacks for After-School Tutoring and Professional Learning	INSTRUCTION PURCHASING CARD	199-11-6395-XXX-208-11-313-000000-	\$1,500.00
1	3	2	3	Library Supplies & Materials	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-208-11-313-000000-	\$150.00
1	3	2	3	Library Books	INSTRUCTION OTHER READING MATERIALS	199-11-6329-XXX-208-11-313-000000-	\$4,000.00
2	1	1	1	Supplies and Materials for use with At-Risk & Bilingual Students	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-208-11-313-000000-	\$22,210.00
Sub-Total							\$29,860.00
Budgeted Fund Source Amount							\$29,860.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplies and resources for GT	GENERAL SUPPLIES		\$571.00
Sub-Total							\$571.00
Budgeted Fund Source Amount							\$571.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Resources, Materials, Incentives, Snacks	INSTRUCTIONAL MATERIALS		\$3,779.00

SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$3,779.00
Budgeted Fund Source Amount							\$3,779.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2	Intervention Resources & Materials	Supplies and materials for instructional use	199-11-6399-001-208-24-313-000000-	\$7,785.00
Sub-Total							\$7,785.00
Budgeted Fund Source Amount							\$7,785.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Supplies and Materials for Units of Study	Supplies and materials - instruction	199-11-6399-001-208-25-313-000000	\$2,738.00
Sub-Total							\$2,738.00
Budgeted Fund Source Amount							\$2,738.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	2	1	Travel for Students	COCURRICULAR/ EXTRACURRIC TRAVEL - STUDENT	199-36-6412-XXX-208-99-313-000000-	\$3,500.00
4	1	2	1	PPE, Supplies & Materials for Nurse	HEALTH SERVICE GENERAL SUPPLIES	199-33-6399-XXX-208-99-313-000000-	\$600.00
4	1	2	1	Social Emotional Supplies, Materials, Resources	GUIDANCE & COUNSELING SVC GENERAL SUPPLIES	199-31-6399-XXX-208-99-313-000000-	\$800.00
4	2	1	1	Services, Supplies, and Materials	COMMUNITY SERVICES RENTALS-FURN/ COMPUT/EQUIP	199-61-6264-XXX-208-99-313-000000-	\$400.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$5,300.00
Budgeted Fund Source Amount							\$5,300.00
+/- Difference							\$0.00
Grand Total Budgeted							\$188,563.40
Grand Total Spent							\$188,563.40
+/- 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